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HOW ELT TEACHERS COPE WITH LARGE CLASSES WITH
PARTICULAR REFERENCE TO GRADE 10 TEACHERS

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ABSTRACT

The main purpose of the study was to find out how ELT teachers cope with large classes. Two focus hypothetical questions were raised, namely, are teachers aware of the nature of large classes? If so, how do they cope with large classes? Questionnaire and classroom observations were used to collect data that could help to answer the above questions.

The results of the study showed that there is no definite class size for defining large classes. It differs from school to school. Teachers' perceptions of class size also vary depending on teachers' own experiences. The majority of teachers considered large classes as problems, and they gave more concern to the difficulty of correcting and marking students' work or assignments.

In order to cope with large classes teachers used solely frontal - lecture method, giving grammar notes, explanation and text-based exercises. They also used other techniques to manage language classroom, follow up and evaluate students' work, and motivate students for language learning. These techniques seemed to be influenced by the method teachers were exposed to in their training. It was also found out that frontal lecture method was used by teachers who assumed that there were not any better options. This was due to the fact that most of the respondents were not trained in interactive mode of teaching or did not get any orientation to update their teaching experience. Hence,

most of them did not seem to be effective in employing various techniques that could help to cope with large classes.

Based on the findings, recommendations were made dealing with teachers' training and orientation, teaching and learning materials, and conducting further research.

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CHAPTER I
INTRODUCTION

1.1 Statement of the Problem

The question of large classes is an important issue in language teaching and learning. Among the various factors that affect the teaching and learning process, "class size, perse, is said to be one of the undeniable facts of school life" (Nega 1990: 52).

In the process of language teaching, "it is clearly the view of the majority of teachers that teaching small groups of pupils would reduce stress and make it easier for them to keep order in the classroom" (The Times, 1989: 1).

The question of large classes, however, must not be seen only from a numerical perspective; 'pedagogical, managerial and affective' factors (Locastro, 1989: 1) have also a great impact on teaching in large classes.

The phenomena of large classes are also assumed to be common in the teaching of English in Ethiopia where "secondary education operates largely on an open-door basis" (Policy Issues of Secondary Education in Ethiopia, 1981: 35).

This uncontrolled student enrolment inevitably brings an impact on the quality of education. Furthermore, it is common to hear teachers complaining about the difficulties associated with large classes. There is a feeling that teaching in crowded classes besides creating discomfort to the teachers as well as to the students, teachers in particular may not be able to identify the level of students, give and correct assignments - especially class-work and homework during class hour, keep class discipline, allot time to each lesson and work accordingly, and so on.

In such a situation, then, there should be someone to cater for the efficient handling of the teaching-learning process in large classes. As Coleman states, "if there are 'solutions' to large classes, then the people most likely to have developed such solutions are large class teachers themselves" (1989: 29).

The ultimate questions are, therefore, are teachers aware of the real nature of large classes? If so, how do they cope with large classes?

In fact, the issue of teachers' awareness of the nature of large classes and what teachers do to cope with this in the Ethiopian situation has not been given enough attention. The major objective of this research is, therefore, to conduct a descriptive study of how ELT

teachers cope with large classes in Ethiopian secondary schools with particular reference to Grade 10 in selected schools in Addis Ababa. In light of this, the main focus of this study is thus to:

1. establish the actual class size which teachers regularly teach and thus examine the nature and size of large classes;
2. assess teachers' perceptions of class size;
3. examine teachers' attitudes towards large classes;
4. investigate the prominent difficulties which teachers face and sort these out according to the degree of their seriousness to teachers; and
5. find out the most commonly used techniques which teachers employ to cope with large classes.

1.2 Importance of the Study

It is worthwhile to note that the methods and techniques used in classes are influenced by the orientation and perception of teachers. In this regard English teachers are generally expected to be flexible and use various methods and techniques to cope with large classes. But this can be done as long as English teachers have a clear idea on the nature of large classes and the pertinent methods and techniques employed. In light of this, the result of the research creates conditions for English teachers to be open-minded and look for other options to overcome difficulties associated with large classes so that they will be efficient in their profession.

The study may also serve as a feedback to teacher trainers in their efforts to train teachers to teach in difficult circumstances.

Curriculum designers may also benefit from the awareness of teachers' difficulties and commonly used techniques so as to prepare teaching and learning materials that introduce different techniques suitable for managing large classes.

The study may also be used as a point of reference for those who are interested in further studies of teaching English in large classes.

1.3 Delimitation of the Study

Although the study could have been carried out on a large scale, due to time constraint, it was limited to 36 teachers (60%) who teach English in Grade 10 in the selected 12 government secondary schools in Addis Ababa.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 What are Large Classes?

There is no universal single definition for large classes. Various scholars (for example, Nolasco and Arthur, 1988; Coleman, 1989; Ryand and Greefield, 1975) have come to the opinion that there is no absolute size for defining what is 'small' and what is 'large'. This implies that the term 'large class' is relative and tends to vary from country to country or from person to person. Basically, the conception of large classes depends on teachers' opinion. This in turn, depends on:

- a. the size of the class relative to other classes in the school or district;
- b. the size of the class relative to the teachers' experiences and training;
- c. the level of schooling [primary, secondary or tertiary];
- d. the subject; and
- e. the total teacher work-load, (Ryand and Greefield in Coleman 1989:36).

2.2 Large Classes as a Subject of Study

The nature of large classes is very complex and requires thorough investigation to understand its

implications to language teaching and learning. It is, therefore, necessary to assess the causes and effects of large classes in light of teachers' concerns about them.

The existence of large classes is basically demographic. In this regard, Coleman states that

In many parts of the world, populations are increasing rapidly, and at the same time governments are attempting to widen access to education to all children of school ages. However, the number of available English teachers tends to expand much more slowly than the number of learners requiring English. As a result classes are actually getting large in some countries (1991: 2).

This situation is also assumed to be common in Ethiopia and is particularly observed in secondary education which is basically characterized by an open-door policy. This policy is imposed due to the fact that:

as it was neither possible to resist the growing public demand nor to raise all the required resources and facilities side by side with this demand, which was practically impossible in light of the limited economic capacity, the policy of access to secondary education was forced to operate largely on an open-door basis (Curriculum Department, 1981: 35).

In this case, large classes seem to be the norm rather than the exception.

In the study of large classes, there are various practical concerns which require due research attention. According to Locastio, class size is an important variable

in the teaching situation which takes into account "the number of students admitted, the number of teachers, the number of available classrooms, and the number of seats in the classrooms" (1989: 16).

In this regard, the larger the number of students in a class the more complex does it become for teachers to carry on their teaching activities. Furthermore, it would be clear that in addition to overcrowding, large classes have a number of psychological and pedagogical implications on language teaching and learning. In light of this, various researchers (for example, Locastro, 1989; McLeod, 1989; Peachy, 1989) have shown that there are numerous difficulties which teachers face in teaching English in large classes.

On the other hand, some researchers argue that class size may not be considered as a problem; it is a pretext for complaints. Allwright argues that:

It is probably not a problem we originally thought it was, but it will serve as a convenient umbrella term for our work, just as it may serve teachers as an umbrella term for some of their complaints (1989: 10).

However, he concludes that "... in any case there is no doubt in our minds that class size is an interesting and important area of conducting a research" (Ibid).

To the best knowledge of the researcher there is only one local research study made on the issue of large classes. In

his study, entitled 'Teaching English in Large Classes', Nega (1990) has investigated some of the problems associated with large classes including attitudes of teachers and the methodological issues that are pertinent to large classes.

