



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**MA THESIS ON: ASSESSING THE EFFECTS OF LARGE CLASS SIZES ON
THE TEACHING AND LEARNING OF WRITING SKILLS IN ENGLISH AS A
FOREIGN LANGUAGE: THE CASE OF GRADE 11 STUDENTS AT AYER
TENA SECONDARY SCHOOL**

BY: AGEGNEHUWORK TEKLE

ADDIS ABABA, ETHIOPIA

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AND LEARNING OF WRITING SKILLS IN ENGLISH AS A FOREIGN
LANGUAGES: THE CASE OF GRADE 11 STUDENTS AT AYER TENA
SECONDARY SCHOOL**

**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES
& LITERATURE IN FULFILMENT OF EFL OF MASTERS'S DEGREE IN
ENGLISH LANGUAGE TEACHING**

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LIST OF ABBREVIATIONS AND ACRONYMS

MOE Ministry of Education

EFL English as a Foreign Language

FDRE Federal Democratic Republic of Ethiopia

BERA British Educational Research Association.

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DEDICATION

This heartfelt dedication holds a special place in my heart as it is an expression of my profound gratitude towards my beloved sister, Yewudwork Kebede, who passed away unexpectedly. She has been a constant source of strength throughout my life, always going above and beyond to ensure my success. Her unwavering support and encouragement have been a beacon of light that has guided me through the darkest and most challenging times and motivated me to strive for excellence. Her presence in my life has been a blessing, and I am truly grateful for all she has done for me. With all my heart, I dedicate this thesis manuscript to her as a tribute to her selflessness, generosity, and love.

ABSTRACT

The focus of this study was to investigate the effects of large class sizes on teaching and learning writing skills, with particular attention to the challenges teachers and students face in English writing activities. The study was carried out at Ayer Tena Secondary School, and a descriptive survey research design was employed in conjunction with a mixed approach incorporating quantitative and qualitative research methods. In order to ensure the reliability of the research tools, a pilot study was conducted with 12 students from a different school with large class sizes, and the reliability of the tool was tested. It appeared to have an acceptable internal consistency, as indicated by Cronbach's alpha value of 0.71. The data for this study were gathered from 40 students and four English language teachers, and observations were made in two classrooms. Data was collected using three tools: a questionnaire, interviews, and observations. Quantitative data were analyzed numerically in a table using percentages, while qualitative data were transcribed, elaborated, and narrated in words. The study results showed that large class sizes pose significant instructional and social challenges during the teaching and learning process of English writing skills lessons, negatively affecting the quality of writing instruction. Furthermore, the study found that while teachers attempt to mitigate the effects of large class sizes, their efforts are insufficient. In light of these findings, the study suggests that teachers should prioritized writing as a crucial skill and take various pedagogical measures to engage individual students to improve the teaching and learning of English writing skills.

CHAPTER ONE INTRODUCTION

1.1. Background of the Study

Writing is an essential communication skill. It means you can talk to people without being near them. It is essential for school and work to get better jobs and make more money. For this and more reasons, it is essential to learn how to write well. Generally, it is one of the most significant human developments in history because it allows us to share knowledge, thoughts, and ideas across generations and countries.

English writing skills are increasingly vital in the modern world. The importance of English writing skills extends across various domains. In the professional sphere, individuals with strong written communication abilities are not only sought after but often find themselves at a considerable advantage. Businesses in a globalized world require employees who can articulate ideas, compose reports, and communicate clearly through written channels. The ability to craft persuasive documents, explicit emails, and compelling reports is highly related to the ability of writing skills. Writing provides learners with numerous opportunities to seek modern ways to compose their different ideas and thoughts in a foreign language (Rao, 2017). Being able to write well in English is crucial in today's world. It opens up many opportunities in different fields, such as education, work, international communication, and personal expression. Writing also helps improve other language skills, like speaking, listening, and reading.

Like in school, English writing skills are essential for high school students who plan to continue their studies. They need these skills to write good paragraphs and essays. No matter what they want to study, these skills will help them succeed, and it is crucial if someone plans to study in an English-speaking school. These will help them do well in their studies and enable them to communicate effectively with teachers and peers.

In Ethiopia, English is taught as a required subject from primary school to higher education because it is an essential language for the country's development in business, communication, technology, and education. However, many high school students in Ethiopia find it challenging to master writing skills, which is one of the targets MOE sets for high school students. This skill requires good vocabulary, grammar, punctuation, and the ability to connect sentences and ideas coherently. So, since having good writing skills is this important, teaching this skill in a large class size is one of the challenges that hinders writing skills is having a large class size.

Large class sizes are a problem for developing and developed countries, and numerous studies have been conducted to understand the problem in education. In the United States, after Achilles and Finn (1999) argued that small classes were crucial to educational policy, multiple projects aimed at reducing class sizes were launched. Elkington and Lloyd-Staples (n.d., year, p. 7) cited this argument. Similarly, the UK government took measures to address large class sizes by implementing a maximum of 30 students per class for children aged 5-7 years, which came at a significant cost (Elkington & Lloyd-Staples, n.d., year, p. 7). Large class sizes are even more severe in developing countries like Ethiopia.

Many high schools in Ethiopia have large classes, making it difficult for English language teachers to promote students' performance in writing skills. Teaching and learning writing skills in large classes are the primary concern of this study. Teaching writing skills is vital, but it can be hard to do when many students are in a class. Giving individual attention and

help is challenging when so many people are around. Plus, it can be noisy and distracting in a crowded classroom, which makes it even harder for students to learn. This is a problem in many places, especially developing countries like Ethiopia. This study assessed the effects of large class sizes on the teaching and learning English writing skills in the case of Grade 11 students in Ayer Tena Secondary School.

1.2. Statement of the Problem

The Education and Training Policy of the Federal Democratic Republic of Ethiopia (FDRE) in 1994 recognized that one of the biggest hurdles for the Ethiopian education system is the issue of overcrowded classrooms in primary and secondary schools. This problem is widespread across the country and harms the quality of education provided to students.

It has been found that overcrowded classes harm both students and teachers. Colleges in the US are ranked based on the number of students in their classes, with higher scores going to colleges with smaller classes and lower scores going to those with larger classes. This implies that smaller class sizes may be better for everyone involved. Additionally, Harmer (2000) discovered in his study that large classes pose difficulties for teachers and students, hindering the teaching and learning process. Teachers find it hard to reach students seated at the back while students struggle to get individual attention. Organizing dynamic and creative teaching and learning sessions becomes impossible in such circumstances.

Finding ways to make it work is essential, especially when teaching language skills. This might mean using specific techniques to help manage the class and keep students engaged.

Synthesizing the earlier views, Locastro (2001) summarizes the effects of teaching English in large classes as pedagogical, management-related, and practical. While large classes are

not a pedagogical disaster, the difficulties that arise from them raise more requirements for language teachers than those teaching smaller classes.

Numerous local studies have been conducted about large sizes related to teaching reading, reading speed, reading preferences, course book readability, students' reading strategies, and classroom practices for reading lessons. For instance, BikilaTolasa's (2018) study assessed the challenges of teaching speaking in large classes. Based on the literature review, it is apparent that there are not enough studies conducted in developing countries on class size and large classes compared to those conducted in developed countries.

Despite the reality, as far as my knowledge goes, not enough attention is given, and insufficient research is carried out on how large class sizes affect the teaching of English writing skills, particularly in our country. Therefore, this study focused on assessing the effects of large class sizes on the teaching and learning English writing skills and the challenges that both students and teachers encounter in the teaching and learning process in the case of Grade 11 students in Ayer Tena High School.

1.3. Objectives of the Study

Teachers face significant challenges when teaching English in large classes. This study assessed the effects of large class sizes on teaching and learning English writing skills and their effect on teachers and students teaching and learning writing skills. The study also examines its problem with students' learning experience.

1.3.1. General objective

The general objective of this study is to assess the effects of large class sizes on the teaching and learning of English writing skills in Grade 11 students at Ayer Tena Secondary School.

1.3.2 Specific objectives

1. To assess the implications of large class sizes in writing skills' teaching and learning process.
2. To assess teachers' difficulties while teaching writing skills in large class sizes.
3. To assess the effects of class size on students' learning experience of writing skills.

1.4. Research Questions

The following research questions will guide this study:

1. What are the implications of large class sizes in the teaching and learning process of writing skills?
2. What challenges do teachers face while teaching English writing skills in large classes?
3. How does class size affect students' learning experience of writing skills?

1.5. Significance of the Study

The researcher aimed to contribute to the broader discussion on education and instructional strategies by highlighting how large class size affects the teaching and learning of writing skills at Ayer Tena High School grade 11 students. From a practical standpoint, studying the practice of teaching English to large classes can provide valuable insights into strategies that can enhance the effectiveness of instruction. It could also lead to the development of practical approaches and practices to deal with the effects of large classes in teaching English writing skills. Moreover, the findings of this research may influence educational policies and practices, leading to a reassessment of class size guidelines in specific regions

or the improvement of targeted support for teachers and students who face challenges of large class sizes in terms of instructional and social effects.

1.6. Scope of the Study

The study occurred in Ayer Tena Secondary School in Addis Ababa, Ethiopia's capital city. Ayer Tena Secondary School is in the Kolfe-Keranio zone of Addis Ababa region, which has a large population. Fatuma Habib (2019) mentioned in her study that Kolfe-Keranio is the most significantly populated sub-city among eleven sub-cities in Addis Ababa. The researcher chose Kolfe-Keranio Sub City because it is the largest, with 15 Woredas and eight government secondary schools, including Ayer Tena Secondary School.

1.7. Limitations and delimitation of the Study

Undoubtedly, research work is not a cakewalk and comes with its own set of limitations and challenges. As a teacher, the researcher faced several obstacles while conducting the research, including the lack of ample time to focus on the study due to the enormous teaching responsibilities. However, the researcher did not let these challenges hinder the research's progress and earnestly attempted to overcome them and complete the research as comprehensively and efficiently as possible.

During the study, the researcher encountered a few more challenges, including the difficulty of scheduling meetings with other English teachers due to their different schedules and weekend commitments. Moreover, the unavailability of internet access posed another challenge, making it difficult for the researcher to access essential information and resources. As a limitation, it was conducted solely within one school, with only two sections and a sample size of 40. This limited scope raises concerns about the generalizability of the findings to other settings. For instance, if the study had been

conducted in multiple schools with larger sample sizes of students and teachers, the results may have varied, revealing different limitations and possibilities.

Furthermore, the study is delimited to government schools, which means it does not explore the potential differences in class size between government and private schools. Private schools often have smaller class sizes, which significantly affects learning outcomes. Therefore, the study's findings should be interpreted cautiously, as they may not apply to other school settings with different class sizes, teacher-student ratios, and resources. Despite these limitations and challenges, the researcher remained persistent and worked diligently to ensure the study was as comprehensive and detailed as possible.

1.8. Organization of the Study

This thesis comprises five distinct chapters, an appendix, and references. To aid readers in comprehending statistical distributions, tables are listed alongside the table of contents, which is followed by a brief summary of the sections and subsections. The researcher may express gratitude to a special individual in the dedication section, which is then followed by an acknowledgement. The abstract provides a succinct overview of the thesis, highlighting its key components, such as the background, problem statement, aims, significance, and scope.

The initial chapter of the research establishes the groundwork for the investigation and the framework. It begins by providing essential background information and then followed by a comprehensive problem outline. The study's overall objective and specific goals are then described in detail, along with a thorough explanation of the investigation's significance, parameters, and any limitations or restrictions. The second chapter of the document provides a thorough review of the pertinent literature. It includes an in-depth analysis and synthesis of prior studies that are relevant to the research topic. In chapter three, the various research methodologies used in the study are described in detail. This includes the selected research methodologies, data collection instruments, sample sizes and methods, and data

analysis strategies employed to arrive at the research findings. The result of the pilot study is also revealed in this chapter.

The fourth chapter of the thesis thoroughly interprets and contextualizes the research findings. The chapter delves into a detailed analysis of the data collected, utilizing tables and descriptions to provide a comprehensive understanding of the research results. The insights gained from the analysis offer a valuable contribution to the field of study, shedding light on important aspects of the research topic.

On the other hand, chapter five offers a concise summary of the research findings, conclusions, and recommendations for further research or real-world applications. Lastly, the reference section concludes the thesis with a comprehensive list of all the sources mentioned throughout the study. Additionally, appendices are included to provide further context and support the research.

1.9. Operational Definitions of Terms

Large class: refers to a large number of students in a given classroom.

Writing skills: refers to the skills you use to write effectively and succinctly.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. What is writing?

Writing is the practice of combining words to form coherent thoughts. Excellent writing goes further; it involves using clear and compelling language to convey ideas that deeply inform or inspire. Grammar, punctuation, word choice, tone, and even proofreading all affect how effective the writing is. Writing is a thinking process that demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring and evaluating what is going to be written and what has been written and using languages to express exact meaning. Brown (2001:336) defines writing as a thinking process; the first is figuring out the meaning, and the second is putting the meaning into a language.

Writing is communicating by using words to create messages that others can read. It is a skill that lets you express your thoughts and ideas creatively. Writing helps you develop new ways of putting your ideas down in a language (Rao, 2017). Writing is a vital tool that can help people develop new ideas and understand things better by remembering things they may have forgotten. It can also help people feel better by letting them adequately express themselves. This can help people communicate their thoughts and ideas more clearly.

