

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTEMENT OF ENGLISH**

**LARGE CLASSROOM MANAGEMENT TECHNIQUES OF
ENGLISH LANGUAGE TEACHERS: GRADE NINE IN FOCUS**

**BY
FASIL ASSEFA**

**JUNE, 2011
ADDIS ABABA**

**LARGE CLASSROOM MANAGEMENT TECHNIQUES OF
ENGLISH LANGUAGE TEACHERS: GRADE NINE IN FOCUS**

**BY
FASIL ASSEFA**



**A THESIS PRESENTED TO THE DEPARTMENT OF ENGLISH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTERS OF ARTS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**JUNE, 2011
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTEMENT OF ENGLISH**

**LARGE CLASSROOM MANAGEMENT TECHNIQUES OF
ENGLISH LANGUAGE TEACHERS: GRADE NINE IN FOCUS**

**BY
FASIL ASSEFA**

Department of English

Approval of Board of Examiners



Haregewain Abate
Advisor

[Signature] 27th June, 2011
Signature Date

Tibebu Alemayehu
Examiner

[Signature] 27th June, 2011
Signature Date

Acknowledgment

First and for most, I would like to express my gratitude to my advisor Dr. Haregewoin Abate for her advice and guidance that contributed much to the accomplishment of my work. Secondly, I would like to express my heartfelt gratitude to my friend Fisseha Teklu who gave me support and advice related to SPSS works and in different stags of my work. Thirdly, my deep heartfelt appreciation and special thanks go to Kidist Yeshitila for her friendly support and taking the burden of typing and printing this paper with her usual accuracy and efficiency. Fourth, I would like to thank Beken Aynalem and Henok Worku for their invaluable support during the data collection period. Last but not least, I would like to thank principals, vice principals, teachers and students of African Unite, Dejach Balcha Abanefso, Dilachin, Kolfe and Millinum secondary schools for their collaboration on the study.

Table of Contents

Acknowledgment	i
Table of Contents	ii
List of Tables	v
List of Appendices	vi
Abstract	vii

CHAPTER ONE

1. Introduction.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Objectives of the Study	5
1.4. Significance of the Study	5
1.5. Delimitation of the Study	6

CHAPTER TWO

REVIEW OF RELATED LITERATURE.....	7
2.1. Classroom Management	7
2.2. Classroom Management Issues	9
2.2.1. Classroom Organization.....	9
2.2.1.1. Lockstep	10
2.2.1.2. Individual Work.....	10
2.2.1.3 Pair Work	11
2.2.1.4. Group Work.....	11
2.2.2. Reasons for Disruptive Behaviour.....	12
2.2.2.1. The Teacher	12
2.2.2.2. The Students	14
2.2.2.3. The Institution.....	15
2.2.3. Managing Discipline.....	17
2.2.4. Motivation	19
2.3. How large is a Large Class?.....	20

2.4. Teachers and Students Belief about Large Class	21
2.4.1. Teachers' Perception.....	21
2.4.2. Student's Perception	22
2.5. Educational Effects of Class Size.....	23
2.5.1. The Impact of Large Classrooms on Teachers' Practice	24
2.5.2. Impact of Large Classrooms on Students	25
2.5.3. Large Classrooms and Learning Resources	25
2.6. The Problems of Large Classes.....	26
2.7. Solving the Problems of Large Classes	27

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY	31
3.1. The Research Design	31
3.2. Source of Data	31
3.2.1. Study Site	31
3.2.2. Sampling of the Study.....	31
3.2.2.1. Sampling Frame	31
3.2.2.2. Sampling Procedure	32
3.3. Instrument	34
3.4. Data Collection Procedure	36
3.5. Methods of Data Analysis	37

CHAPTER FOUR

DATA ANALYSIS.....	38
4.1. Analysis of Teachers' Responses	38
4.1.1 Background Information of the Teachers	38
4.1.2 Actual Class Size and Perception of Class Size	40
4.1.3. Teachers' Attitude on Large Class Teaching	41
4.1.4. Difficulties Related With Large Class Teaching	42
4.1.5. Techniques Teachers Use to Teach Large Size Language Classes.....	44
4.2 Analysis of Students' Responses	50
4.3. Analysis of teachers' responses for Open Ended Questions.....	54