In conducting the research, questionnaires were distributed to teachers taken from two tertiary level institutions, six secondary schools and ten elementary schools. The findings show that "large classes are a real problem since 59% and 29.5% of all the respondents perceived class size as 'one of the major problems', and the major problems' respectively" (p.77)

It is also noted that "the idea of large class teaching is actually different from language teaching in small classes" (Ibid).

Based on the findings Nega suggests that "teaching 'learning about learning' is an important lesson for secondary school learners in order to avoid the old teaching and learning ritual and replace it by new teacher-student relationship" (p.79).

In light of this, he identifies four methods, mentioned on page 14 in the next section, that could be practised to cope with large classes. Furthermore, he recommends that curriculum designers should take into account the large class situation and introduce task-based lessons that involve

students in group work. He also suggests that teachers should be trained through seminars or workshops in group management to deal with the problems associated with large classes.

2.3 Coping with Large Classes

It has been stated in the previous section that large classes are complex and have various implications on language teaching and learning. Due to this fact, they need skilful handling so as to meet the demands of learners. In other words, the ways in which teachers cope with large classes determine the success or failure of language teaching and learning in such classes.

In this respect, there is no^a hard-and-fast rule that a teacher should follow in teaching English in large classes. Based on the experiences gained from teaching in large classes different methods and techniques for the management of large classes have been suggested by many researchers.

By way of summarizing the approaches to the effective management of large classes, Coleman (1989) discusses three major approaches: plenary, interactive and compromise approaches.

According to Coleman, a plenary approach is teacher-centred which is also lecture-method (There is no alternative!). This approach also allows some audience

involvement in the form of choral work ('Let the people sing!'). This type of approach is favoured by some practitioners arguing that a lecture method is the best way of handling large classes. Aronson (1987), in Coleman also states that "the best and perhaps the only way to keep your students interested in the subject is to deliver stimulating and exciting lectures" (1989: 4). As a concluding remark Coleman comments on this type of approach:

There is nothing very surprising about either the 'there is no alternative!' or 'let the people sing!' types of plenary approach. They have probably been in use for a long time; indeed, they are probably both still in regular use by many teachers in many parts of the world. What is significant is that the teachers who use them apparently do so because they see no available alternative (Ibid, p.7).

The second type of approach which Coleman labels 'interactive approach' is not a single approach. It is 'a range of attempts - from the modest to the uncompromising - to introduce interaction in the large class' (p.22). It is further noted that, this is a commonly used approach in second language acquisition in small classes. This is extended to be employed in a new situation where very large numbers are involved.

The third approach - compromise approach - retains some aspects of the first two approaches. According to Coleman,

The plenary format is maintained to some extent, although it is no longer used for its traditional purpose, and it may account for only a relatively small amount of a learner's 'learning time', other formats are also

introduced: small self-study groups, individual counselling, tutorials, and small classes of up to 20 students (Ibid).

In a compromise approach, Coleman also states that:

... the classroom is seen not as the place where learning happens instead, as a place where administration is dealt with, where learners are advised and given feedback, and where learners are inspired to go out and do their own learning (p.23)

In the final discussion concerning the approaches which teachers employ to manage large classes, Coleman concludes that:

... it appears that the most positive approaches - in both the interactive and the compromise categories - see large classes as a reason for employing interaction or other innovative techniques. Large classes, in other words, need not be a reason or an excuse for avoiding innovation and experiment (Ibid).

In a collaborative research conducted in Bangalore, South India, Naidu et al. (1992) reported that they employed two modes of teaching : teacher - fronted lecture and teacher-fronted interactive mode - to handle the mixed ability classes which are characteristic of large classes.

According to Naidu et al, the teacher - fronted lecture method is one way of communication from teacher to learners. In this kind of method, the role of the teacher is "to transmit the content without much of an attempt to negotiate with learners"(p.256). They further note that:

This approach, we discovered, is convergent; the version of the text is the teacher's version which is presented as an authoritative

view of the text. Such a classroom process may be desirable for two reasons; it solves the problem of discipline by keeping learners 'occupied' and it imposes 'homogeneity' on what is really a heterogeneous group of learners (Ibid).

But when they say this they are not in a position to favour all aspects of teacher -fronted lecture mode of teaching. They rather comment that:

Though this classroom becomes successful because it keeps learners 'quiet', it ignores the individuality of learners, their knowledge of their world, their level of competence, and their learning styles (Ibid).

On the other hand, in interactive mode of teaching teachers employ strategies that do not seek to 'homogenize' the class but that are concerned with enriching the learning process. Moreover, in this mode of teaching, "the learners negotiate at three levels: with the text, with peers and with the teacher" (Ibid).

Various techniques have also been employed by many researchers to cope with large classes. Among these, Qian (1992) underlines the relevance of knowing the level of students to facilitate the teaching and learning process in large classes.

McGreel (1989) also advocates grouping, team teaching, peer teaching and organizing learning centres as techniques of managing large classes. With regard to grouping, he states :

Grouping has been identified as a major technique for reducing the depersonalizing effect of large classes. When the class is divided into smaller units, many learning activities can be undertaken that would not otherwise be feasible in a large class - particularly those of a communicative nature such as group problem - solving or information gap activities (p.17).

This technique has also been advocated by other scholars such as Nolasco and Arthur (1988); Davis (1987). As Davis indicates, "in the classroom the only practical way to allow several pupils to talk at once is through group work (p.38).

Other techniques such as checking students' work, nominating students calling by name and making eye contact while teaching have been suggested by Prodromou (1991) for effective teaching in a mixed ability class.

According to Prodromou, checking students' written answers wherever appropriate has a number of advantages. It:

- encourages reluctant learners to complete the task;
- discourages them from using only the mother tongue;
- gives better students more to do while the teacher goes round to help weaker students; and
- gives the teacher something to discuss with early finishers if their answers have been written down (p.9).

It is also imperative to note that calling students by name helps "for a better rapport with students, and involves them directly and rapidly when need be" (Ibid). Moreover, it is necessary to bear in mind that:

an over-reliance on volunteers to speak will degenerate into a show dominated by the best or more extrovert students. An equal distribution of questions is difficult without systematic and encouraging use of students' names (Ibid).

On the other hand, "a teachers' inaccurate use of or failure to use students' names has a direct correlation with inattention and discipline problems" (Nolasco and Arthur, 1988:10).

As is mentioned in the previous section, Nega (1990) has come to the conclusion that four methods, that is, group work, individualizing learning, class discussion dominated by oral practice, and lecture method can be employed to overcome problems associated with large classes.

To sum up, the methods and techniques which are employed to cope with large classes may fall into two broad categories: traditional, i.e. frontal or lecture way of teaching characterized by teacher - centredness, and interactive way of teaching which is essentially learner-centred. The former has been and is being used by many teachers not because it is so common but with the assumption that 'there are no alternatives'.

On the other hand, there are enormous techniques which have been suggested to cope with large classes under the latter mode of teaching. This is probably due to the influence of CLT which inspires many scholars to look for ways to alleviate the problems associated with large classes.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Subjects and Sampling

From among the 23 government secondary schools in Addis Ababa, 12 schools were taken as a sample. These schools were selected on the basis of accessibility, availability (co-operativeness) and representativeness to the centre or outskirts. Based on this, 36 teachers, taking uniformly 3 teachers from each school, were made to fill the questionnaire. All the respondents have returned the questionnaire.