It is also an essential skill to learn in English language education. It is also regarded as one of the hardest abilities to acquire. Writing, however, can make a big difference in a student's academic achievement. This is due to the fact that writing helps students improve their vocabulary, reaffirm the language's grammatical structure, organize their thoughts and ideas, and advance other language abilities, including speaking, listening, and reading (Javed et al., 2013; Nodoushan 2014). According to Walsh (2010), writing is critical because it is used extensively in higher education and work. If people do not know how to write well, they cannot communicate with their teachers, bosses, classmates, or others.

Many professional messages are written, such as proposals, memos, reports, applications, emails, etc. This is true for Ethiopian students because English is taught as a second language and is required in schools.

2.2. What is the purpose of teaching writing skills?

According to Hedge (2005:95), writing is a means of communication. It allows us to express our thoughts, emotions, and ideas in written form. To communicate effectively, we must have good writing skills. Hyland (2003: xii) also emphasized the importance of teaching writing skills to students. Writing is crucial to academic activities such as note-taking, paragraph composition, and essay writing. Raimes (1983) added that writing helps students become more familiar with the language, leading to improved academic achievement and the ability to express new ideas.

English writing skills are essential in today's world. The main objective of teaching English writing skills in school is to equip learners to communicate effectively in English nationally and internationally. With the increasing demand for efficient correspondence in English writing, there is a growing need for effective English language teaching. (Ahmad, 2016)

Writing abilities are essential for studying English as a foreign language (EFL) since they help students succeed academically (Aliyu, 2020). To improve their writing abilities, EFL students must use their language proficiency to create the primary argument, offer evidence to support it, succinctly describe the viewpoints of experts, select appropriate diction, select relevant topics, use proper punctuation, establish good connections between sentences, and include appropriate references. Writing is a thinking tool that strengthens the other three language skills (reading, listening, and speaking) and language components such as vocabulary, pronunciation, and grammar (Khazrouni, 2019).

According to Khazrouni, EFL learners can develop various skills in their English learning by improving their English writing skills. These skills include analyzing, arguing, and critical thinking. Furthermore, English writing helps students apply their understanding of micro linguistics, such as morphology, syntax, and semantics, which they have already learned in English class (Menggo et al., 2019).

It is essential to write well in English not only for work and school but also for communicating with others and expressing yourself. Writing can greatly affect your life, personally and professionally, by helping you get promotions and do well in school, as stated by the SoME Team (2022).

Writing helps with thinking and is an essential skill that works with other language skills like vocabulary, pronunciation and grammar, as explained by Khazrouni (2019). Writing is essential for successful language development, especially in English, and is widely used for international communication and knowledge comprehension. World knowledge is primarily sourced from writing, significantly affecting the education system. According to Blanka Kilimova (2012), written language serves a crucial social and educational function.

Writing in a foreign language offers numerous benefits to students. It enhances their critical thinking skills and enables them to articulate their thoughts and beliefs effectively. Rao (2019) asserts that writing can help individuals and groups develop cognitive abilities and generate ideas. Students can broaden their perspectives and express themselves more coherently and structurally through writing.

According to the literature reviewed above, there are several reasons why learning to write in a well-organized form is crucial in schools. Raimes (1983) suggested that it helps students to express their ideas and thoughts in a clear and concise manner. Students become better equipped to communicate their arguments effectively when they learn how to

structure their writing and present their ideas logically. This skill will serve them well throughout their academic and professional careers.

Brown (2001) also added that well-organized writing helps students develop critical thinking skills. By analyzing and organizing their ideas before putting them down on paper, students learn to think more deeply and critically about the subject matter. This, in turn, helps them engage with the material more effectively and better understand the topic.

Finally, writing in a well-organized form teaches students valuable life skills that are applicable in many areas beyond the classroom. By learning how to structure their writing, students also develop skills such as time management, attention to detail, and the ability to present information in a clear and concise manner. These skills will serve them well in various contexts, from writing a business report to crafting a persuasive email. Overall, the ability to write in a well-organized form is an essential skill that should be taught and developed in schools. It is a skill that will benefit students academically and professionally throughout their lives (Aliyu, 2020).

2.3. What is a Large Class Size?

Regarding the definition of a large class, there is no consensus. Depending on their individual teaching and learning experiences, the educational context in which they are taught, and the learners' level, teachers and students alike have differing opinions about what constitutes a large and small class. A class of more than thirty pupils is considered large in developed nations (Hess, 2001). Similarly, Brown (2001) suggests that the ideal class size should not exceed twelve students.

A large class size can vary depending on different factors and personal opinions. The number of students that make a class significant is not fixed, as teachers have varying perspectives on how many students are too many, depending on different circumstances (Hayes, 1997). Therefore, what is considered a big class in one country or situation might

not be the same in another. Usually, a class with more than 30 students is considered significant (Hess, 2001), but the number of students in a class is not the only factor determining. As a result, the ideal number of students for a class may fluctuate depending on the situation.

Different professionals have defined the size of a class in different ways. They consider the process of teaching and learning and the classroom environment. According to Day et al. (1996), class size means the total number of students assigned to one teacher for some or all of their teaching schedules. Scholars have debated the topic of large classes with different opinions.

Some people define class size as the numbers of students in a classroom, while others define it as the physical aspects of the classroom, such as chairs, seating arrangement, and overall space. According to Baker and Westrup (2000), a large class can be any number of students if the teacher feels there are too many students to make progress. This means that the definition of class size is not fixed and depends on individual perception and understanding. In different teaching and learning contexts, different practitioners have defined class size differently, as observed in Africa by the British Council in 2010.

2.4. Disadvantage of large class size in teaching and learning.

English language teachers worldwide face a significant challenge in teaching large class sizes. The problem with these classes is that some students may not have the chance to participate fully in the lesson, which can cause disengagement and lack of motivation. Additionally, with many students in a class, teachers find it increasingly difficult to provide individual attention to each student.

It is pretty standard to experience a lack of essential learning materials like textbooks, chairs, and tables. This can make it even harder for teachers to educate larger groups of students. The non-availability of these resources can hinder a student's ability to learn and

participate in classroom activities, leading to poor academic performance and an overall disappointment with the quality of education offered.

In 2016, Philip conducted a study which showed that having too many students in a classroom can lead to a range of issues for both teachers and students. These issues can include high levels of noise, teachers being unable to attend to the needs of every student, difficulties in moving around the classroom, instances of cheating during exams, time being wasted in calming down students, challenges with grading, and stress for everyone involved.

Researchers have raised concerns about the problem of large class sizes on the quality of teaching and learning. According to Benbow (2007), large class sizes can negatively affect two aspects of teaching: the amount of time spent on instruction and classroom management. When class sizes are too big, teachers may find it challenging to control the classroom environment and supervise hands-on activities, which can limit student interaction with one another. However, some researchers argue that there is no link between class size and teaching quality. While many language teachers may find it hard to teach large classes, it can also allow innovative teachers to use various methods, techniques, and strategies (Mandida, 2001).

Numerous researchers (Locastro, 2001; Harmer, 2000; Pedder, 2006) have extensively discussed the effects of large class sizes on the teaching-learning process. Their studies have revealed that when a classroom becomes overcrowded, it becomes challenging for teachers to provide personalized attention to every student, resulting in several issues that can adversely affect the learning experience.

As Hess (2001) noted, teachers face the challenge of meeting the individual needs of each student in their classroom. Adjusting instruction to accommodate each student's learning style and pace can be challenging, and Harmer (2000) reported that this can be

overwhelming for both experienced and new teachers. Furthermore, in large classroom settings, there are limited opportunities for interaction between the teacher and students. This can result in some students being unable to actively participate in the learning process, which can be particularly detrimental for shy, weak, and unmotivated students who often fall behind in such environments. According to Yu's (2004) case study on college students, teachers tend to neglect the individualized needs of students in large classes, which ultimately leads to a stressful learning environment.

Yelkperci et al. (2012) have highlighted that when classes are large, students may not receive regular and constructive teacher feedback, which can negatively problem their academic performance. Thus, it becomes essential to find effective methods to offer feedback to students in larger classes to provide them with the necessary guidance and support to be successful academically. To tackle these challenges, Pedder (2006) suggests that teachers must use effective strategies and methods to enhance education quality in different stages and class sizes. This implies that teaching strategies must be tailored to the class size to ensure maximum effectiveness.

Izzo (1981) demonstrated that class size can significantly affect the quality and amount of attention each student receives from their teacher. Further research was conducted by Yu Jianqiong (2004), which focused on teaching English in large college classes. Jianqiong discovered several issues that hinder effective teaching in such situations. These include the teacher's inability to provide personalized attention due to the large number of students and barriers preventing students from participating in English writing activities. These challenges can make it difficult to engage and motivate students and reduce opportunities for individual interaction and feedback from the teacher.

Sulistyowati (2012) conducted a study that concluded teachers prefer teaching in small classes as they are easier to manage and allow for more personal interaction with students, which makes lessons more enjoyable and time-efficient. However, in the event of larger

classes, Sulistyowati recommends dividing students into groups, preparing well before class, and conducting post-class evaluations to improve future lessons. Similarly, Hadi and Arante (2015) found that teachers face six significant challenges when teaching large classes, including providing feedback, maintaining discipline, ensuring student achievement, engaging all students, providing individual attention, and coping with decreased motivation due to language barriers.

Several studies have investigated the obstacles associated with managing large classes. Harmer (2000) and Patel and Chaudhari (2018) identified noise and discipline as some of the most significant challenges educators face in managing large classes. These issues can negatively problem student motivation and hinder the achievement of learning objectives, making it challenging for teachers to establish a conducive learning environment and maintain control over the classroom. Additionally, Qiang et al. (2011) have observed that teaching large classes can be particularly difficult due to challenges in planning and preparation.

The research findings also indicate that the participants in charge of administering assessments and giving feedback to students faced several difficulties. The primary concern was the large student population, making it challenging to provide personalized attention and support to each student. This problem is not new and has been previously addressed in other studies, highlighting teachers' challenges in large class settings. For example, Jokhio et al. (2020) and Ouahidi (2021) have also reported similar challenges in their research studies. Therefore, addressing this issue and finding practical solutions is crucial to ensure that every student receives the attention and support they need to succeed academically.

A study conducted in 2022 by Abdul Samad Roshan, Mushfiq, Muhammad Qasim Gurbaz, and Saifurrahman Rahmani has revealed that teaching English to large groups of students can be quite challenging. One significant difficulty is promptly providing students

with constructive feedback, which can be daunting when there are numerous students and limited time for evaluation. Moreover, assessing students' overall progress can be tough in large classes, leading to a lack of personalized learning and individual attention, thus affecting students' learning outcomes. Managing classroom discipline can also be challenging when there are many students, as ensuring that all students are focused on the lesson can be difficult. Lastly, some students may create noise disturbances, which can disrupt the learning experience of others. These challenges can make providing adequate English language instruction to large groups of students more difficult and ultimately hinder their academic progress. Overall, the challenges posed by teaching large classes are numerous and require urgent attention and intervention to ensure that every student receives a quality education and equal opportunities to learn and succeed.

The biggest challenge to the education system in Ethiopia is the large class sizes. According to the Educational and Training policy of the Federal Democratic Republic of Ethiopia (FDRE) in 1994, overcrowded classrooms are a significant issue in the country. This problem affects the effectiveness of teaching methods in schools because too many students are in each class. As a result, it becomes difficult for teachers to give adequate attention to every student and cater to their individual needs, which is crucial for engaging them in the learning process. Large class sizes also make it harder for teachers to create an effective curriculum and deliver quality teaching to students. Moreover, it becomes almost impossible for teachers to provide individual attention to students who require additional support, which could ultimately affect their academic performance. It is crucial to address this issue to ensure students receive a quality education and achieve their full potential.

BikilaTolasa (2018) conducted local studies that identified large class sizes as a significant impediment to the successful implementation of English lessons in the classroom. Additionally, Tariku (2013) discovered that classrooms with 50-60 students present more significant challenges and are harder to manage than those with 25-35 students. These

findings emphasize the critical nature of maintaining smaller class sizes, which are more manageable and create a conducive learning environment.

As most scholars agreed, smaller class sizes offer many advantages to teachers. With fewer students in the classroom, teachers can allocate more time to cover the syllabus in greater detail, create remedial and reinforcement tasks, provide constructive feedback, establish learning opportunities, monitor students' progress, and foster a healthy teaching atmosphere. Sulistyowati (2012) argues that this leads to a more productive and effective learning environment for students and teachers, ultimately resulting in better academic outcomes.

According to research, large class sizes can significantly problem the teaching and learning process. It can limit a teacher's ability to provide individual attention, negatively affect student participation, and create a stressful learning environment, ultimately hampering student learning outcomes. Additionally, providing productive feedback on student writing bridges the gap between students' needs and teachers' expectations.

2.5. Advantage of large class size in teaching and learning.

Scholars generally agree that a large class presents considerable difficulties. However, it is worth mentioning that having a large class may also have its advantages. Olga Lidia (2015) notes that teaching a large high school class can be beneficial because these classes are typically lively, engaging, and enjoyable. Time passes quickly, and classes are not dull. Additionally, due to many classmates, most students are enthusiastic about participating frequently. Consequently, students develop more confidence and motivation since teachers have limited time for each student.

Olga Lidia (2015) suggests that teachers should find techniques to make the job easier despite the challenges of teaching large classes. In a large class, students will always want to participate in activities. As mentioned, students may feel more secure sharing their opinions in a larger group. With sufficient preparation on the teacher's part, large classes can also be a valuable teaching and learning experience for students.

According to Harmer's research in 2004, teachers can use larger group sizes to their advantage. These groups offer a wide range of student perspectives and backgrounds, which can foster a more dynamic and engaging learning environment. Larger groups can also provide community and shared experiences among students. However, teaching larger groups also presents particular challenges that teachers must be prepared to manage. For example, giving individual attention to each student can be more complex, and managing classroom behavior may require a different approach. Experienced teachers who can navigate these challenges can use the potential of more prominent groups to deliver high-quality classes that engage and inspire their students.