Table 1 shows list of sample schools, their locations and the number of teachers who taught in Grade 10, and filled the questionnaire.

Table 1
Number of Teacher Respondents in the Sample Schools

No.	Name of the school	Location	No. of Teachers Who Teach in Grade 10	No. of Teachers Who Filled the Questionnaire
1	Kefetegna 4 Senior Secondary School	Zone 1	4	3
2	Kefetegna 20 Senior Secondary School	Zone 2	3	3
3	Ayer Tena Senior Secondary School	Zone 2	4	3
4	Shimeles Habte Comprehensive Secondary School	Zone 2	6	3
5	Bole Senior Secondary School	Zone 3	6	3
6	Nefas Silk Comprehensive Secondary School	Zone 3	6	3
7	Menilik II Comprehensive Secondary School	Zone 4	6	3
8	Mesrak Comprehensive Secondary School	Zone 4	5	3
9	Kokebe Tsibah Comprehensive Secondary School	Zone 4	5	3
10	Kefetegna 7 Senior Secondary School	Zone 5	5	3
11	Medhane Alem Comprehensive Secondary School	Zone 5	7	3
12	Tikur Anbessa Senior Secondary School	Zone 5	3	3
	Total		60	36

Students' questionnaire was also distributed to 90 students selected from 3 schools, taking 30 students from each school. These students were being taught by those teachers who filled the questionnaire and observed during classroom observation.

Table 2 shows sample schools, the number of students in each class, and those who returned the questionnaire.

Table 2
Number of Student Respondents in the Sample Schools

No.	Name of the School	No. of Students in a Class	No. of Students Who Returned the Questionnaire
1	Kefetegna 20 Sen. Sec. School	56	28
2	Menilik II Comp. Sec. School	78	30
3	Tikur Anbessa Sen. Sec. School	102	30
	Total	236	88

In order to conduct classroom observation, three teachers were also selected from the three schools mentioned above on the basis of the class size they were teaching. These schools were taken as representatives of class size in the 12 sample schools. They represent small, medium

and large class size, ranging 56-60, 76-85 and 111-125, respectively. This was used to examine whether or not teachers modify their way of teaching in accordance with their respective class size.

3.2 Data Collection Procedures

The data for the study were compiled using two types of instruments - questionnaire and classroom observation.

3.2.1 Questionnaire

Questionnaire was prepared for teachers as well as for students (see Appendix A and B). The items included in the teachers' questionnaire were organized on the basis of:

1. a questionnaire which was originally developed by Lancaster - Leeds Language Learning in Large Classes Research Group (See Appendix C);
2. the survey made during the pilot study of the research;
3. other related issues raised by Nalasco and Arthur (1988) and Coleman (1989).

The items were also presented using different measuring scales selected according to their convenience to the analysis and interpretation of the data.

Hence, the questions related to the actual class size and teachers' perceptions about class size were measured using interval scale. Teachers' attitudes towards large classes were also measured by supplying three alternatives: 'Agree', 'Undecided', and 'Disagree'. The items related to difficulties associated with large classes were presented using rank order starting from the most serious to the least. In order to deduce the most frequently used techniques which teachers employed to cope with large classes, three rating scales, that is, 'Never', 'Sometimes', and 'Always' were used.

Students' questionnaire was also used to get their opinion regarding the techniques teachers used to cope with large classes. Hence, the questionnaire was organized on a similar basis taking only Part Five of teachers' questionnaire. For the sake of convenience, the students' questionnaire was translated into Amharic.

3.2.2 Classroom Observation

Three teachers in the selected three schools were observed each for three consecutive days while teaching structure, reading, and doing related exercises to each aspect of the lesson. The observation was conducted from April 3'95 to 12'95.

After conducting the observation, the findings were organized and treated in light of their relevance to the aim of the research as is presented in Chapter Four, Section 4.3.

CHAPTER IV
RESULTS AND DISCUSSIONS

4.1 Results

4.1.1 Characteristics of the Teacher Sample Population

It was mentioned in the methodology that 36 questionnaires were distributed to the same number of respondents selected from 12 secondary schools. Table 3 below summarizes the characteristics of the population.

Table 3
Characteristics of the Teacher Sample Population

No.	Description	No. of Respondents	
1	Sex	male	32
		female	4
		Total	36
2	Educational status	Diploma	13
		12 + 3	2
		B.A.	21
		Total	36
3	Year of graduation	1960-1970 (E.C.)	6
		1971-1980	22
		1981-1986	8
		Total	36

continued

No.	Description		No. of Respondents
4	Teaching experience	1-10 years	3
		11-20	14
		21-30	17
		above 30	2
		Total	36
5	Teaching load per week 5.1 Sections	2	3
		3	3
		4	10
		5	20
		Total	36
	5.2 Periods	10	1
		12	2
		15	1
		18	2
		20	6
		24	3
		25	21
		Total	36

Table 3 shows that 32 respondents are males whereas 4 are females. As far as educational status is concerned, 13 respondents have diplomas, 2 are 12 + 3 currently enrolled in the inservice summer programme and 21 are B.A. holders.

In the case of respondents' year of graduation, 28 of the total population graduated before 1981.

Table 3 also indicates that 33 respondents have served for more than 10 years. With regard to teachers' load, the table shows that teachers have been assigned to teach 2 to 5 sections or 10 to 25 periods per week. According to the school directors, the maximum load that each teacher is supposed to take is 6 sections or 30 periods per week.

On the other hand, teachers' load usually goes down after the ESLCE since Grade 12 teachers are assigned to share the load of other teachers from the lower grades. In this study, therefore, teachers' load seems less as it refers to only the load that respondents have been assigned to teach during the second semester.

According to item No.9, Part I, that is, "Workshop, seminar, etc. (related to your profession) you have attended," most of the respondents did not attend any workshop or seminar related to English language teaching since graduation. Only five respondents had attended workshops dealing with: evaluating English texts (Grade 9-12) in 1982, phonetic course in 1990, and testing and evaluation in 1994. But these do not have direct bearing on coping with large classes.

4.1.2 Actual Class Size and Teachers' Perceptions
of Class Size

Table 4
Rank of Actual Class Size and Perceptions of Class Size

No.	Name of the School	Actual Class Size			Perception of Class Size		
		No. of Students in the Largest class	No. of Students in the smallest class	No. of Students in the usual class	No. of Students in the ideal class	No. of Students which create problems	No. of Students which become intolerable
1	Ayer Tena Sen. Sec. School	71-80	51-70	61-75	41-50	61-70	76-90
2	Bole Sen. Sec. School	66-70	56-60	61-65	41-45	61-70	71-90
3	Kefetegna 4 Sen. Sec. School	71-75	61-65	66-70	41-45	51-70	61-85
4	Kefetegna 7 Sen. Sec. School	61-75	51-65	56-70	41-45	51-65	71-85
5	Kefetegna 20 Sen. Sec. School	56-60	46-50	51-55	41-45	51-65	71-80
6	Kokebe Tsibah Comp. Sec. School	61-75	51-65	56-70	41-50	56-65	71-75
7	Medhane Alem Comp. Sec. School	71-85	61-70	66-75	41-50	61-70	76-85
8	Menilik II Comp. Sec. School	76-85	66-75	71-80	41-55	61-75	86-95
9	Mesrak Comp. Sec. School	71-85	56-70	61-75	41-45	61-70	71-90
10	Nefas Silk Comp. Sec. School	76-85	66-75	71-80	41-50	66-70	76-90
11	Shimeles Habte Comp. Sec. School	66-75	56-65	61-70	41-45	51-70	61-85
12	Tikur Anbessa Sen. Sec. School	111-125	81-95	86-100	41-50	80-90	91-110

4.1.2.1 Actual Class Size

As indicated on table 4, the class size which respondents teach varies greatly from school to school. Generally, the 'largest', the 'smallest' and the 'usual' class sizes range from 56 to 125, 46 to 95 and 51 to 100 respectively. It can also be observed that the class size which is considered as the 'largest' in some schools is regarded either the 'smallest' or 'usual' class size in the others. This is particularly seen in the case of Bole, Kefetegna 7, Kefetegna 20 and Shimeles Habte on the one side and Tikur Anbessa, Nefas Silk and Menilik II on the other.

4.1.2.2 Perceptions of Class Size

As far as teachers' perceptions of class size is concerned, table 4 shows that the ideal class size which respondents imagine to be conducive for teaching and learning ranges from 40 to 55 students whereas the problem of large classes begins or becomes intolerable ranging from 51 to 90 or 61 to 110 or more. The table also indicates that in each school teachers teach classes which are larger than the size which they consider to be ideal.

4.1.3 Teachers' Attitudes Towards Large Classes

Table 5

Summary of Teachers' Attitudes

No.	Items	No. of Respondents		
		Agree	Un-decided	Dis-agree
1	Large classes cause problems for English language teaching and learning.	34	-	2
2	Large classes are not problems but they are pretexts for teachers' complaints	2	2	32
3	Large classes are unavoidable as long as various constraints such as economic, manpower, etc. exist.	25	6	5
4	Large classes can be managed effectively if teachers use appropriate methods and techniques.	6	4	26
5	Problems associated with large classes are solved only by reducing the number of students admitted in each class.	28	3	5

Table 5 shows that 34 (94.4%) respondents consider large classes as problems in language teaching and learning. Moreover, 32 (88.9%) respondents are consonant with this position as they do not accept the idea that large classes are pretexts for teachers' complaints. Most

of the respondents, that is, 25 (69.4%) out of 36 view that large classes cannot be avoided as long as the factors that contribute for their existence are not changed.

Regarding ways of handling large classes, only 6 (16.7%) respondents are of the opinion that large classes can be managed pedagogically whereas 26 (72.2%) respondents do not agree with this. In this case 28 (77.8%) respondents believe that problems associated with large classes can be solved only by reducing the number of students admitted in each class.

4.1.4 Difficulties Associated with Large Classes

Among the difficulties which teachers are likely to face in large classes, the following table shows the prominent ones ranked according to their seriousness to teachers.

Table 6
Rank of Prominent Difficulties

Difficulties	Sum of Rank Order	Mean	Rank Order
- Correcting and marking students' work or assignments	303	30.3	1
- Giving attention to each student in the teaching process	284	28.4	2
- Giving written and oral exercises to students regularly	264	26.4	3
- Identifying the level of students	249	24.9	4
- Controlling class discipline	242	24.2	5

Continued

	Sum of Rank order	Mean	Rank Order
- Calling students by name while nominating for activities or exercises	209	20.9	6
- Organizing students in groups so as to involve them in different class activities	197	19.7	7
- Using different methods and techniques needed to teach reading, writing, speaking and listening	173	17.3	8
- Administering quizzes and tests	149	14.9	9
- Supplementing the lesson using teaching aids and materials	144	14.4	10

Table 6 shows that teachers are generally more worried about the difficulty of correcting and marking students' work. They are also worried about giving attention to each student while teaching but they give the least attention to supplementing the lesson with teaching aids, and administering quizzes and tests.

4.1.5 Techniques Used to Cope with Large Classes

This is the major part of the research which is intended to find out the general trends of teachers' behaviours in light of the techniques which they employ to cope with large classes. These techniques have been itemized under four major categories: pedagogy, classroom management, follow up and evaluation, and motivation and feedback.

4.1.5.1 Teachers' Responses

Table 7
Pedagogical Techniques

No.	Items	No. of Respondents		
		Never	Some-times	Always
1.1	Using lecture method to teach grammar	4	10	22
1.2	Setting different tasks and activities that help students develop skills of reading, writing, speaking and listening	20	7	9
1.3	Giving classwork and homework based on the textbook	2	3	31
1.4	Paying attention to each student while teaching	6	14	16
1.5	Adapting the text so as to fit the level and interest of learners	22	12	2
1.6	Supporting the lesson with teaching aids and materials	20	10	6

Table 7 shows that 22 (61.1%) respondents use lecture method most frequently and 10 (27.8%) less frequently. Moreover, 20 (55.6%) respondents are not familiar with setting tasks and activities that can help students develop skills of reading, writing, speaking and listening. Consequently, 31 (86.1%) respondents focus on giving class work and homework based on the textbook. The data also reveal that most of the respondents - 16 (44.4%) always; 14 (38.9%), sometimes - pay attention to each student while teaching.

Table 7 also indicates that out of the total population 22 (61.1%) respondents do not adapt the text according to the level and interest of learners, and 20 (55.6%) of them do not support the lesson with teaching aids and material.

Table 8
Classroom Management Techniques

No.	Items	No. of Respondents		
		Never	Some-times	Always
2.1	- Organizing students in pairs and groups to do activities or exercises	24	6	6
2.2	- Speaking slowly and loudly to be heard by all students.	3	4	29
2.3	- Keeping eye contact with students while teaching to control students attend the lesson.	-	6	30
2.4	Moving round and monitoring what students are doing.	20	10	6
2.5	- Allocating time for each activity or exercise and work accordingly.	4	12	20
2.6	- Making instructions very clear at every stage of the lesson.	-	8	28
2.7	- Keeping class discipline by			
	2.7.1 giving advice to students to be disciplined.	-	12	24
	2.7.2 giving warning to students who misbehave in class.	6	8	22
	2.7.3 punishing those who disturb in class	6	12	18
	2.7.4 asking a monitor to control students.	15	13	8
	2.7.5 making students busy in class.	-	14	22

Table 8 shows that organizing students in pairs and groups is not practised by the majority of respondents. The table also reveals that 29 (80.6%) respondents employ the techniques of speaking slowly and loudly; 30 (83.3%) keeping eye contact with students; 20 (55.6%) allocating time for each activity or exercise and 28 (77.8%) making instructions very clear at every stage of the lesson.

In the case of keeping class discipline, teachers use various techniques. In this case, 24 (66.7%) respondents give advice to students, 22 (61.1%) respondents give warning to students who misbehave, and the same number of respondents make students busy in class.

Table 9
Follow up and Evaluation Techniques

No.	Items	No. of Respondents		
		Never	Some-times	Always
3.1	Keeping a record of the learning progress of students.	4	7	25
3.2	Checking students' understanding by raising questions in the middle or at the end of the lesson.	2	8	26
3.3	Giving summary exercises at the end of the lesson.	-	11	25
3.4	Giving quizzes and tests	-	14	22
3.5	Correcting and marking students' work by:			
	3.5.1 - nominating some students to write answers on the blackboard and making others comment on that.	14	15	7

No.	Items	No. of Respondents		
		Never	Some-times	Always
	3.5.2 - collecting their exercise books or assignments and marking out of class.	12	16	8
	3.5.3 - marking every students' work and discussing answers orally.	6	13	17
	3.5.4 - allowing students to correct each others work by exchanging their exercise books.	15	13	8
	3.5.5 - putting signatures and giving marks at the end of each semester.	3	6	27

According to the data shown on Table 9, 25 (69.4%) respondents keep a record of students' progress; 26 (72.2%) check students' understanding by raising questions in the middle or at the end of the lesson; 25 (69.4%) give summary exercises, and 22 (61.1%) give quizzes and tests regularly.