According to Harmer's research in 2004, Teaching and learning in large classes offer several advantages that should not be underestimated. One such benefit is the ability to use pair and group work to encourage active participation among students. These collaborative activities offer ample opportunities for students to practice writing English with their peers, particularly those who may feel hesitant to do so in front of the teacher. Moreover, the sheer number of students in a large class allows them to interact with a more diverse group of individuals, expanding their social circles and broadening their horizons.

From the teacher's perspective, large classes offer the advantage of observing students' group dynamics more easily than in smaller settings. Monitoring group work can be an effective way to save time while ensuring that each student receives the attention they need to succeed academically. Nolasco et al. (1988) even provided suggestions to help instructors improve their teaching techniques in large classes. During pair and group work,

the teacher must circulate and be present. While moving around the classroom, it is essential to position oneself in a way that allows visibility and approachability. It is vital for students to feel that the teacher is actively engaging and interested in their progress. Therefore, it is vital to establish a connection with them and provide support when needed.

The above suggestions can significantly enhance the relationship between teachers and students in any classroom setting. One effective technique is actively engaging every student in learning, thereby minimizing distractions and fostering a more productive learning environment. Collaborative group work is precious, allowing students to leverage their unique perspectives and skill sets to tackle assignments and projects innovatively. By tapping into each other's strengths and exploring diverse approaches to problem-solving, students can broaden their horizons and develop a deeper understanding of the subject matter. Ultimately, this collaborative approach can help to create a more cohesive and supportive classroom culture where every student feels valued and empowered to succeed.

2.6. The effect of large class sizes on teaching and learning English writing skills.

Class size can significantly problem the teaching and learning environment students and teachers experience when they enter the classroom. Specifically, when it comes to teaching writing skills, the teacher must evaluate each student individually and assign pre-writing, while-writing, and post-writing activities or assignments. However, checking and grading all of these assignments can be time-consuming, impeding the students' progress in improving their writing skills.

Adequate time is crucial for students to carry out writing activities effectively due to the required writing tasks. Students must have enough time to proofread, rewrite, organize their scattered thoughts, bring different ideas together, and draft specific writing pieces to enhance their English skills. However, due to insufficient time, students' ability to

communicate their ideas through writing can be negatively affected, thereby hampering their creative writing abilities (Carson, 2001).

Even though teachers generally find it easy to appreciate and grade their students, many English teachers fail to properly guide their students on how to write well, which ultimately affects their overall writing skills (Graham, 2008). Therefore, teachers must provide sufficient guidance and support to their students to help them improve their writing skills, which can significantly problem their academic success and future career prospects.

Research suggests that students often face challenges regarding the quality of feedback they receive from their teachers. Scholars such as Ouahidi (1917) have emphasized the importance of personalized, prompt, and frequent feedback. However, as Docherty (2010) notes, these issues become even more complex in larger classes.

To improve students' writing skills, it is crucial to clearly understand what excellent writing entails and communicate these expectations effectively. Students should be given ample opportunities to write, receive feedback, and incorporate it to enhance their writing abilities. However, such programs incorporating these factors are typically only accessible for courses with limited students.

Therefore, teachers must find innovative ways to provide high-quality feedback to all students, regardless of class size. This could involve leveraging technology to provide personalized and timely feedback or using peer review and group work to enable students to give and receive feedback from their peers. Whatever the approach, it is clear that improving the quality of feedback is a vital component of enhancing students' writing skills and fostering academic success, which can hardly be done in large class sizes. To manage large classes effectively, it is essential to plan comprehensively and understand the diversity of students. What works in one classroom may not be universally effective, and therefore, teachers must be adaptable and willing to try new approaches. It is also crucial to align the teaching strategies with each writing class's specific needs and context to meet

the learning objectives. By doing so, teachers can create a positive learning environment that fosters student engagement, critical thinking, and creativity, regardless of class size.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Research Design

This chapter provides an overview of the research methodology. It includes research design, study setting, participants, sample and sampling techniques, data collection instruments, data collection process and data analysis method.

This study evaluates the problem of teaching writing skills in large class size, specifically in Ayer Tena High School in Addis Ababa, with 11th-grade students. A mixed research design combines quantitative and qualitative methods in a single study or series of studies to comprehend a research problem (Creswell & Plano Clark, 2011). The researcher combined qualitative and quantitative approaches in this study to accomplish the objective. According to Creswell (2003), a mixed methods approach to research involves collecting numerical and textual data to create a database representing quantitative and qualitative information. These approaches aim to integrate methods from different perspectives and help gain fundamental insights into the research problem.

3.2. Research Participants

This study's target population is the 11th-grade students at Ayer Tena High School in Addis Ababa. To ensure a representative sample, a simple random sampling technique was used to select 40 students from two sections of an average of 120 students. This technique is similar to a lottery system, as it suggests that 10-25% of the accessible population should be selected for the sample, as recommended by Kumar (2006). The researcher also chose four English teachers for the interview.

3.3. Sample Size and Sampling Techniques

To conduct this study, the researcher applied both simple random sampling and purposive sampling techniques. A simple random sampling technique gives the participants equal opportunities and selects a sample from the total population (120) to get relevant and adequate information.

3.4. Data Gathering Instruments

Three main instruments of data gathering, namely, questionnaire, interview, and classroom observation, were used in the study. These instruments or tools are to give answers to the research questions.

3.4.1. *Questionnaire*

As part of a study on the problem of larger class sizes on writing skills lessons, a closed and analyzed open-ended questionnaire was designed as the primary research tool. The questionnaire was administered to 11th-grade students at Ayer Tena High School to gather reliable primary data. A questionnaire is an efficient way to collect data from large groups of individuals in a short period, and it is easy to administer them to many subjects in one place at a time. They can gather information about attitudes, beliefs, values, perceptions, personality, and behavioural intentions. Using questionnaires is advantageous because they are affordable and provide anonymity for respondents (Kumar, 1996, p. 116)

The researcher employed a two-part questionnaire consisting of both close-ended and open-ended questions. The survey or questionnaire consisted of 22 questions, 19 of which were closed-ended and three open-ended. The questions were carefully translated into an easily comprehensible Amharic version to ensure that students would not have difficulty understanding them and could provide their opinions clearly and concisely. The purpose of using this approach was to gather comprehensive and accurate feedback from the students.

3.4.2. Interview

The researcher used the unstructured interview technique to collect genuine and firsthand information from the participants. This method allowed for obtaining comprehensive and adaptable responses and insights that were hard to capture using other data collection tools (Selinger & Shoamy, 1989). To gain additional insights, the researcher conducted interviews with four teachers. The interview method was employed to authenticate and corroborate the research findings obtained from the questionnaire.

3.4.3. Classroom Observation

Observation is often used in foreign language learning in various settings, which helps to study language and the teaching process in the classroom (Selinger & Shoamy, 1989). The researcher collected data by observing how teachers and students perform writing tasks in a large class setting. In simpler terms, classroom observation helps to understand what happens during instruction and provides insight into the activities of both teacher's and students' roles in the classroom.

3.5. Procedure of Data Collection

Sessions for gathering data were scheduled based on the willingness of the participants. To gather data, the researcher utilized three different methods. The initial step in data collection involved distributing questionnaires to forty selected students from two sections and explaining the purpose of the questionnaire to establish trust and confidence. The students were asked open and closed-ended questions about how large classes affected their learning English writing skills. The second step in data collection involved interviews with teachers, wherein they were questioned about the difficulties they faced and methods they adopted to mitigate the problem of large class sizes on English writing skill instruction.

Finally, the third step in data collection involved observing actual classroom sessions to evaluate the classroom conditions during lessons.

3.6. Methods of Data Analysis

After collecting the necessary information, examining and interpreting it thoroughly is crucial. The collected data was analyzed separately based on the research questions in this study. The classroom observations and interviews were analyzed through qualitative analysis. The data collected from the questionnaire was presented through tables and percentages. Furthermore, the open-ended questions from observation were grouped into similar topics and analyzed in detail through qualitative methods.

Finally, the information collected from various sources was compared, combined, and analyzed. This included observations, interviews, and questionnaires, evaluating data integration qualitatively and quantitatively, synthesizing and interpreting the information, and providing a comprehensive summary. A conclusion was drawn, and the recommendation was formulated.

3.7. Pilot Study

The researcher administered a pilot test to check the reliability of the questionnaires. The reliability of the pilot test is based on Cronbach's alpha value of 0.71, which was determined for the test data. The pilot test items appear to have an acceptable degree of internal consistency, as indicated by Cronbach's alpha value of 0.71. This indicates that the elements are related to one another and measure a comparable underlying construct. It is also generally accepted that a Cronbach's alpha value of 0.7 to 0.9 denotes strong reliability. This range is covered by the value of 0.71 found in the pilot test data, which suggests that the pilot test has good reliability. In summary, Cronbach's alpha of 0.71 indicated that the pilot test is reliable and the items are measured coherently, so the researcher can use this information to conduct the full-scale study.

3.8. Ethical consideration

Before any data collection session, researchers must obtain each participant's "voluntary informed consent" (BERA, 2004: 6). This includes issues surrounding the "researcher-participant contract," confidentiality, and anonymity. The terms of the "researcher-participant contract" (Dane, 1990) must be highlighted, and the participant's consent and agreement should be obtained before data collection. It is also essential to ensure that the research is conducted without deception, which is defined as the use of research for any purpose other than that initially discussed with the participants. By following these guidelines, the researcher can ensure that their findings are reliable and trustworthy, which is essential in pursuing knowledge and understanding.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

This chapter explores the research findings obtained from a comprehensively conducted study. The research focused primarily on assessing the problem of large class sizes on the teaching and learning of writing skills in English as a Foreign Language. The researcher adopted various research methods to gather data, including questionnaires for students, interviews with English language teachers, and classroom observations. In this chapter, the researcher examines and discusses all the data collected from these sources in an integrated manner, with equal emphasis on both quantitative and qualitative approaches. These approaches were given equal consideration in analyzing the results as they presented a better understanding of the research problem and answered the research questions. To better understand the results, the researcher divided them into Instructional and Social Effects of Large Class Size. In the end, the results from the open-ended question are also analyzed. By doing so, the researcher aimed to provide a more detailed and comprehensive analysis of the problem of large class sizes on teaching and learning, which would benefit educators and researchers in English as a Foreign Language.

4.1 Instructional Problem of Large Class Size

The process of teaching and learning in a classroom can be complicated, especially when dealing with many students. The teacher and the students must consider several factors to ensure the learning process succeeds. Active participation from the students is one of the most essential elements that can significantly improve the effectiveness of the instruction. Giving students enough time to understand and internalize their learning concepts is also crucial. Constructive learning strategies are also essential to enhance learning and promote critical thinking skills. A classroom atmosphere that encourages engagement and interaction between students and teachers can also be a significant factor in enabling effective learning. Finally, a disciplined classroom atmosphere that fosters mutual respect and cooperation can facilitate the learning experience and promote a positive learning

environment. The following sections will discuss these issues concerning teaching and learning English writing skills based on the obtained data.

4.1.1 Problem of Large Class Size on Students Learning Writing Skills.

Teaching can be challenging for both teachers and students in a classroom with a large number of students. In such settings, students often need to get the chance to participate actively in class discussions and engage in writing activities, which can result in a lack of interest in language learning. This can affect the student's performance and create a less productive classroom environment.

Furthermore, in larger classes, students receive less individual attention from their teachers. When students feel that their teacher is not paying enough attention to them, they can become passive and disinterested in the lesson content and activities the teacher presents. This ultimately limits their capacity to construct knowledge, which can negatively problem their academic performance. The lack of support from teachers can contribute to a negative learning experience for students. When students do not receive adequate support from their teachers, their motivation to learn can decrease, and they may find it challenging to comprehend the lesson material. This can cause frustration and a sense of disconnection from the class, which is not conducive to a positive learning experience. As Hess (2001) noted, teachers face the challenge of meeting the individual needs of each student in their classroom. Adjusting instruction to accommodate each student's learning style and pace can be challenging, and Harmer (2000) reported that this can be overwhelming for both experienced and new teachers.

The study's findings are presented in the table below regarding assessing the degree of students' writing skills activity in a large classroom setting also shows this problem.

Table1. Problem of Large Class Size on Students' Writing Skills Activity

No.	Questions	Scale	No	%
1.	In a large class size, the teacher does not have enough time for discussion to clarify the given writing topic.	SA	5	12.5%
		A	23	57.5%
		UND	2	5%
		DA	10	25%
		SDA	-	-
2.	In large classes, the teacher cannot check everyone engaging in the writing activity.	SA	13	32.5%
		A	22	55%
		UND	-	-
		DA	4	10%
		SDA	1	2.5%
9.	In large class sizes, every the student does not get a chance to reflect on what they wrote.	SA	11	27.5%
		A	20	50%
		UND	3	7.5%
		DA	5	12. 5%
		SDA	1	2. 5%

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

Based on the data presented in Table 1, it was observed that out of a total of 40 students, 5 students (12.5%) strongly agreed, and 23 students (57.5%) agreed that large class sizes hindered their ability to participate in class discussions and clarify writing topics. On the other hand, 2 students (5%) were undecided on the notion, and the other 10 students (25%) disagreed. This suggests that large class sizes deeply problem students' ability to actively engage in writing activities and discussions in the classroom. It is important to note that effective teaching and learning require active student participation and discussion. Acquiring writing skills becomes highly unlikely without ample opportunities for engagement in the learning process.