In the case of correcting and marking students' work or assignments, most of the respondents 27 (75%) put their signatures in students' exercise books and give value at the end of each semester.

Table 10
Motivation and Feedback Techniques

No.	Items	No. of Respondents		
		Never	Some- times	Always
4.1	Encouraging students to do group studies to learn by themselves	5	9	22
4.2	Encouraging students to speak in English in class discussion and present their views freely.	11	6	19
4.3	Focusing on students who regularly raise their hands	8	12	16
4.4	Nominating students randomly and making them answer questions	2	16	18
4.5	Calling students by name to involve them in class discussion.	20	6	10
4.6	Praising students when they show good performance	1	6	29

Table 10 reveals that 22 (61.1%) respondents encourage students to study in groups, and 19 (52.8%) respondents to speak in English in class discussions.

The table also indicates that 29 (80.6%) respondents give emphasis to praising students when they show good performance and 18 (50%) nominate students randomly to involve them in class discussion. On the other hand, only a limited number of teachers 10 (67.8%) call students by name in the teaching process.

4.1.5.2 Students' Responses

Table 11

Summary of Students' Response

No.	Items	No. of Respondents		
		Never	Some-times	Always
1.1	Uses explanation to teach grammar	3	14	71
1.2	Gives different activities that help students develop skills of reading, writing, speaking and listening.	36	24	28
1.3	Gives class work and homework based on the textbook	5	20	63
1.4	Pays attention to each student	53	15	30
1.5	Modifies the text so as to fit the level and interest of students	60	10	18
1.6	Uses teaching aids (for example, tapes chart)	78	2	8
2.1	Organizes students in groups in doing exercises and assignments	51	18	19
2.2	Speaks clearly and loudly to be heard by all students	3	7	78
2.3	Keeps eye contact with students while teaching	18	10	60
2.4	Helps students in their work by moving round the class	48	30	10
2.5	Gives sufficient time for each exercise	50	7	31
2.6	Gives clear instructions for each work	10	19	59
2.7	Keeps the class discipline by:			
	2.7.1 - giving advice to students to be disciplined	4	19	65
	- giving warning to those who disturb in class.	45	16	27

Continued

No.	Items	No. of Respondents		
		Never	Some-times	Always
	- punishing students.	10	39	49
	- getting help from the class monitor.	33	26	29
	- making students busy in class by giving different exercises.	13	30	45
3.1	Raises question in the middle of the lesson.	18	21	49
3.2	Gives summary exercises at the end of the lesson.	11	20	57
3.3	Keeps a record on students' achievements	4	10	74
3.4	Gives quizzes and tests	6	22	60
3.5	Checks and Corrects students' class work and homework by:			
	3.5.1 Asking some students to write answers on the blackboard and making others comment on that.	25	21	42
	3.5.2 Collecting students' exercise books and marking out of class.	56	18	14
	3.5.3 Marking every student's work in class	17	14	57
	3.5.4 Discussing answers orally and telling students to correct each others' work by exchanging their exercise books.	40	11	37
	3.5.5 Putting a signature and giving marks at the end of each semester.	7	5	76

Continued

No	Items	No. of Respondents		
		Never	Some- times	Always
4.1	Encourages students to study in groups	50	18	20
4.2	Initiates students to speak in English freely in class discussion.	55	16	17
4.3	Gives a chance to students who regularly raise their hands.	25	27	36
4.4	Asks students randomly	14	14	60
4.5	Calls students by name and involves them in class discussion	48	10	30
4.6	Praises students who answer questions and show active participation	11	15	62

Table 11 shows that out of the total population, 71 (80.7%) respondents are of the opinion that teachers use lecture method, and 63 (71.6%) say that teachers give text-based exercises. On the other hand, 60 (68.2%) and 78 (88.6%) respondents say that teachers never present the lesson using the text in a modified form, and support the lesson with teaching aids and materials, respectively.

The table also indicates that 78(88.6%) respondents accept the idea that teachers most frequently speak clearly and loudly and 60 (68.2%) keep eye contact with students. But 51 (58%) respondents say that teachers never organize students in groups to do exercises or assignments.

In the case of keeping class discipline, 65 (73.6%) students show that teachers give advice to students to be disciplined and 49 (55.7%) have the opinion that teachers punish students when they misbehave in class.

It is also observed from the data that 49 (55.7%), 57(64.8%), 74 (84.1%) and 60(68/2%) students believe that teachers use the techniques of raising questions in the middle or at the end of the lessons; giving summary exercises; keeping a record on students' progress, and giving quizzes and tests, respectively. On the other hand, 57(64.8%) and 76(86.4%) students say that teachers check and correct the exercises given to students by marking every students' work in class, and putting signature in their exercise books and giving marks at the end of each semester.

Regarding motivation and feedback, 60 (68.2%) respondents show that teachers involve students in the lesson by nominating them randomly to answer questions. Sixty-two (70.5%) respondents also state that teachers praise students when they show good performance.

On the other hand, 50 (56.8%) and 55 (62.5%) show that teachers never encourage students to study in groups and initiate them to speak in English freely in the class discussion respectively.

4.1.5.3 Results of Classroom Observation

In order to assess how teachers cope with large classes, classroom observations were conducted taking three teachers from selected three secondary schools. From the observations, the following outstanding behaviours were identified.

4.1.5.3.1 Method of Teaching

In all the three classes, irrespective of class size, teachers used frontal lecture method giving mainly text-based grammar notes and explanations focusing on language form.

In all classes teachers made students read aloud assuming that students could improve their reading skill in

this way. In order to make students participate in reading, each teacher used different mechanisms.

In Kefetegna 20 Senior Secondary School, the teacher assigned two students to take part in the dialogue and demonstrate in class. After this demonstration, other students were given a chance to perform in the same way.

In Menilik II Comprehensive Secondary School, the teacher asked volunteers from each row to read one paragraph from the text.

In Tikur Anbessa Senior Secondary School, the teacher used another technique. First he wrote students' roll numbers on the blackboard in order. Based on this, every student was given a chance to read when his/her number was called.

4.1.5.3.2 Checking and Correcting Students' Work

In all the three classes, exercises from the textbook were given in the form of classwork and homework. In the process of checking and correcting these exercises, the three teachers used different techniques.

In Kefetegna 20 Senior Secondary School, the teacher nominated students (mostly calling by name) to write their answers on the blackboard and told the others to comment on them.

In Menilik II Comprehensive Secondary School, the teacher first checked students' work by moving round the class and then discussed answers. In the discussion, he named the four rows as A, B, C and D. Based on these groups, students were made to compete by giving the correct answer to each question.

In the case of Tikur Anbessa Senior Secondary School, the teacher checked and marked some students' work by taking block periods.

It was also observed that in all the three classes teachers put their signatures in students' exercise books in order to make students do the given exercises or assignments. But there were some students who were observed copying answers from their classmates in order to get teacher's signatures in their exercise books.

4.1.5.3.3 Students' Involvement in the Lesson

It was observed in the three classes that communication took place predominantly between teachers and a number of students. In fact, this was based mainly on question and

answer form in doing exercises. Students were observed answering questions by giving short answers usually in a word or phrase form, and by reading the whole statement from their exercise books or textbook.

In classroom discussions, teachers were seen communicating mostly with those who sat in the front. Students who were sitting at the back or far from the teacher did not listen attentively to what the teacher said. In most cases they were observed doing something which was not related to the lesson. For example, in Menilik II Comprehensive Secondary School, three students were observed reading Amharic novel while the teacher was explaining the lesson. Some students were also observed opening their own private discussions.

Generally, it was observed that in the classes where large numbers of students were involved (Menilik II Comprehensive Secondary School and Tikur Anbessa Junior Secondary School), at least half of the class seemed to be neglected whereas in Kefetegna 20 Senior Secondary School, which had a relatively small number of students, the teacher was in a position to manage the class.

4.2 Discussions

4.2.1 The findings show that there is a great variation in the sizes of classes which respondents have experienced. In this case, the 'largeness' or 'smallness' of the class

depends on teachers' experience in the respective schools where they teach.

The findings also show that there is no common conception of class size; it differs from teacher to teacher depending on personal experience. There is, however, a consensus among respondents that all of them consider classes which they teach as 'large' since their classes are larger than the sizes which they consider to be ideal or conducive for teaching and learning. On the other hand, it would be possible to conclude from the finding that teachers who teach a large number of students are more tolerant to large class size than those who teach a relatively small class size.

4.2.2 In chapter 2, it is stated that there are two opposing views with regard to large classes. On the one hand, large classes are considered as problems. According to those people, large class size can bring a negative impact on language teaching and learning. This view, according to the study, is shared by 34 (94.4%) of the respondents.

On the other hand, large classes are considered as an 'umbrella term' for teachers' complaints. However, only 2 (5.6%) of the respondents consider large classes as pretexts for teachers' complaints.

The majority of the respondents 25 (69.4%) believe that large classes are unavoidable as long as the factors for their existence prevail in the educational system. Dealing with the ways of handling large classes, only 6 (16.7%) respondents favour pedagogical solutions whereas 28 (77.8%) seek a class size policy which brings down the existing number of students per class.

This inclination of teachers towards reducing class size as a solution to overcome the problems of large classes, could be attributed to lack of methodological orientation about coping with large classes.

4.2.3 As mentioned in chapter 2, teaching English in large classes is a complex process which needs proper handling. In fact, the findings from the study also reveal that the majority of respondents regularly teach classes which are larger than the point at which they believe problems begin. Consequently, this situation gives rise to various difficulties which teachers face.

Among the prominent difficulties which teachers face, the findings indicate that teachers are more worried about the difficulties of correcting and marking students' work and paying attention to individual learners. Conversely, teachers appear to be less worried about the problem of administering quizzes and tests, and supplementing the lesson with teaching aids and materials.

4.2.4 From the findings, it would appear that the difficulties which teachers face seem to be related to the methodological, managerial and other teaching components. In this respect, the success of language teaching can be determined by teachers' ability to develop their own methods and techniques which are adaptable for large classes.

In light of this, the results summarized from teachers' (Table 7, 8, 9 and 10) and students' (Table 11) responses and classroom observations show that teachers use different techniques in the teaching process.

It is clear from the data that most of the respondents use frontal - lecture method, giving grammar notes and explanation. This shows that there is an apparent teacher centredness rather than more learner involvement.

Two possible reasons can be deduced from the study for the apparent use of frontal method. First of all, the text-book which is currently used in Grade 10 contains form-focused exercises which are intended for such presentation.

Secondly, it seems that there is as Coleman (1987:7) states a "there is no alternative" attitude by teachers.

As indicated on Table 3, 28 (77.8%) respondents are pre 1981 (E.C.) graduates who have not taken courses in CLT. Moreover, most of the respondents haven't attended any workshop or seminar to update their teaching experience since graduation. Hence, lack of training or orientation could force teachers to lean solely on teacher-fronted instruction. This in turn, may influence the techniques which teachers employ in large classes.

Because of this, the majority of the teachers are not in a position to set tasks or activities that help students develop skills of reading, writing, speaking and listening. They rather focus on text-based exercises which demand students to correctly produce a convergent response following the particularly model sentence.

Another important factor that influences effective teaching is the importance of giving attention not only to the class at large, but also to individual learners.

Paying attention to individual learners in large classes can help teachers to identify students in terms of their intelligence, interest and learning styles. Obviously, this could have implications for the methodology of teaching.

In this regard, though the majority of the respondents - 16 (44.4%) always, and 14 (38.9%) sometimes - claim that they give attention to each student, this seems contradictory to the findings from students' responses as well as the classroom observations. The study shows that 53 (60.2%) student respondents say that teachers never practise this. The classroom observations also reveal that in classes with large numbers of students, at least half of the class seems to be forgotten. From this fact it would be difficult to believe that teachers are in a position to pay attention to each learner and understand his/her interest and learning styles.

It is important to note that one way to deal with^a large class is to arrange the class into smaller groups so that the teacher will have fewer students to deal with at a time and the students will have more opportunity to practice.

Concerning this, the findings show that pair or group work is unknown to many respondents. In fact, it may be difficult to imagine this technique to be employed in a teacher dominated class. Nevertheless, 22 (61.1%) respondents in their response for item 4.1 claim that they encourage students to do group studies so as to learn by themselves. But this seems that it doesn't go viz-a-viz their response given for item 2.1. Moreover, this is not corroborated in students' response which accounts for 51

(58%) of the total population who say that teachers never use this technique in their teaching.

As indicated in Table 6, one of the prominent difficulties which teachers face in large classes is to maintain discipline. To overcome this difficulty, teachers use various techniques.

The most frequently employed techniques used to maintain class discipline, according to the overall study, are giving advice to students, warning students when they misbehave, and making students busy in class. On the other hand, to a lesser extent, punishing students and seeking class prefects' help are observed from the study.

Although teachers claim to use these techniques, the problem seems unresolved. According to the data from the classroom observations, teachers seem to be ineffective in managing class discipline. In the two observed classes (Menilik II and Tikur Anbessa) teachers seem to fail in keeping students from talking or doing unnecessary things.

On the other hand, involving students in administrative matters (for example, taking attendance, collecting and distributing assignments) seems significant because teachers can use the entire class time for the teaching and learning purposes.

Correcting and marking students' work or assignments is the most serious problem as indicated earlier. To cope with this, teachers use different techniques depending on their teaching experience. Among these, they most frequently use the technique of putting signature in students' exercise books and giving marks at the end of each semester.

Although teachers employ this technique as a device to make students do the exercises - since they cannot mark each students' work because of the large class size - it has, at least, two drawbacks. To begin with, such a mechanism doesn't enable the students to get feedback on their performance. Secondly, it encourages students to copy down answers or assignments from their classmates in order to secure marks instead of learning by doing.

In order to involve students in the learning process and develop a sense of responsibility, teachers need to have some mechanisms to put this into effect. In this regard, the findings show that the majority of respondents praise students when they show good performance. The findings also reveal that some respondents focus on those who raise their hands or nominate students randomly to answer questions. But in all cases calling students by name is not practised by many teachers.

Although as Nolasco and Arthur (1988: 10) state "failure to use students' names has a direct correlation with inattention and discipline problems", the fact is that it is not likely for a teacher who goes to 3 to 5 or more sections with a student population of 80-120 to know most of his/her students by name.