The results of item 2 in Table 1 reveal that 13 students out of 40 (32.5%) strongly agreed and believe that it is challenging for teachers to effectively monitor and support every student during writing activities in large classes. Digging deeper into the numbers, the researcher found that 22 students, comprising 55% of the total, agreed on the idea. This data highlights teachers' difficulties addressing many students within a limited class time.

The findings suggest a lack of teachers to provide individualized attention and support to each student, which could hinder their writing skills and overall learning experience. These results emphasize the need for teachers to adopt innovative teaching strategies to help them address the challenges inherent in large classrooms while ensuring that all students receive the necessary guidance and support to succeed. Ensuring every student in the class is addressed and given proper attention is essential. As Yu Jianqiong (2004), mentioned failing to do so might result in some students feeling neglected and unimportant, decreasing their motivation to learn and participate in class. Teachers must create supportive and inclusive teaching and learning environments where all students feel valued and motivated to spread their full potential.

In item 9, a concern has been raised regarding the negative problem of large class sizes on students' ability to reflect on their writing. According to the survey results, which were conducted among 40 students, it was found that a significant portion of them expressed

their agreement with this concern. Expressly, 11 out of 40 students (27.5%) strongly agreed, and 20 (50%) agreed that in large classes, only some students can reflect on what they wrote. In relation to this particular case, it was found that out of the 40 students surveyed, 3 students (7.5%) were unsure about the matter. In comparison, 5 students (12.5%) expressed disagreement 1 student (2.5%) strongly disagreed.

This finding highlights the severe problem of large class sizes on students' ability to reflect on their work, which can eventually lead to demotivation among students. When students do not get a chance to discuss their writing in class and receive valuable feedback, they miss out on a critical aspect of the learning process. The outcomes obtained through the above three questions in Table 1 showed that the large class size highly influences the student's active participation and opportunities to be involved in any activities in the English writing skills teaching and learning process.

According to teachers' feedback, it has been revealed that they face difficulties in providing individual feedback to each student due to the large class size. As a result, some students may not receive adequate attention and feedback from their teachers.

I usually focus on the work of intelligent students and provide feedback to inspire others in the class. Since there are many students, I cannot address every student's individual needs. (Teacher B)

The other teacher mentioned how difficult it is to check every student's work for feedback and give individual attention.

Helping individual students or slower students in the classroom is difficult because the time is limited. So, I cannot address the learning difficulties for each and every one of the class students in the classroom. I give mass feedback, I give homework,

and I give corrections to all students at once. Not checking the exercise book
(Teacher C)

4.1.2. Effects of Large Class Size on Students Constructing Knowledge.

Effective teaching and learning are grounded in students' prior knowledge and experience. Teachers and students must strengthen their existing knowledge to construct and develop new knowledge. The connection between prior knowledge and new learning is fundamental to the teaching and learning process. By building on prior knowledge, teachers can help students make meaningful connections between what they already know and what they are learning. This, in turn, leads to deeper understanding and better retention of new information. Thus, educators must recognize the significance of prior knowledge and experience in teaching and create opportunities for students to expand their existing knowledge to enhance their learning. The research aimed to investigate whether large class sizes positively or negatively problem the development of existing writing skills. The study was designed to provide evidence-based insights into how class size might affect student learning outcomes in English writing skills.

Table 2. Effects of Large Class Size on Students Constructing Knowledge

No.	Questions	Scale	No	%
13.	Learning in large class sizes	SA	13	32.5%
	lowers my writing skills.	A	12	30%
		UND	3	7.5%
		DA	6	15%

	SDA	6	15%
14. Learning in large class sizes	SA	3	7.5%
enhanced my writing skills.	A	3	7.5%
	UND	7	17.5%
	DA	13	32.5%
	SDA	14	35%

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

The survey conducted among 40 students revealed some interesting insights regarding the problem of class size on writing skills. According to the data presented in Table 2, a significant proportion of students, precisely 13 out of 40, which accounts for 32.5% of the total number of students, strongly agreed that learning in large class sizes negatively affects their writing skills. Moreover, 12 students, representing 30% of the total, agreed with the same notion presented in item 13. On the other hand, 6 students, which comprise 15% of the total, disagreed with the idea presented in item 13, while another 6 students (15%) strongly disagreed. It is noted that 3 students, representing 7.5% of the total, could not decide. These findings suggest that a significant proportion of students feel that learning in large class sizes has a detrimental effect on their writing skills.

To determine whether a large class size positively affects the progress of students' writing skills, a researcher conducted a study and designed a question. The question aimed to

determine whether students agreed or disagreed with the statement, "Learning in large class sizes enhanced my writing skills". The study results showed that out of a total of 40 students, only 3 students (7.5%) strongly agreed with the statement, while 3 students (7.5%) agreed. On the other hand, 13 students (32.5%) disagreed, and 14 students (35%) strongly disagreed with the notion of item 14, which says that learning in large class sizes enhanced my writing skills. Additionally, 7 students (17.5%) remained undecided on the matter.

These findings suggest that a large class size does not significantly contribute to the development of students' writing skills and may even hinder their progress. Teachers must, therefore, consider the detrimental consequences of larger class numbers on students' learning results, especially when it comes to writing. Besides the students' questionnaires, based on the findings from teacher interviews, it seems that some teachers are not giving enough attention to fostering writing skills in their classrooms with larger class sizes. This could be attributed to the difficulties they face in keeping track of the progress of a large number of students. Consequently, teachers tend to concentrate more on teaching grammar and its practical usage, such as sentence structure, punctuation, and vocabulary, instead of providing ample opportunities for students to develop their writing skills. This approach may limit the student's ability to express themselves effectively in writing and may hinder their overall academic performance in the long run.

From the teacher's interview regarding the reason why they teach grammar and usage at the expense of teaching writing skills activity, the teacher's response was:

During my teaching experience, I could not apply this skill effectively due to several factors. One of the primary factors was the large class size, which made it challenging for me to guide and assist every student equally and fairly. The other factor was the students' lack of ability in writing, which further complicated the

situation. As a result, I had to resort to teaching grammar and usage, which allowed me to have more control over the classroom and help students somehow improve their English in a more structured manner (Teacher A)

Another teacher seriously and sincerely said that:

The curriculum is structured in a way that requires teachers to teach students critical thinking, problem-solving, and communication through various strategies and methods like group work, pair work, and independent work. However, teaching English writing skills in a large class is a challenge most teachers face. As a result, many teachers prefer to teach grammar instead. Moreover, students lack vocabulary, further complicating the learning process. Additionally, the exam format does not encourage writing skill activities leading teachers to spend less time teaching writing skills. Besides this, teaching writing skills in a large, populated classroom can be challenging due to a lack of English language background knowledge among students. Many students in the previous grades may not have had enough practice; therefore, Grade 11 English teachers often have to start teaching the concept of writing skills from scratch. It is challenging to teach writing skills in a large class. (Teacher B).

From the opinions or beliefs of the two teachers, one can deduce that even if the teacher knows the advantages of teaching English writing skills lessons and wants to teach them, the large class size is one of the obstacles that hinder them from applying. Consequently, teachers were forced to teach grammar skills, so the students needed a chance to improve their writing skills as expected.

Finally, based on the data gathered from various sources, having a large number of students in a single classroom can harm their ability to improve their writing skills. Moreover, such a situation forces the teachers to spend considerable time and effort teaching grammar and

usage, which may leave them with little time to focus on other important aspects of writing, such as creativity and critical thinking. This affects to connect their prior knowledge to what they are learning. Therefore, it is crucial to address the issue of large class sizes and find ways to provide a more conducive learning environment for students.

4.1.3. Effects of large class size on classroom management during teaching and learning English writing skills.

The size of a classroom significantly effects the implementation of active or participatory teaching techniques. According to Galton and Hargreaves (1996), in larger classrooms, teachers spend a considerable amount of time managing the classroom rather than providing actual teaching. This can negatively affect the quality of English writing skills activity and the student's overall academic achievement. As a result, this issue was investigated in a recent study, and the research findings are presented below.

Table 3. Effects of large class size on classroom management during teaching and learning English writing skills.

No.	Questions	Scale	No	%
6.	In large class sizes, the teacher	SA	10	25%
	is unwilling to teach how to	A	16	40%
	develop writing skills as expected	UND	2	0.5%
	because the students make the	DA	6	15%
	class noisy during lesson	SDA	6	15%
.				
12.	In large class sizes, the teacher	SA	14	35%
	Spends more time managing the	A	20	50%
	Classroom environment	UND	-	-

rather than facilitating the	DA	4	10%
the activity of teaching	SDA	2	5%
writing skills.			

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

Based on the data provided in Table 3 item 6, it can be observed that out of 40 students who participated in the survey, 10 students, which accounts for 25% of the total number of students, strongly agreed that managing and controlling discipline in a large class sized classroom is a difficult task, especially during English writing activity time, as it makes the classroom noisy. Additionally, 16 students (40%) agreed with the same notion presented in item 6. However, 2 students (0.5%) were unable to decide, 6 students (15%) disagreed, and an equal number of 6 students (15%) strongly disagreed with the idea presented in item six.

These findings suggest that while a significant portion of the students agree with the challenges of managing a large classroom, there is a notable minority that disagrees with this notion. The data provides a comprehensive understanding of the student's perspective on managing a sizeable classroom during English writing activity time.

As shown in the data presented in Table 3, it can be observed that out of the total 40 students who participated in the study, 14 of them (which is 35% of the sample) strongly agreed, and 20 of them (which is 50% of the sample) agreed with the idea of item 12. This result suggests that the issue of large class sizes significantly effects the student's ability to use their time effectively while they are learning English writing skills. In other words, the data indicates that large class sizes are a severe problem for students and teachers who need to manage their time appropriately.

The study's findings also align with Holloway's (2002) views, which argue that large class sizes negatively affect teachers' ability to manage their time. This is because managing a large class requires more time and effort devoted to task and behavioural management. Such a situation could negatively problem students' quality of education. Therefore, it is crucial to address the issue of large class sizes to ensure that both students and teachers can use their time effectively and achieve their desired outcomes.

There has been a growing concern among researchers about the problem of large class sizes on the quality of teaching and learning in educational institutions. According to Benbow's study conducted in 2007, a large class size can negatively affect two critical aspects of teaching: the amount of time spent on instruction and classroom management. When class sizes are too big, teachers may find it challenging to control the classroom environment and supervise hands-on activities. This can result in a lack of personalized attention and feedback, affecting students' overall learning outcomes.

This research proves that class size plays a crucial role in shaping the quality of education students provide. While larger class sizes may have disadvantages in classroom management, it is essential to balance the number of students and the level of attention and care they receive from their teachers. By doing so, educational institutions can ensure that every student gets the education and support they need to succeed.

The teacher interviewees also strengthen this idea, evidencing their failures in using the allotted time properly in the classroom where there is a large number of students. Particularly, one of the teachers said:

Teaching writing skills is a very difficult task, especially in a large classroom with a high population of students who lack a strong background in the English language. As grade 11 English teachers, we often find ourselves starting from the

very basics and building up the concept of writing skills. This process is made even more difficult due to the constant noise and distractions that come with managing large class sizes. Stating teaching writing skills in such a setting is a challenging and difficult task. (Teacher A)

The other teacher whom the researcher interviewed expressed his idea as:

It can be quite challenging to assign writing activities in certain situations. Whenever I try to do so, I often face a shortage of time to explain the task and provide sufficient time for the students to complete it. Additionally, the students' writing ability may limit their ability to organize their ideas and construct paragraphs, which can further hinder the teacher's ability to mark their work. Furthermore, the students often express their ideas in Amharic, which can be difficult to translate into English. As a result, the classroom can become noisy and difficult to manage during these writing activities (Teacher B)

In line with the students' and teachers' responses, the researcher also observed similar events during the classroom observation.

It was a second period in section "A" at AyerTena Secondary School, and the classroom was lively with different activities. The students had just been introduced to the concept of jumbled sentences, and the class was busy with excitement. The teacher had written several scrambled sentences on the board, and the students tried unscrambling them.

Since the classroom was quite crowded, I stood at the back of the room, with barely any space to move. The students were seated in benches of three in a very crowded way, and it was obvious that they were uncomfortable trying to copy the scrambled sentences from the board. As the students began to read the jumbled sentences aloud, the classroom became

even noisier. Some students had a natural talent for reconstructing sentences, but most struggled to put the words in the correct order. The teacher bravely tried to manage the chaos, but it seemed impossible.

Despite the challenges, the students persisted, and after several attempts, some could unscramble the sentences correctly. However, most of the students needed help to complete the task successfully. Eventually, the teacher instructed the students to copy the jumbled words and complete the exercise as homework.

After conducting interviews with teachers, giving questionnaires to students, and observing classroom settings, it has become apparent that large class sizes pose a significant challenge when it comes to maintaining discipline and order in the classroom. In particular, the overcrowded nature of these classrooms makes it incredibly difficult to successfully facilitate the teaching and learning process, especially when it comes to teaching English writing skills.

It is clear that managing a large class is always difficult, as teachers struggle to provide personalized attention to each student amidst the chaos and noise of a crowded classroom. The outcome of this research indicates that teachers find it challenging to effectively control their students' discipline in these large class settings, which can lead to a breakdown in the learning process and a lack of engagement from students.

4.1.4. The Effects of Large Class on Students' Participation

Active learning is an educational approach that emphasizes the involvement and participation of students in the learning process rather than simply listening to lectures. According to Sheldon's study (2015), active learning involves students taking an active role in their learning by actively engaging in activities and reflecting on their actions. This

approach aims to make learning more interactive and meaningful for students, requiring them to think critically and apply what they have learned. Active learning can take many forms, such as class discussions, group projects, problem-solving activities, and hands-on experiments. This approach is believed to promote deeper learning and better retention of information, as students are required to process and apply their knowledge actively in real-world situations. Active learning encourages students to become more engaged and invested in their education, leading to better outcomes and a more fulfilling learning experience.