The finding also shows that more than half of the teacher respondents, i.e. 19 (52.8%) claim that they encourage students to speak freely in English in class discussions. However, it seems that much of this technique is not realized in the teaching process due to the following facts.

In the first place, it has been mentioned earlier that teachers focus on the textbook; and that textbook is not suitable for giving students more chances to use their English communicatively - working in pairs or small groups. In the second place, due to lack of orientation teachers are not in a position to set activities from the textbook which can be used to give students practice in speaking in English. In this situation, as indicated in the classroom observation, students' talking time is very minimal. Moreover, students' involvement in the class discussions is limited to giving short answers for questions in the exercise part of the textbook. In most cases they give answers using words or phrases or reading the whole

statement from the text or from their exercise books. The responses gained from 55 (62.5%) student respondents also show that teachers never encourage students to communicate in English.

These facts, then, may suggest that teachers do not develop techniques of their own to give their students practice in spoken English.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In this study an attempt was made to find out how ELT teachers cope with large classes. It was particularly aimed at examining the nature and size of large classes; assessing teachers' perceptions of class size; examining teachers' attitudes towards large classes; investigating the prominent difficulties according to their seriousness to teachers; and finding out the most commonly used techniques which teachers employ to cope with large classes. Two types of instruments - questionnaire and classroom observations - were used to collect data for the study.

The results of the study showed that the class size which teachers teach varies from school to school. The same holds true for teachers' perceptions of class size. Teachers perceived class size differently depending on their personal experience.

In the case of teachers' attitudes towards large classes, it was found out that they considered large classes as problems. They were also of the opinion that large

classes exist as long as the factors for their existence prevail in the educational system. Furthermore, the majority of respondents were in favour of reducing the number of students in order to overcome difficulties associated with large classes. Among the prominent difficulties, teachers were more worried about correcting and marking students' work or assignments.

In order to cope with large classes, most of the respondents, irrespective of the class size they teach, used frontal-lecture method, giving mainly grammar notes and explanation. This seemed to be used by teachers due to lack of training or orientation that could help teachers to use other options. The textbook (ENE) which is currently used in Grade 10 could also be taken as a factor that forced teachers to use an apparent teacher-centred way of teaching. Consequently, teachers did not give attention to set activities that enable students do in pairs or small groups; they rather focused on giving text-based exercises.

The study also revealed that teachers maintained class discipline by giving advice to students, warning those who misbehaved, and making others busy in class. However, this problem seemed to be unresolved. They also followed up and evaluated students by keeping a record on their progress, raising questions in the middle or at the end of the lesson, and giving summary exercises.

In order to correct and mark students' work or assignments, teachers most frequently used the technique of putting their signatures in students' exercise books and giving marks at the end of each semester. But it was observed that this technique should be carefully employed in order to make students do exercises and enable them get feedback on their performance.

To motivate students for learning, most teachers praised students when they showed good performance. On the other hand, the study showed that teachers did not seem encouraging students to speak in English communicatively. They also did not nominate students to answer questions calling by name.

On the whole, the study showed that though teachers used different techniques to cope with large classes, these techniques seemed to be influenced by the frontal lecture method. Moreover, these techniques did not seem to be that much employed in an organized and a systematic way to cope with large classes. In this case teachers were found to be unaware of the nature of large classes and develop their own techniques which could be adapted to manage large classes.

5.2 Recommendations

Based on the findings of this study the following recommendations could be made.

1. Teachers should be trained on various methods so as to enable them to select and use the appropriate ones in light of the difficulties which they face in large classes.
2. Workshops and seminars should be organized to raise teachers' awareness towards dealing with how to cope with large class.
3. Curriculum designers should take into account the class size condition and prepare teaching and learning materials that are suitable to manage large classes.
4. Further research dealing with the methodological issues that are pertinent to cope with large classes from teachers' and students' perspectives needs to be carried out on a larger scale.

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APPENDIX A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Dear Respondent,

This survey is part of a research project. The research project attempts to study how English language teachers cope with large classes (classes consisting of large numbers of students).

You are kindly requested to fill-in the required information as honestly as possible. Whatever information you may give will solely be used for research purposes.

Thank you very much for your help.

PART I

PERSONAL INFORMATION

Please write down the required information or insert 'X' in the appropriate box.

1. School: _____
2. Nationality _____
3. Sex: Male Female
4. Educational status: _____
5. Year of graduation: _____
6. Teaching experience: _____
7. Number of sections: _____ No. of periods
_____ you teach per week.
8. Work shop seminar, etc. (related to your profession)
you have attended:
Topic: _____
Where: _____
When: _____
Purpose: _____
Your role: _____
What was gained: _____

Specify also if you have attended any more following the same procedure.

PART II**ACTUAL AND PERCEPTIONS OF CLASS SIZE****INSTRUCTIONS:**

The following questions are related to the actual class size (No. of students) you teach and your perceptions about class size. Insert 'X' in the appropriate box.

1. Number of students you teach in the:

1.1 largest class

41-45	<input type="checkbox"/>	71-75	<input type="checkbox"/>	101-105	<input type="checkbox"/>
46-50	<input type="checkbox"/>	76-80	<input type="checkbox"/>	106-110	<input type="checkbox"/>
51-55	<input type="checkbox"/>	81-85	<input type="checkbox"/>	111-115	<input type="checkbox"/>
56-60	<input type="checkbox"/>	86-90	<input type="checkbox"/>	116-120	<input type="checkbox"/>
61-65	<input type="checkbox"/>	91-95	<input type="checkbox"/>	121-125	<input type="checkbox"/>
66-70	<input type="checkbox"/>	96-100	<input type="checkbox"/>	126-130	<input type="checkbox"/>
				above 130	<input type="checkbox"/>

1.2 smallest class:

below 41	<input type="checkbox"/>	66-70	<input type="checkbox"/>	91-95	<input type="checkbox"/>
41-45	<input type="checkbox"/>	71-75	<input type="checkbox"/>	96-100	<input type="checkbox"/>
46-50	<input type="checkbox"/>	76-80	<input type="checkbox"/>	101-105	<input type="checkbox"/>
51-55	<input type="checkbox"/>	81-85	<input type="checkbox"/>	106-110	<input type="checkbox"/>
56-60	<input type="checkbox"/>	86-90	<input type="checkbox"/>	111-115	<input type="checkbox"/>
61-65	<input type="checkbox"/>			116-120	<input type="checkbox"/>

2. The usual (common) class size you regularly teach:

41-45	<input type="checkbox"/>	66-70	<input type="checkbox"/>	91-95	<input type="checkbox"/>
46-50	<input type="checkbox"/>	71-75	<input type="checkbox"/>	96-100	<input type="checkbox"/>
51-55	<input type="checkbox"/>	76-80	<input type="checkbox"/>	101-105	<input type="checkbox"/>
56-60	<input type="checkbox"/>	81-85	<input type="checkbox"/>	106-110	<input type="checkbox"/>
61-65	<input type="checkbox"/>	86-90	<input type="checkbox"/>	111-115	<input type="checkbox"/>
				116-120	<input type="checkbox"/>

3. The ideal class size (a class size which enables you to teach properly) which you imagine to teach:

below 41	<input type="checkbox"/>	51-55	<input type="checkbox"/>	71-75	<input type="checkbox"/>
41-45	<input type="checkbox"/>	56-60	<input type="checkbox"/>	76-80	<input type="checkbox"/>
46-50	<input type="checkbox"/>	61-65	<input type="checkbox"/>	81-85	<input type="checkbox"/>
51-55	<input type="checkbox"/>	66-70	<input type="checkbox"/>	86-90	<input type="checkbox"/>