Active learning is a teaching method that encourages students to participate actively in their learning process. While active learning effectively improves students' engagement and participation in writing activities, there are concerns about its implementation in large classes. The question arises whether the classroom size effects students' lack of participation and engagement in writing activities. This is an important consideration for teachers to ensure that all students have an equal opportunity to participate and engage in the learning process. This raises the question of whether the class size contributes to students' lack of participation and engagement in writing activities.

Table 4. Students' response to the Effects of Large class on Students' Participation

No.	Questions	Scale	No	%
16.	In a large class, group members	SA	15	37.5%
	are many, so every student cannot get	A	13	32.5%
	a chance to express their opinion	UND	5	12.5%
	within a group.	DA	4	10%

	SDA	3	7.5%
7. I do not have enough time to give	SA	8	20%
feedback to peers in writing activities	A	17	42.5%
in large class sizes.	UND	4	10%
	DA	7	17.5%
	SDA	4	10%
8. I do not have enough time to get	SA	10	25%
Peer's feedback on writing activities	A	14	35%
in large class sizes.	UND	4	10%
	DA	6	15%
	SDA	6	15%
17. In large classes, the discussion is	SA	15	37.5%
dominated by clever students	A	17	42.5%
	UND	2	5%
	DA	4	10%

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

According to the findings presented in Table 4, item 16, a significant number of respondents, 37.5% and 32.5%, expressed their strong agreement and agreement, respectively, that there is a high chance of not getting a turn to participate. As a result, these learners experience discomfort and tend to limit themselves from participating in group learning activities. Out of the total 40 students who participated in the study, 12.5% were undecided about this notion. On the other hand, 10% of the respondents disagreed with the statement. In comparison, another 7.5% of the learners strongly disagreed and reported that they find learning in large classes comfortable and encouraged to participate in group activities with joy.

The findings from item 7 of the survey conducted on writing activities in large class sizes revealed that many students face challenges in providing feedback to their peers due to time constraints. Out of a total of 40 respondents, 8 students (20%) agreed with the statement, while 17 students (42.5%) strongly agreed with it. This indicates that a majority of the respondents believe that there is a time crunch when it comes to giving feedback to their peers in writing activities in large class sizes. Furthermore, the survey results showed that 4 students (10%) were undecided, 7 students (17.5%) disagreed, and 4 students (10%) strongly disagreed with the statement. While a minority of students disagreed with the statement, it is still noteworthy that a considerable number of students feel that they do not have enough time to engage in meaningful discussions with their classmates during writing skills activities in large class sizes. Due to time constraints, the findings indicate that

providing feedback and engaging in discussions with classmates during writing activities can be challenging for students in large class sizes.

In the 8th item of the study, the researchers aimed to gather information about the participant's ability to receive feedback from their peers while participating in writing skill learning activities in large class settings. The sample size included 40 students who were asked to share their experiences with feedback reception during writing activities in large classroom settings. Out of these 40 students, 10 students (25%) agreed that they need more time to obtain feedback from their peers on writing activities in large class sizes. Furthermore, 14 students (35%) strongly agreed with this notion. 4 students (10%) were undecided, while the remaining 6 students (15%) disagreed, and 6 students (15%) strongly disagreed with the statement.

This data highlights the challenges students face when it comes to receiving feedback on their writing skills from their peers in large classroom settings. The findings of this study shows that a significant percentage of students find it difficult to obtain feedback in large classroom settings, which can ultimately hinder their writing skills learning process.

The report contains a detailed analysis of the problem of large class sizes on student participation, with a particular focus on item 17. The study investigated whether a select group of students dominates discussions in large classes or if every student has equal opportunities to participate. Samples of 40 students were selected to conduct this study and were asked to share their experiences.

Of the 40 students, 15 (37.5%) strongly agreed that clever students dominated class participation, while 17 (42.5%) strongly agreed with this notion. 2 student (5%) remained undecided, meaning they had no clear opinion. On the other hand, 4 students (10%) disagreed with this idea, indicating that they had a different experience in their classes. 2

students (5%) strongly disagreed that discussions were dominated by a select group of students in large class sizes, suggesting they might have had a positive experience in these classes.

According to the study, a considerable portion of students reported that a particular group often monopolizes discussions in large classes. This indicates that in a large class setting, it can be challenging for all students to participate equally, especially when there are dominant groups who tend to overshadow others. In other words, the study highlights the issue of unequal participation in large class sizes, particularly when certain students tend to dominate the conversation during English writing skills activity.

The interviewee teachers also replied to similar views based on the experiences that they have faced in their real large classrooms regarding students' participation. One of the teachers explained that:

It is true that having a large class size has some advantages, such as allowing learners to discuss and exchange ideas openly. However, it also poses numerous challenges for both teachers and students alike. For example, teachers may struggle to manage the students' need to practice their English during discussions of the local language. In addition, the physical arrangement of the students within the classroom and noise levels can also make it difficult to create an interactive and engaging learning environment.

Furthermore, the limited time available for each class session (usually only 42 minutes) can make it challenging for teachers to cover all the necessary material and facilitate meaningful student discussions. Many students often expect more direct instruction from the teacher rather than engaging in collaborative

discussions with their peers. Consequently, these challenges can make it tempting for teachers to rely on the traditional lecture method of instruction. (Teacher B)

Another teacher also stated in her interview about students' participation in a class that;

When it comes to large class sizes, there are both advantages and disadvantages. On one hand, students are allowed to share their experiences and engage in more discussion. However, several issues arise. Firstly, students may feel uncomfortable when working with others, hindering their ability to participate fully. Additionally, many students may struggle with expressing their ideas effectively in English, leading to frustration and misunderstandings. Furthermore, large classes often result in disciplinary effects such as noise disruptions, making it difficult to manage and ensure that all learners have an equal chance to participate and learn effectively. (Teacher A)

The teacher interview noted that while the educators understand the significance of encouraging student participation and facilitating feedback among students, they have faced challenges in implementing these practices due to the large class size. Specifically, managing the noise level and ensuring equal participation of all students is proving to be quite difficult, which is why the teacher has hesitated to encourage student feedback. Additionally, the time it takes to allow every student to provide feedback is also a factor the teacher is considering.

Apart from conducting a questionnaire and interviewing the teacher, the researcher observed that the students were not allowed to provide peer feedback. Additionally, the classroom environment was dominated by a few students, which could have potentially hindered participation and collaboration among the entire class.

During a classroom observation conducted by a researcher, the teacher assigned a classwork activity that involved jumbled sentences. The students were instructed to unscramble the words and form proper sentences. At the beginning of the activity, the students tried to work on it independently. However, some students were more engaged and actively participated in the activity. As the activity progressed, the classroom became noisy, and students started asking answers from the clever students. This created a dynamic where some students could finish the activity successfully while others struggled to complete it within the given time frame. Unfortunately, due to time constraints, the students were not allowed to discuss the activity with their peers, and hence, they did not receive any feedback on their work.

The research findings show that teachers often struggle to maintain discipline and manage the students in larger classroom settings. Due to the sheer number of students, it becomes challenging for teachers to provide ample opportunities for students to express their ideas and opinions and have peer feedback on the lesson. As a result, students may not receive the individual attention they need, and the quality of education may suffer.

Furthermore, teaching in a large class environment can make it difficult for students to share ideas in their writing skills activities with their peers. Wilson (2006) highlights those larger classes tend to be noisier, and instances of pushing, crowding, and hitting are more frequent in larger classes than in smaller ones. These issues can create a disruptive and distracting learning environment, negatively affecting student engagement and achievement.

4.1.5. Large Class Size as Time-Consuming in teaching and learning English writing skills.

Class size can significantly affect the implementation of active or participatory teaching. According to Galton and Hargreaves (1996), in larger classes, teachers tend to spend more time managing the classroom rather than providing effective teaching, which may ultimately problem the quality of teaching, especially concerning teaching writing skills and also affect students' overall achievement. Consequently, this issue was one of the study's focuses, and the exploration results are presented in detail in the following sections.

Table 5. Large Class Size as Time-Consuming in teaching and learning English writing skills.

No.	Questions	Scale	No	%
3.	In large class size, the teacher does not have enough time to assist in the writing activity.	SA	12	30%
		A	22	55%
		UND	1	2.5%
		DA	4	10%
		SDA	1	2.5%
10.	There is insufficient time to ask the teacher for clarification about the writing activity in a large class	SA	17	42.5%
		A	14	35%
		UND	2	5%

sizes.	DA	4	10%
	SDA	3	7.5%

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

The results of the study presented in Table 5 highlight that a significant number of students face the problem when learning English writing skills in large class sizes. The data reveals that many participants agreed with the statement that large class sizes consume much time in teaching and learning English writing and the teacher does not have enough time to assist students during the activity. Expressly, out of the total 40 students who participated in the study, 12 students (equivalent to 30% of the total) strongly agreed with the idea that in large class size, the teacher does not have enough time to assist in the writing activity. In comparison, 22 students (55% of the total) agreed with it.

The study indicates that many students struggle to do writing activities in large classroom settings. For item 10 in particular, out of the 40 students surveyed, 17 (representing 42.5% of the total sample) strongly agreed that they do not get enough time to ask their teachers for further clarification in such settings. Additionally, 14 students (equivalent to 35% of the total sample) agreed with this assertion, indicating that they face similar challenges. These statistics reveal that large class sizes can negatively affect how effectively students utilize their time during learning writing skills activities.

The data also indicates that teachers face challenges in maximizing their time in such settings. The results showed that the issue of insufficient time is not limited to students alone. Large class sizes pose a significant challenge to teachers and students alike, and concerted efforts should be made to address this matter.

According to the data presented in Table 5, students are encountering difficulties in getting the necessary support and guidance for their writing assignments in a timely fashion. This could be attributed to large class sizes, which make it challenging for teachers to provide personalized attention to each student. As a result, students will likely struggle with addressing their writing-related concerns and improving their skills effectively.

The four interviewed teachers also highlighted their struggle to manage time effectively in the classroom, especially with a large number of students. One of the teachers said that:

The task of teaching writing skills in overcrowded classes is quite challenging. Teachers often struggle to deliver quality instruction due to limited time for explanation, practice, and assessment. Moreover, students often struggle to organize their ideas and produce good written works. The language barrier also becomes a challenge for students, as they may express themselves more comfortably in their language, Amharic, but find it hard to translate their thoughts into English. This process can be time-consuming and contribute to the struggle of producing quality written work. (Teacher A)

Another teacher also shares this idea and expresses it in her interview:

As a teacher, I have struggled to teach my students writing activities in the classroom. My students' ability to acquire this skill is lower than their other skills. Additionally, their lack of background knowledge in this subject makes it even more

challenging to teach them effectively. To make it worse, my students seem to have little to no interest in the lesson, which makes the classroom environment noisier. As a result, managing the allotted time for the class becomes more challenging.
(Teacher B)

Regarding time management, Teacher C also said:

If it is writing activities and the order to write a paragraph is not appropriate or the time is not sufficient for checking each and every one of the paragraphs concerning coherence, language, mechanics, punctuation, capitalization and so on.
(Teacher C)

Teacher D also shared the above ideas by saying

Having time to check every student's work with a limited time is difficult. (Teacher D)

From these experienced teachers' opinions, one can suggest that shortage of time is a serious problem that teachers and students face in the teaching-learning process in general and in teaching English writing skills lessons in particular.

The researcher also observed the time-consuming nature of large class sizes while the teaching-learning process was in progress. While observing an 11th-grade English class in the second period, I noticed that the teacher (Teacher B) had difficulty effectively managing the class. The class was quite noisy, and the teacher spent approximately 8 minutes trying to gain control of the situation. She tried to settle down the students by using a calm and firm tone of voice, but some of the students were still talking and laughing out loud, making it difficult for her to commence the lesson.

Finally, the teacher instructed the students to quiet down and asked them to create sentences using specific words from the reading text. Despite her clear instructions, some students did not immediately follow her instructions and continued to whisper and talk to one another, causing further distraction.

The teacher patiently waited for a few minutes, then went to those students who were still not following her instructions and explained the importance of paying attention during class. After this, the students gradually focused on the task, and the class became quieter. However, a significant amount of time had already passed by this time, and the activity was not completed due to a lack of time.

The study's findings indicate that class size is a major factor that consumes a significant amount of time in the teaching and learning process of English writing skills. Large class sizes can significantly affect the quality of education provided, as teachers may struggle to provide individual attention to each student and maintain an engaging learning environment.

4.1.6. Effects of Large Class Size on continuous assessment and to assist students and give feedback in students' writing activities.

One of the main challenges teachers encounter in such a scenario is their ability to provide individual attention to each student. Moreover, continuous assessment and monitoring of students' progress is crucial to teaching-learning. However, evaluating and assessing students thoroughly in large class sizes becomes difficult. As a result, teachers often resort to using scheduled tests and mid and final examinations to evaluate students. This approach is not always practical since it becomes challenging to control students from cheating or copying from their peers.

By adopting a more holistic approach to assessment, it is possible to create a more engaging and motivating learning environment for students. Continuous assessments can help students stay on track and identify areas where they need to improve, leading to increased confidence and a greater sense of accomplishment. Moreover, this approach allows teachers to tailor their teaching methods to individual students' needs and learning styles, resulting in better learning outcomes. A comprehensive and balanced approach to assessment is essential for creating a successful academic environment. By incorporating continuous assessments alongside traditional testing formats, teachers can better understand their students' abilities and provide them with the support they need to succeed. This, in turn, can lead to more motivated and engaged students better equipped to achieve their academic goals.

To this end, a comprehensive analysis of the feedback provided by a sample of students, responses offered by teachers, and the outcomes of observation in this regard has been conducted and discussed here.

Table 6. Effects of Large Class Size on continuous assessment and to assist students and give feedback in students' writing activities.

No.	Questions	Scale	No	%
15.	In large classes, assessments	SA	12	30%
	mainly focus on tests and	A	14	35%
	examinations rather than continuous	UNA	5	12.5%
	assessments on writing skills	DA	6	15%

	SDA	3	7.5%
4. In a large class, the teacher did	SA	12	30%
not have enough time to check my	A	12	30%
writing after I finished.	UNA	1	2.5%
	DA	11	27.5%
	SDA	4	10%
5. In large classes, the teacher	SA	10	25%
does not have enough time	A	16	40%
to give post-writing feedback	UNA	1	2.5%
for the writing activity.	DA	7	17.5%
	SDA	6	15%

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

Upon analyzing the data presented in Table 6 of Item 15, it has come to light that a significant number of students (30%) feel quite strongly that assessments in their academic

environment are primarily focused on tests and examinations rather than on the continuous assessment of their writing skills. Additionally, 35% of the students have stated that they agree with this opinion. However, there were also some students who were indecisive about the matter, as 5 students (12.5%) did not have a clear stance on the issue, 6 (15%) students disagreed, and the other 3 (7.5%) strongly disagreed with the idea.

Based on these findings, it can be inferred that students' group or pair work is not valued in their large class size. The response further suggests that in such circumstances, students are not given enough opportunities to be evaluated continuously and in real-time while performing activities. Instead, they are expected and encouraged to take tests and examinations at scheduled times. This can lead to a lack of motivation among students, as they are not provided with enough opportunities to showcase their skills outside of the traditional test-taking format.

In conclusion, the data highlights the importance of incorporating various assessment methods in the academic environment to ensure that students are evaluated fairly and consistently. It also emphasizes creating an environment where students can demonstrate their learning through different approaches, such as group work, presentations, and continuous assessments, rather than exams.

Based on the available data, there is a pressing need for a comprehensive and well-balanced approach to assessment in the academic setting. While traditional testing formats have long been the norm, it is becoming increasingly apparent that this approach alone cannot accurately gauge a student's overall performance and abilities. Instead, it is essential to incorporate continuous assessments of students' skills and knowledge in real time, which can provide a more complete picture of their strengths and weaknesses.

The report's table 6 of item 4 highlights an essential aspect of managing a large class. It was found that the class teacher did not have adequate time to check the writing activities in real time. Out of the total 40 students, 12 students, which is 30% of the total, strongly agreed that their work was not being checked at the end of the writing activities. Additionally, an equal number of students, which is 12 students, which accounts for 30% of the total, also agreed with this sentiment. However, 11 students, 27.5%, disagreed, 1 student (2.5) undecided, and 4(10%) of the total number strongly disagreed with this issue. This data highlights a crucial point: Students may need their work checked in larger class sizes. Consequently, students may be less motivated to complete their assignments, assuming their work will not be checked. Therefore, it is essential to ensure that teachers in larger class sizes have adequate time to check the students' work to motivate them to complete their assignments.

Besides the questionnaires, the teacher's interview also expressed the challenges. A teacher expressed their concern about the difficulties of continuously assessing the work of 58 or more students in a single classroom. They explained that the overcrowded classroom makes the task tiresome and monotonous. As a result, they have resorted to providing their students with a test and quiz once a month, along with a final examination at the end of each semester. Occasionally, the teacher assigns additional assignments to the students. He clearly stated:

In having 58 and above students in a classroom, how do I continuously assess students' work? It is tiresome and boring. The reason is nothing but an overcrowded number of students. So, I only provide them with a test and a quiz at least once a month and a final examination at the end of a semester...of course, I sometimes provide them with assignments. (Teacher B)

The other teacher also shared the same idea with teacher B and said that,

Managing continuous assessment for a large classroom can be quite challenging. With numerous students asking questions, providing individualized attention to each one can be difficult. As a result, tests and final exams are often scheduled according to the school's timetable. This can sometimes be limiting, as it may not allow enough time to assess each student's understanding of the lesson. (Teacher A)

Teacher D also said that.

Managing a large class is difficult for the teacher, and it is also difficult to conduct continuous assessments for students of more than 60 in one class. (Teacher D)

According to the teachers' feedback, the primary challenges they faced in providing adequate feedback to their students were the scarcity of time and the large number of students in each class. Due to these factors, it became difficult for the teachers to provide personalized attention to every student and offer frequent and informative feedback. As a result, many students were left without the necessary feedback to improve their performance.

The report's Table 6 of item 5 highlights the idea that in large classes, the teacher does not have enough time to give post-writing feedback for the writing activity. Having post-writing feedback is crucial for students to monitor and evaluate their progress in writing. It enables them to assess their strengths and weaknesses, identify areas that require improvement, and learn from their mistakes. Post-writing feedback also helps students to develop critical thinking skills, enhance their vocabulary, and refine their writing style. Students can enhance their writing skills by analyzing their work and receiving constructive feedback, an essential tool for academic and professional success.

The outcomes of a recent survey conducted among 40 students reveal some interesting findings. Specifically, when asked about their teachers' ability to provide post-feedback on their writing activities in a large class setting, 10 students (25%) strongly agreed that it is difficult for teachers to do so. Furthermore, 16 other students, representing 40% of the participants, agreed on this issue. Conversely, 7 students (17.5% of the total) disagreed, while another six students (also 15%) strongly disagreed, and 1(2.5%) student remained undecided.

Based on the previous analysis, it can be deduced that the size of the class plays a vital role in limiting the ability of teachers to give individual attention to each student. The research findings indicate that large class sizes make it difficult for teachers to keep track of every student, leading to a lack of attention, discomfort, absence of control, insincere evaluation, and inefficiency in student performance. As noted by Hayes (1997), the challenges associated with teaching in large classes can negatively affect both teachers and students, making it crucial to consider alternative teaching strategies to overcome these limitations.

In addition to students, questionnaires, and teacher interviews regarding their experiences with continuous assessment, the researcher also observed actual classroom settings. Through these observations, the researcher discovered that it can be incredibly challenging to accurately assess student work in a large class size during a lesson in progress.

From the observation carried out by the researcher;

The teacher observed the students during classwork and attempted to evaluate their work. The students start reporting their work to the entire class one by one. However, not all students were given equal opportunities to present their work. Furthermore, the students did not reach a consensus on the topic being discussed, resulting in disjointed and disconnected reports. Finally, due to the limited time,

the teacher could not provide a comprehensive lesson summary and postponed it as homework.

The researcher noticed a concerning trend among the teachers during the classroom observation. Despite reviewing their students' work, the teachers failed to provide significant feedback to their students. As a result, this can have a negative problem on the effectiveness of teaching English writing skills activity lessons.

4.2 Social Effects of Large Class Size

The social interaction between students and their teachers plays a vital role in the process of teaching and learning. Students must engage in meaningful conversations with one another to make the most out of their mutual learning experience. A classroom environment should be conducive to fostering relationships among students and allowing them to share their experiences and knowledge. As per Senior's (1997) research, the quality of a class is judged based on how well the students cooperate with one another. A class that lacks a spirit of group cohesion is deemed unsatisfactory, even if the students are high-achieving. This lack of cohesion could be attributed to the cultural and social backgrounds of the students, especially in large classes where students come from diverse backgrounds. Therefore, in relation to large class sizes, this text also tries to examine the extent to which class size affects the social relationship between students and their teachers, whether positively or negatively.

4.2.1. Effects of Large Class Size on Student-Student Relationship during English Writing Skill Lesson.

The utilization of various strategies, such as group and pair work in teaching English writing activities, has proven to be an effective method in enhancing socialization among students. Several scholars have advocated this approach and contend that group activities provide students ample opportunities to engage in simultaneous practice, which is particularly beneficial in a large class setting. For example, in the context of while and post-writing activities, pair and group work can be employed for a wide range of activities in a large class. Therefore, the objective of this sub-topic was to investigate whether large class sizes have a positive or negative effect on the social relationships among students.

Table 7. Effects of Large Class Size on Student-Student Relationships during English Writing Skill Lesson.

No.	Questions	Scale	No	%
18.	The likelihood of the difference	SA	10	25%
	Between students' social status in	A	10	25%
	large class sizes is high, so	UND	2	5%
	I feel uncomfortable and limit	DA	10	25%
	myself from doing writing	SDA	8	20%
	activities my writing activities.			
11.	More students mean more ideas,	SA	15	37.5%
	and this environment helps me	A	16	40%
	to learn more about writing skills	UND	1	2.5%
	from my peers.	DA	5	12.5%

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

The data presented in Table 7 Item 18 provides a comprehensive insight into the opinions of 40 students regarding the problem of large class sizes on their emotional well-being. The survey results reveal that 25% of the students strongly agreed. In comparison, another 25% agreed that large class sizes create a sense of discomfort and hinder their ability to engage in writing activities. On the contrary, 25% of the students disagreed, 20% strongly disagreed, and 5% remained undecided on the matter.

It is important to note that there seems to be a slight difference between the number of students who agree and those who disagree with the notion that large class sizes create a social gap between students. This suggests that there may be a tendency for social gaps to emerge in large class sizes, which can cause students, especially those from disadvantaged backgrounds, to feel uncomfortable and disengaged from the learning process. The survey data emphasizes that large class sizes can cause problems with students' emotions and engagement levels. Some students believe that being in large classes does not negatively affect their academic performance or overall learning experience. While some students may prefer smaller class sizes for more individualized attention, others feel that they can thrive and excel in larger classes where they can interact with a more diverse group of peers and learn from a wider range of perspectives. It is important to consider each student's needs and learning style when determining their ideal class size. Olga Lidia (2015) notes that teaching a large high school class can be beneficial because these classes are typically lively, engaging, and enjoyable.

On Item 11, out of a sample of 40 students, 15 students (37.5%) strongly agreed, and another 16 students (40%) agreed that having more students in their class, more ideas shared, and this environment helps them to learn more about writing skills from their peers. On the other hand, student 1 (2.5%) was undecided, while 5 students (12.5%) disagreed, and 3 students (7.5%) strongly disagreed with the idea of having more students in their class. This shows that students have their learning styles regarding class size, and some prefer to interact more with their peers

It is important to note that students have different learning styles, and some benefit from having more classmates. These students believe that a larger class size allows for more opportunities to share ideas and brainstorm with their peers, ultimately leading to a better understanding of the writing skills being taught in class. However, it is also important to recognize that not all students prefer this learning method. Some students may feel overwhelmed in a larger class, as shown in item 18, and prefer more one-on-one interaction with their teacher. With this in mind, teachers must implement different classroom management methodologies to cater to all students' needs. Teachers should provide enough space for those students who need to use a larger class size as an advantage to have more ideas from their friends on their writing activity.

4.2.2. Effects of Large Class Size on Student-Teacher Relationship during English Writing Skill Lesson.

The relationship between teachers and students is critical in the teaching and learning process. This interaction is the primary way teachers and students regularly communicate within the school premises. It is the responsibility of teachers to establish an effective way of understanding their students' status and lives, both inside and outside the classroom. According to Harmer (1983), teachers are responsible for creating a positive atmosphere that provides a sense of security, regardless of the surrounding conditions. Failure to

establish an excellent teacher-student relationship may make students feel neglected, resulting in them disliking their teachers and the lessons they are being taught. The study was conducted to understand the problem of a large class size on the student-teacher relationship and to investigate how a large class size affects the student-teacher relationship.

Table 8. Effects of Large Class Size on Student-Teacher Relationships during English Writing Skill Lesson.

No.	Questions	Scale	No	%
19.	The teacher does not know	SA	17	42.5%
	my name because the	A	16	40%
	opportunity to report or	UND	-	-
	present the writing activity	DA	4	10%
	is rare.	SDA	3	7.5%

Key: SA= strongly agree A= agree UND= undecided DA= disagree SDA= strongly disagree

According to the data presented in Table 8, many students agreed that teachers may not remember their names in large class sizes. Of the 40 respondents, 42.5% or 17 strongly

agreed, while 40% or 16 agreed with this idea. In contrast, only 10% or 4 students disagreed, and a mere 7.5% or 3 students strongly disagreed with this statement.

The students' response to this question suggests that they felt socially disconnected from their teachers in large classes. This may have been due to the lack of opportunities to showcase their writing skills and report their progress to the class. Additionally, the students seemed to think that their teachers did not remember their names and did not address them during the learning and teaching process. This situation is particularly concerning since students' active participation in the learning process is essential, and using their names is a helpful way to achieve this. In summary, the data presented in Table 8 indicates that a significant number of students may feel neglected and disconnected from their teachers in large class sizes. This scenario can harm students' learning outcomes and highlights the need for teachers to adopt more inclusive and personalized teaching practices in large classes.

In the research, teachers were inquired about their familiarity with their students in large class sizes, including their learning style, behaviour, and ability to learn. The survey also assessed whether teachers maintain a friendly approach towards their students. The teachers shared their responses based on their personal experiences. In particular, one of the teachers who is, fortunately, homeroom for the particular class, provided the following feedback:

As the homeroom teacher for a specific class, I am expected to know the students and their behavioural patterns. Therefore, in the event of a student's absence, I have to contact their parents to gather more information about their well-being, academic performance, and other relevant details that may help better understand and support their needs. This somehow enables me to create a safe and inclusive learning environment that meets each student's needs while encouraging a sense of

community within the classroom. On the other hand, for the other classes in which I am not homeroom, I only remember the names of students who are either disruptive in class or exceptionally bright. Most of the class consists of average students, and I cannot give individual attention, and their needs are somehow not recognized. (Teacher B)

During the interview on how teachers can effectively cater to the individual needs and learning styles of students in a large classroom setting, teacher A attempted to provide a quick answer. However, her response was met with laughter, and it is surprising that the researcher expected teachers to know all their students' names and their unique learning styles in such a large class size. She replied...