4. What class size do you consider to be uncomfortably large?

4.1 At what number do the problems begin?

41-45	<input type="checkbox"/>	61-65	<input type="checkbox"/>	81-85	<input type="checkbox"/>
46-50	<input type="checkbox"/>	66-70	<input type="checkbox"/>	86-90	<input type="checkbox"/>
51-55	<input type="checkbox"/>	71-75	<input type="checkbox"/>	91-95	<input type="checkbox"/>
56-60		76-80		91-100	

4.2 At what number do the problems become intolerable?

41-45	<input type="checkbox"/>	71-75	<input type="checkbox"/>	101-105	<input type="checkbox"/>
46-50	<input type="checkbox"/>	76-80	<input type="checkbox"/>	106-110	<input type="checkbox"/>
51-55	<input type="checkbox"/>	81-85	<input type="checkbox"/>	111-115	<input type="checkbox"/>
56-60	<input type="checkbox"/>	86-90	<input type="checkbox"/>	116-120	<input type="checkbox"/>
61-65	<input type="checkbox"/>	91-95	<input type="checkbox"/>	above 120	<input type="checkbox"/>
66-70	<input type="checkbox"/>	96-100	<input type="checkbox"/>		

PART III

ATTITUDES TOWARDS LARGE CLASSES

INSTRUCTIONS:

The following statements are about teachers' attitudes towards large classes. Indicate your level of agreement/disagreement with each statement by putting 'X' below the alternative.

A = Agree; U = Undecided; D = Disagree

1. Large classes cause problems for English language teaching and learning.
2. Large classes are not problems but they are pretexts for teachers' complaints.
3. Large classes are unavoidable as long as various constraints such as economic, manpower, etc. exist.
4. Large classes can be managed effectively if teachers use appropriate methods and techniques.
5. Problems associated with large classes are solved only by reducing the number of students admitted in each class.

A	U	D

PART IV**DIFFICULTIES ASSOCIATED WITH LARGE CLASSES****INSTRUCTIONS:**

Which of the following are the major difficulties you face in teaching English in large classes? Based on your experience, rank them in the order of their seriousness starting from the most serious to the least.

- | | <u>Rank</u> |
|---|-------------|
| 1. Controlling class discipline. | _____ |
| 2. Giving attention to each student in the teaching process. | _____ |
| 3. Calling students by name while nominating for activities or exercises. | _____ |
| 4. Giving written and oral exercises to students regularly. | _____ |
| 5. Correcting and marking students' work or assignments. | _____ |
| 6. Identifying the level of students. | _____ |
| 7. Organizing students in groups so as to involve them in different class activities. | _____ |
| 8. Using different methods and techniques needed to teach reading, writing, speaking and listening. | _____ |
| 9. Administering quizzes and tests. | _____ |
| 10. Supplementing the lesson using teaching aids and materials. | _____ |

	N	S	A
3.2 Checking students' understanding by raising questions in the middle or at the end of the lesson.			
3.3 Giving summary exercises at the end of the lesson.			
3.4 Giving quizzes and tests.			
3.5 Correcting and marking students' work by:			
3.5.1 nominating some students to write answers on the blackboard and making others comment on that.			
3.5.2 collecting their exercise books or assignments and marking out of class.			
3.5.3 marking every student's work and discussing answers orally.			
3.5.4 allowing students to correct each other's work by exchanging their exercise books.			
3.5.5 putting signatures and giving marks at the end of each semester			

APPENDIX B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Student's Questionnaire

Dear Respondent,

This questionnaire is designed to assess students' views concerning how grade 10 English teachers teach in large classes (classes consisting of large numbers of students).

Hence, you are kindly requested to give the required information based on your experience in English class.

Thank you very much for your help.

PART I

Please write down the required information or insert "X" in the box.

1. Name of the school _____
2. Sex: male female
3. Total number of students in your class _____.

PART II

The following statements are the major techniques used by English teacher to manage large classes. Put 'X' below your choice that fits your English teacher's actual teaching experience using the following scales.

N = Never; S = Sometimes; A = Always

	N	S	A
1. In the process of teaching, the teacher			
1.1 focuses on giving explanation to teach grammar.			
1.2 gives different activities that help students develop skills of reading, writing, speaking and listening.			
1.3 gives classwork and homework based only on the textbook.			
1.4 Pays attention to all students.			
1.5 modifies the text to fit the level and interest of students.			
1.6 uses teaching aids (e.g. tape, chart).			
2. In the process managing classes the teacher:			
2.1 organizes students in groups while doing exercises or assignments.			
2.2 speaks clearly and loudly to be heard by all students.			
2.3 observes the activity of each student.			

	N	S	A
2.4 attempts to help students in their work by moving round the class.			
2.5 allocates time for classwork, and works accordingly.			
2.6 gives clear instructions for each work.			
2.7 Keeps class discipline by:			
2.7.1 giving advice to students to be disciplined.			
2.7.2 giving warning to those who disturb in class.			
2.7.3 punishing those who disturb in class.			
2.7.4 getting help from the class monitor			
2.7.5 making students busy in class by giving different exercises			
3 In following up and evaluating students, the teacher:			
3.1 raises questions in the middle or at the end of the lesson.			
3.2 gives summary exercises at the end of the lesson.			
3.3 keeps students' results on different tests and examinations			
3.4 gives quizzes and tests.			

	N	S	A
3.5 checks and corrects students' work classwork and homework by:			
3.5.1 asking some students to write answers on the blackboard and making the others comment on that.			
3.5.2 collecting students' exercise books and marking out of class.			
3.5.3 marking every student's work in class.			
3.5.4 discussing answers orally and telling students to correct each others' work by exchanging their exercisebooks.			
3.5.5 putting signatures and giving marks at the end of each semester.			
4. In motivating students for language learning the teacher:			
4.1 encourages students to study in groups.			
4.2 initiates students to speak in English freely in class discussions.			
4.3 gives a chance to students who regularly raise their hands.			
4.4 asks students randomly.			
4.5 calls students by name and involves them in class discussions			
4.6 praises students who answer questions and show active class participation			

APPENDIX C

Lancaster-Leeds Questionnaire

Many teachers say that teaching English in large classes is a problem for them. But in what way are large classes a problem? How do large classes stop teachers from doing what they would like to do? Your responses to this questionnaire will help us to answer these questions.

IMPORTANT: Please think only of English language classes.

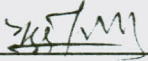
1. How many people are there?
 - a) in the largest class which you regularly teach? _____
 - b) in the smallest class which you regularly teach? _____
2. What is your usual class size? _____
3. What is your ideal class size? _____
4. What class size do you consider to be uncomfortably large?
 - a) At what number do the problems begin? _____
 - b) At what number do the problems become intolerable? _____
5. What class size do you consider to be uncomfortably small?
 - a) At what number do the problems begin?
 - b) At what number do the problems become intolerable? _____

6. Among your problems how important is class size? Is dealing with large classes (please ring the appropriate letter)
- a) the major problem?
 - b) one of the major problem?
 - c) a problem, but not a major one?
 - d) a very minor problem?
 - e) no problem at all?

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

Name: Kassie Shifere

Signature: 

Place: Institute of Language Studies

Addis Ababa University

Date of Submission: June 7th, 1995