It is not possible for me to cater to the individual needs of every student in the class, as the class size is already quite large. Unfortunately, this limits my ability to check and address each student's learning needs. (Teacher A)

The other teacher also said that:

Due to the large class size, it is difficult for me to address each student's individual understanding of the lesson. It can be quite challenging to identify which students have comprehended the material and which students have not, especially when there are many students in the classroom. (Teacher C)

Apart from gathering information from the questionnaires filled by the students and conducting an interview with the teacher, the researcher also conducted an observation to assess the level of ease and friendliness in the student-teacher relationship within the context of a large class. This observation was carried out to obtain a more comprehensive

understanding of the dynamics between the teacher and the students in this particular learning environment in a large class size.

During a classroom session in an 11th-grade English Language class, a teacher used the question-and-answer teaching method to instruct students on the components of a sentence. The lesson focused on sentence writing, and students were given exercises to complete, which required them to fill in the gaps with appropriate words. While carrying out the exercise, the teacher occasionally called on the names of only a few students to respond to the questions, likely to encourage active participation and engagement in class activities. For the majority, he points his finger at the students instead of calling their names.

Based on the evidence that has been collected, it can be inferred that the teacher had a positive and harmonious relationship with some of her students. However, it is important to note that this relationship may not have been widespread across the entire class, as the class size was quite large - over 50 students. It is possible that the teacher had a closer bond with a select few students while still maintaining a professional and impartial attitude towards the rest of the class. This lack of recognition can make some students feel undervalued and unnoticed, which can negatively affect their learning experience. Therefore, having large class sizes hinders teachers from striving to build positive relationships with all their students so that every student feels valued and supported in their academic journey. This led to a deeper conversation on the challenges of teaching in large classrooms and the need for innovative strategies to meet every student's needs.

According to the results obtained from the three research tools utilized, it has been found that large class size is a significant factor contributing to the creation of social gaps between students and teachers. The findings suggest that when there are too many students in a

class, teachers struggle to understand their behaviour and individual needs and establish a friendly relationship with each student. Consequently, this gap between teachers and students hinders and disconnects the student-teacher relationship. In other words, a high student-teacher ratio makes it difficult for teachers to provide personalized attention to each student, potentially negatively affecting the quality of education provided.

4.3. Results and discussions of open-ended questions

During the study, the 40 sample students were asked to share their thoughts on the challenges and benefits of learning writing skills in large class sizes. The study included three specific questions that were addressed to the students to collect their ideas. These questions were as follows:

1. What other difficulties did you face when teaching and learning writing skills in a large class?
2. What is your opinion about learning writing skills in a large class size?
3. If you want to add anything, please write it down.

After evaluating the responses to these questions, most students expressed feeling worried and uncomfortable when learning in large class sizes. Some students, however, found it enjoyable to learn in a larger group, while a few others said they did not feel anything in particular.

Regarding the second question, most of the students expressed that writing activities in large classes have disadvantages. However, some students felt that it was still acceptable to learn in larger groups.

In response to the final query, some students have expressed their desire for a more comfortable and conducive learning environment. They have eagerly hoped that the concerned authorities would take prompt action to upgrade their school's infrastructure, enabling them to learn their writing skills effectively. Moreover, some students have also requested their teachers to provide them with better guidance and instructions so that they can master the art of writing with greater proficiency.

4.4. Results and Discussions of Classroom Observation

Research observation has found that teachers face significant challenges while teaching English writing skills in larger classes. Large class sizes make it difficult for teachers to engage with every student individually, provide them with personalized attention, and monitor their learning activities. As a result, it becomes challenging to identify each student's strengths and weaknesses and provide for their needs accordingly.

In addition, students in larger classes often lack adequate learning resources which could support their academic advancement. The researcher observed that grade 11 Ayer Tena Secondary School students shared one English book among four students. This makes it difficult for students to learn and practice their lessons effectively. This situation creates a gap in the quality of learning that students receive, and teachers cannot give them the necessary attention they need to excel.

Furthermore, large class sizes create an environment that is not conducive to learning and teaching. The students' desks are so close to each other that there is barely any room for them to move around during classes. The researcher observed that three students have to share one desk, and there is no place to put their bags. This makes it difficult for teachers to conduct lessons that demand role-play or demonstrations, as students cannot move around freely.

The study has found that the increase in class sizes is primarily due to inadequate classroom infrastructure to cater to the increasing number of students. Schools may not have enough classrooms to accommodate all students, leading to overcrowding in existing classrooms. This situation is further compounded by the fact that there are not enough textbooks and other learning materials to go around, making it difficult for students to learn effectively.

Furthermore, the overcrowded nature of the classroom and inadequate ventilation may contribute to the spread of contagious diseases, and this can hinder students from attending their lessons properly, potentially affecting not only their teaching and learning of English writing skills but also their overall academic performance and progress.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

The following section contains a comprehensive summary of the main findings and outcomes. Additionally, a conclusive analysis of the fundamental discoveries is provided, which aims to provide a deeper understanding of the research and its implications. The recommendations presented in this chapter are based on the study's outcomes and are intended to provide guidance for future research and implementation of the findings. These recommendations are designed to help ensure that the research is used to its full potential and that the outcomes are translated into practical and effective solutions.

5.1 Summary

The study's primary aim was to assess the effects of having a large number of students in a classroom on the lessons relating to English writing skills in reference to Ayer Tena secondary schools. In order to accomplish this objective, the study formulated a set of crucial research inquiries that were aimed at gaining a deeper understanding of the subject matter. The key research questions that were raised by the study included:

1. What are the implications of large class sizes in the teaching and learning process of writing skills?
2. What challenges do teachers face while teaching English writing skills in large classes?
3. How does class size affect students' learning experience in writing skills?

The study involved 44 participants, including 40 students and 4 teachers. The participants were selected using two different sampling techniques: simple random sampling for the students and purposive sampling for the teachers. The researchers used various data collection methods, including questionnaires, interviews, and observation.

After gathering the data, the researchers sorted and organized it based on its categories, similarities, or differences. This approach enabled the researchers to identify patterns, trends, and themes that emerged from the data. The organized data were then subjected to quantitative analysis using percentages and qualitative analysis through triangulation.

The study's findings revealed that large class sizes were the primary cause of instructional and social effects in English writing lessons, adversely affecting the teaching and learning process of English writing skills.

Among the instructional effects of large class sizes, one of the most negative effects is that students do not have sufficient opportunities to participate in writing lessons. With so many students in the class, it is difficult for each individual to receive the necessary attention and feedback to improve their writing skills.

In addition, large classes are quite noisy, making it difficult for students to concentrate and construct knowledge related to writing lessons. This is especially problematic for students requiring a quieter, more focused environment to learn effectively.

Furthermore, teachers also face significant challenges when managing a large class during English writing lessons. It is difficult for them to assess each student's individual effects while completing writing activities, and it is challenging to provide personalized feedback and continuous assessments on writing skills lessons for each student.

The study revealed that a significant social problem of having a substantial number of students in a class is the emergence of a notable divide between teachers and students and among the students themselves. This divide leads to an unhelpful atmosphere where students do not collaborate and assist each other, and teachers cannot provide adequate support during writing activities. Despite the negative problem of English writing lessons,

the study found that some students derive a sense of competition from the larger class setting and enjoy themselves in such an environment.

The study's results found that despite their best efforts to mitigate the negative effects of large class sizes on students' learning, teachers still face significant challenges in providing adequate instruction in English writing skills. The study showed that teachers' level of commitment to teaching writing skills was not as significant as required.

5.2. Conclusions

One of the most significant challenges teachers often face when teaching English writing is dealing with a large number of students. Through careful analysis and discussion, it has become clear that having too many students in a class can be a major problem in the effective teaching of writing skills. These effects have been broadly categorized as instructional and social effects. After conducting a thorough study, the following conclusions were drawn based on the findings.

1. As reported in Table 3, 65% of the sample students for item 6 reported that they experienced disruption during English writing lessons, making it difficult for the teacher to maintain discipline in the classroom. Similarly, 85.5% of the sample students for item 12 reported that excessive noise and lack of discipline in the classroom resulted in teachers spending too much time on classroom management instead of effectively teaching English writing skills. In addition, the study's findings supported Benbow (2007) that when class sizes are too big, teachers may find it challenging to control the classroom environment and supervise hands-on activities, which can limit student interaction with one another.

Therefore, we can conclude that students perceived a lack of attention from their teachers toward teaching English writing skills due to their inability to maintain discipline in the

classroom. As a result, students felt they did not have enough time to engage in group discussions and other collaborative activities during pre-reading, while-reading, and post-reading sessions. This, in turn, could negatively affect their overall learning outcomes and academic performance.

2. According to the study's results, many students face difficulty obtaining feedback on their writing assignments. The reasons for this include the large class sizes that make it difficult for teachers to provide continuous assessment. As a result, most assessments tend to be centered around tests and examinations. This was confirmed by item 15 of Table 6, which shows that out of the total sample of students, 68% agreed that assessment mainly focused on tests and examinations rather than continuous assessment. Moreover, Yelkpiri et al. (2012) supported the findings of this study as they highlighted that when classes are large, students may not receive regular and constructive teacher feedback, which can negatively problem their academic performance.

Furthermore, the study found that a significant number of students, approximately 60%, felt that their teachers did not have enough time to assist them with their writing activities. This was confirmed in item 4 of Table 6. Also, on item 5 of the same table, 65% of the total sample of students agreed that their teachers did not have sufficient time to provide post-writing feedback for the writing activities. Therefore, we can conclude that the lack of proper teacher feedback and continuous assessment could significantly affect students' ability to improve their writing skills in large class sizes.

3. The findings of the study revealed some important insights regarding the instructional problem of large class sizes in English writing lessons. One significant issue that emerged was the limited opportunity for students to participate actively in the writing activities. This was reflected in the responses to the survey questions, where 77.5% of the sample students (item 9 table 1) agreed that they do not get a chance to reflect on what they have written,

and 77.5%) of the sample students (item 10 table 5) agreed that they do not have a chance to ask the teacher for clarity during the writing activity.

Another concern was the difficulty in ensuring everybody's participation in the activities, as 70% of the sample students agreed that in large classes, there are many members of the students, and not everyone gets a chance to express their opinion during the writing lesson. Furthermore, it was observed that many students are off-task, particularly during writing activities, which can hinder their learning progress. The study's findings also supported Harmer (2000), who reported that there are limited opportunities for interaction between the teacher and students in large classroom settings. Therefore, we can conclude that large class sizes can negatively affect the quality of English writing instruction. Efforts should be made to address these challenges to ensure all students have an equal opportunity to learn and participate in class activities.

4. As Olga Lidia's (2015) study, teaching a large high school class can be beneficial because these classes are typically lively, engaging, and enjoyable. Some studies, especially on open-ended questionnaires, have also suggested that large class sizes can positively affect certain aspects of education. However, this is somewhat contradictory to the majority of research findings. In particular, some students have reported feeling a sense of healthy competition in larger classes, which can lead to increased motivation and academic achievement. Additionally, some students see larger classes as an opportunity to go unnoticed and avoid answering questions, creating a sense of safety. However, it is important to note that these findings do not necessarily indicate that large class sizes are advantageous for the overall teaching and learning process. In fact, they may indirectly reinforce the negative problem of large class sizes on education.

5. According to the findings of the study, it has been observed that due to the large class size, the teachers are finding it difficult to remember the names of all their students unless

they are either exceptionally bright or notoriously naughty. This is causing a significant problem with the social relationship between the teachers and students, which in turn is affecting the level of interest the students have towards the lessons. As (Locastro, 2001 Harmer, 2000 Pedder, 2006), studies have revealed that when a classroom becomes overcrowded, it becomes challenging for teachers to provide personalized attention to every student, resulting in several issues that can adversely affect the learning experience.

Therefore, we can conclude that teachers' inability to connect with their students can lead to a lack of engagement, which hampers the overall learning experience.

6. According to the results, both the students and teachers lack interest in teaching and learning writing skills. This is primarily because writing skills are not given as much emphasis in the national exam of grade twelve, which is considered a crucial milestone for college admission.

7. The research findings revealed that teachers encountered difficulties instructing large groups, and pupils lacked adequate learning resources to support their academic achievement. Consequently, teachers were unable to engage learners and exercise control over their writing activities and supervision. Additionally, a massive cohort could easily lead to the rapid spread of various illnesses, exposing the health of both teachers and students. The conclusions were consistent with Michael's (2016) observations, reiterating the challenges of large class sizes of 70 pupils and above in most public learning institutions. The scholar further noticed that in such a situation, both pupils and instructors could not move freely around the classroom during lessons that necessitated role-playing or demonstration.

5.3. Recommendations

The researcher has identified some significant findings regarding the negative effects of large class sizes on teaching English writing lessons. Based on these findings, the researcher has formulated a set of recommendations that can be implemented to address these issues and improve the overall quality of English writing instruction.

1. To effectively manage a large class, it is important for teachers to utilize various strategies that can help create a more intimate learning experience. One such strategy is to divide the class into smaller groups, allowing for more personalized attention and engagement with each student. By encouraging students to work together in these small groups, teachers can promote collaboration and help foster a stronger sense of community within the classroom. Additionally, this approach can be particularly effective when it comes to practicing writing or other activities that require a more hands-on approach, as students can receive more individualized feedback and support from their peers and teachers. Overall, implementing these types of strategies can help ensure that all students receive the attention and support they need to succeed in their academic pursuits.

2. To enhance students' writing skills, it is recommended that teachers conduct continuous assessments of their writing lessons. This can be done by providing feedback through various means, such as assigning activities and using peer-to-peer and self-assessment strategies among students. By doing so, teachers can easily and frequently correct students' work and provide crucial remedies to help them improve their writing skills. These strategies help students identify their mistakes and allow them to take ownership of their learning and progress.

3. It is highly recommended that writing tests be incorporated into the national exams to enhance students' interest in writing. These tests should focus not only on grammar but also

on evaluating their writing skills. Providing equal opportunities for writing will encourage students to improve their writing capabilities and ultimately help them excel in their academic pursuits.

4. Teachers can employ various strategies to effectively manage students' misbehavior and maintain a positive classroom environment. One such strategy is the creation of student profiles, which can help teachers better understand individual students' learning styles, interests, and behaviour patterns. Another effective approach is to authorize group leaders, who can help maintain order and encourage their peers to stay on task. Additionally, teachers can encourage well-behaved students to act as mentors and assist their classmates with writing activities, which can help to promote positive behaviour in the classroom. By implementing these strategies, teachers can create a more enjoyable and effective learning environment for all students.

5. Due to the unfortunate reality of large class sizes in our country, which also includes Ayer Tena secondary schools, it is important that teachers receive on-the-job training from the relevant authorities on how to manage and transform this challenge into a valuable opportunity effectively. This suggests that more support and resources may be needed for teachers to effectively address the challenges posed by large class sizes and ensure that their students receive the quality education they deserve.

Finally, in addition to this research, further study can be made on investigating the practice and implementation of teaching English writing skills in large class sizes, the effects that hampered its practice and implementation in other schools, and how to improve the practice and implementation of effective teaching methods for writing activities in EFL classes.

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APPENDIXES

APPENDIX A: QUESTIONNAIRES FOR STUDENTS

ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

(GRADUATE PROGRAM)

QUESTIONNAIRE FOR STUDENTS.

Dear Participant:

This questionnaire aims to assess the effects of large class sizes on learning writing skills in English as a Foreign Language. You are kindly requested to provide your genuine responses. We appreciate your cooperation in our effort to problem stockholders positively. Remember that the information contained within this survey will remain strictly confidential and for research purposes only.

Part I. Background information:

Sex:

Grade:

Part 2. In the following list, you will find different questions that might be a problem in class size to learn paragraph writing skills. Please tick (✓) for each item using the following keys.

KEYS Strongly agree 1 Agree 2. Undecided 3 disagree 4 strongly disagree 5

No	Items	Scale of students' responses				
		1	2	3	4	5
1	In a large class, the teacher does not have enough time for discussion to clarify the given writing topic.					
2	In large classes, the teacher cannot check that everyone engaging in the writing activity.					
3	The teacher needs more time in a crowded classroom to assist in the writing activity.					

4	In a large class, the teacher needed more time to check my writing after I finished.					
5	In large classes, the teacher does not have enough time to give post-writing feedback for the writing activity.					
6	In large class sizes, the teacher is unwilling to teach how to develop writing activities as expected because the students make the class noisy during the lesson.					
7	I don't have enough time to give peers feedback in paragraph writing activities in large class sizes.					
8	I don't have enough time to get peers' feedback in writing activities in large class sizes.					
9	In large class sizes, every student does not get a chance to reflect on the ideas they wrote.					
10	There is insufficient time to ask the teacher for clarification about the writing activity in large class sizes.					

11	More students mean more ideas, and this environment helps me to learn more about writing skills from my peers.					
12	The teacher spends more time managing the classroom environment in large class sizes than facilitating the writing activity.					
13	Learning in large class sizes lowers my writing skills.					
14	Learning in large class sizes enhanced my writing skills.					
15	In large classes, assessments mainly focus on tests and examinations rather than continuous assessments on paragraph writing skills.					
16	The teacher does not know my name because it is rare that I am given the opportunity to report on or present the answers to the writing activity.					
17	In large class, the chance for social status between students is high, so I feel uncomfortable and limit myself from participation in group learning					

18	In large classes, since there are more students in a group, I do not have the opportunity to share ideas with each other and get involved more					
19	The teacher does not know my name because the opportunity to report or present the reading comprehension activity answers is rare					

Part 3. Open-ended questions

1. What are the other difficulties you faced in large class sizes during the teaching and learning process of writing skills?

2. What is your opinion about learning writing skills in a large class size?

3. Anything you want to add, please write it down

በአዲስ አበባ ዩኒቨርሲቲ የማህበራዊ ሳይንስ እና ሰብአዊነት ኮሌጅ

**የውጭ ቋንቋዎች እና ስነ-ጽሑፍ መምሪያ ትምህርት ክፍል ለሁለተኛ ዲግሪ መመረቂያ
የተዘጋጀ ጥናታዊ ፀሁፍ**

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተሳታፊዎች፡-

ይህ መጠይቅ የእንግሊዝኛ አንቀጽ መጻፍ ክህሎትን በመማር ላይ ትልቅ የክፍል መጠን ያለውን ተጽእኖ ለመገምገም ያለመ ነው። እውነተኛ ምላሾችዎን እንዲሰጡ በአክብሮት እየጠየቅን—ስለ ትብብርዎ እናመሰግናለን። ያስታውሱ በዚህ ዳሰሳ ውስጥ ያለው መረጃ ሚስጥራዊነቱ የተጠበቀ እና ለምርምር ዓላማዎች ብቻ የሚውል ነው።

ክፍል 1. የተታፊዎች መረጃ፡

ፆታ፡

ክፍል፡

ክፍል 2. በሚከተለው ዝርዝር ውስጥ የአንቀፅ የመጻፍ ችሎታን ብዙ ተማሪ ባለበት ክፍል ውስጥ መማር አንቀጽ የመጻፍ ክህሎትን መማር ሊፈጥራቸው የሚችሉ የተለያዩ ጥያቄዎችን ያገኛሉ። እባኮትን በሚከተሉት ቁልፎች መሰረት ለእያንዳንዱ ጥያቄ ይህንን(✓) ምልክት በማድረግ መልስ ይስጡ።

የመልስ መስጫ ቁልፎች

1. በጣም እስማማለሁ 2. እስማማለሁ 3. አልወሰንኩም 4. አልስማማም 5. በጣም አልስማማም

ተ.ቁ	ሀሳቦች	የመልስ መስጫ ምርጫዎች				
		1	2	3	4	5
1	ብዙ ተማሪ ባለበት ክፍል ውስጥ መምህሩ የሰጠውን የዕህፈት መልመጃ ርዕስ ለማብራራት በቂ ጊዜ የለውም.					
2	ብዙ ተማሪ ባለበት ክፍል ውስጥ መምህሩ ሁሉም ተማሪ በዕሁፉ ስራ ውስጥ መሳተፉን ለማረጋገጥ በቂ ጊዜ የለውም					
3	ብዙ ተማሪ ባለበት ክፍል ውስጥ መምህሩ የዕህፈት መልመጃ በሚጽፍበት ጊዜ ለተማሪዎች እርዳታ ለማድረግ በቂ ጊዜ የለውም					

4	ብዙ ተማሪ ባለበት ክፍል ውስጥ ፅፌ ከጨረሰኩ በኋላ መምህሩ የእኔን የዕህፈት መልመጃ ለማየት በቂ ጊዜ የለውም።					
5	ብዙ ተማሪ ባለበት ክፍል ውስጥ መምህሩ የዕህፈት መልመጃ በሚፃፍበት ወቅት አስተያየት ለመስጠት በቂ ጊዜ የለውም					
6	ብዙ ተማሪ ባለበት ክፍል ውስጥ መምህሩ የዕህፈት መልመጃ እንዴት ማዘጋጀት እንዳለበን ለማስተማር ይቸገራል ምክንያቱም ተማሪዎቹ በትምህርቱ ወቅት ስለሚንጫጩ።					
7	ብዙ ተማሪ ባለበት ክፍል ውስጥ የዕህፈት መልመጃ የመፃፍ እንቅስቃሴዎች ውስጥ ለጉዋደኞቹ ስለ ፀሁፋቸው አስተያየት ለመስጠት በቂ ጊዜ የለኝም					
8	ብዙ ተማሪ ባለበት ክፍል ውስጥ ውስጥ የዕህፈት መልመጃ የመፃፍ እንቅስቃሴዎች ውስጥ ከጉዋደኞቹ ስለ ፀሁፌ አስተያየት ለመቀበል በቂ ጊዜ የለኝም					
9	ብዙ ተማሪ ባለበት ክፍል ውስጥ ፣ እያንዳንዱ ተማሪ በፃፈው የዕህፈት መልመጃ ዙሪያ ማብራሪያ ለመስጠት እድል አያገኘም።					

10	ብዙ ተማሪ ባለበት ክፍል ውስጥ ስለ የዕህፈት መልመጃ አጻጻፍ ሂደት ማብራሪያ አስተማሪውን ለመጠየቅ በቂ ጊዜ የለም.					
11	በክፍል ውስጥ ብዙ ተማሪዎች አሉ ማለት ብዙ ሃሳቦች እንዲነሱ ያደርጋል ይህም ስለ የዕህፈት መልመጃ አጻጻፍ ከእኩዮቹ የበለጠ እንድማር ይረዳናል።					
12	ብዙ ተማሪ ባለበት ክፍል ውስጥ መምህሩ የዕህፈት መልመጃ አጻጻፍ ሂደቱን ከማመቻቸት ና ከመከታተል ይልቅ የክፍሉን ፀጥታ ለመቆጣጠር ብዙ ጊዜ ያጠፋል					
13	ብዙ ተማሪ ባለበት ክፍል ውስጥ መማሪያ የዕህፈት መልመጃ የመጻፍ ክህሎቱን ዝቅ አድርጎታል።					
14	ብዙ ተማሪ ባለበት ክፍል ውስጥ መማሪያ የዕህፈት መልመጃ የመጻፍ ክህሎቱን ከፍ አድርጎታል።					
15	ብዙ ተማሪ ባለበት ክፍል ውስጥ ግምገማዎች በአብዛኛው የሚያተኩሩት የዕህፈት መልመጃ የመጻፍ ችሎታ ላይ ሳይሆን በፈተናዎች ላይ ነው።					

16	ብዙ ተማሪዎች ባሉበት ክፍል በቡድን ውስጥ ብዙ ስለምንሆን በውይይት ለመሳተፍ እና ሃሳቤን ለመግለፅ እድሉን አላገኝም።					
17	ብዙ ተማሪዎች ባሉበት ክፍል የክፍል ውይይቱ የሚያዘው በጎበዝ ተማሪዎች ነው።					
18	ብዙ ተማሪዎች ባሉበት ክፍል ተማሪዎቹ ከብዙ ማህበረሰብ የተውጣጡ በመሆናቸው በመካከላቸው በውይይት ለመሳተፍ ምቹት ስለማይሰጠኝ ራሴን እገድባለሁ።					
19	ብዙ-ተማሪዎች ባሉበት ክፍል የፅሁፍ ስራችንን የምናቀርብበት ጊዜ ጥቂት ስለሆነ መምህሩ ስሜን ለይቶ አያስታውስም።					

ክፍል 3. አጭር መልስ ስጡ

1. ከላይ ከተጠቀሱት ውጪ ተማሪ በባህበት ክፍል የፅሁፉ መልመጃ አፃፃፍን በመማርዎ የገጠመዎት ችግር ካለ ይግለፁ _____

2. በአጠቃላይ ተማሪ በባህበት ክፍል በመማርዎ ምን ይስማዎታል?

3. ሌላ አስተያየት አለዎት? _____

APPENDIX B: INTERVIEW FOR TEACHERS

(Greeting...) Dear Colleagues, thank you in advance for volunteering for the interview.

Name: _____ Sex: _____ Age: _____

Qualifications _____ Subject: _____ Years of service: _____

The grade level that you are teaching: _____ Number of students in your class _____

1. In your large English classroom, to what extent do you implement various methods and strategies to effectively teach writing skills?
2. What difficulties do you face when teaching English writing skills in your classroom as a result of having a large number of students?
3. Do you have a good understanding of your student's needs, behaviour, learning styles, and experiences?
4. How are you working to reduce the issue of large class sizes when teaching English writing skills? Alternatively, what actions do you believe should be taken?

APPENDIX C: CLASSROOM OBSERVATION

ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE (GRADUATE PROGRAM)

Check List Classroom Observation

To find out grade eleven students' and four teachers' actual classroom practices regarding the implementation of teaching writing skills in large classes, observation was conducted using a checklist consisting of two tasks. These tasks included teachers' and students' actual classroom practice in writing lessons.

Teacher's name: _____ Date: _____ Topic: _____
Section: _____ No of students: _____ period: _____

The teachers' and students' actual practice in teaching and learning writing skills.

No	Items		
		Yes	No
1	Are the instructions for the writing lesson clear?		
2	Are students allowed to discuss the post-writing activity?		

3	Is there enough space in the classroom for the teacher to move around and check students' work?		
4	Is the teacher available to guide and assist students during the writing process?		
5	Are all necessary teaching materials available to the students?		
6	Are there enough seats for all the students in the class?		
7	Is the classroom equipped with proper ventilation?		
8	Does the teacher have sufficient time to give students reasonable feedback and corrections?		
9	Are students interacting with the teacher and other students?		
10	Do learners disturb the class?		