4.3.1. Difficulties Faced By Teachers in Large Classes	54
4.3.1.1 Control	54
4.3.1.2 Evaluation	55
4.3.1.3. Paying Attention to Individuals	55
4.3.1.4 Effectiveness.....	55
4.3.1.5 Time	56
4.3.2. Teachers Practice on Ideal Classes	56
4.3.2.1. Teach more effectively	56
4.3.2.2. More work more evaluation	57
4.3.2.3. Better control	57
4.3.2.4. Use group/interactions more easily	57
4.3.2.5. Respond to individual needs.....	57
4.3.2.6. Motivation	58
4.3.3. Teaching Practice in Large Classes	58
4.3.3.1. Using groups.....	58
4.3.3.2. Miscellaneous	59
4.3.3.3. Organizing Class Discussion	59
4.3.3.4. Respond to Individuals Needs	59
4.3.3.5 Giving Written Assignments	59
4.4. Analysis of Data from the Classroom Observation.....	60
4.4.1. Pedagogical Perspective	62
4.4.2. Classroom Management Perspective	62
4.4.3. Evaluation and Feedback Perspective	64
4.4.4. Motivation and Feedback Perspective	64
4.5. Relationships among Variables.....	65
4.6. Results of an Independent Sample T-test	66

CHAPTER FIVE

DISCUSSION.....	67
-----------------	----

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION..... 76

 6.1. Summary 76

 6.2. Conclusions 79

 6.3. Recommendation 81

References

Appendices

List of Tables

Table 1: Some minimum sizes of large classes	21
Table 2: The name of sample schools with their location and the number of teachers sample taken.....	32
Table 3: Number of students' respondents in the sample schools.....	33
Table 4: Demographic Characteristics of the Sample Teachers.....	38
Table 5: Teachers training experience	39
Table 6: Actual and Perception of Class Size.....	40
Table 7: teachers' attitude on large class teaching	41
Table 8: Difficulties Related With Large Class Teaching	43
Table 9: Pedagogical Techniques	44
Table 10: Classroom Management Techniques.....	46
Table 11: Follow Up and Evaluation Techniques	48
Table 12: Motivation and Feedback Techniques	49
Table 13: Pedagogical Techniques	40
Table 14: Classroom Management Techniques.....	51
Table 15: Follow Up and Evaluation Techniques	52
Table 16: Motivation and Feedback Techniques	53
Table 17: difficulties faced by teachers in large classes	54
Table 18: Teachers' Perception of Practices in Ideal Classes.....	56
Table 19: Techniques currently used by teachers in large classes.....	58
Table 20: Summary of Classroom Observation.....	60
Table 21: Correlation among age, attitude and classroom management practices of teachers.....	65
Table 22: Data and result of an independent sample t-test on the attitude of teachers towards large class teaching and classroom management practices between male and female teachers.....	66

List of Appendices

Appendix A . Teacher's Questionnaire

Appendix B-1. Student's Questionnaire in English

Appendix B-2. Student's Questionnaire (Amharic version)

Appendix C. Transcribed Responses of the Open Ended Questionnaire.

Appendix D. Observation Checklist

Abstract

The purpose of this study was to investigate teachers' classroom management techniques in large size English language classes. Descriptive survey research method was employed. In order to gather data from six first cycle secondary schools in Addis Ababa questionnaire and observation were used. The questionnaire was developed to obtain data on teachers' actual class size and perception of class size, their attitude towards large class, large class difficulties and management practices. Based on the descriptive analysis made, the result of the study showed that teachers define large class from different perspective. The perception of teachers also differs from teacher to teacher. Most of the teachers considered large class size as a place where a number of difficulties occur like content coverage, use of teaching aid, discipline control, evaluation and the like. When teachers teach in large size English classes they rely mostly on teacher-centred method. It was also found out that they use different classroom management techniques like making eye contact with students, moving through desks, audible voice projection, giving clear instruction and giving pair and group work. The data also indicated that teachers manage discipline, provide/receives feedback and motivate students in different ways. The data from the correlation also indicated that there is weak correlation among teachers' age, attitude and practice. Similarly, the independent t-test indicated that there is no statistical significant difference between male and female teachers in their attitude and classroom management practices. Based on the result, it was concluded that though teachers use different techniques to alleviate the difficulties of large size classes, the problem seem unresolved. At last, based on the findings, recommendations were made related to special training for in-service and trainee teachers and further research studies on the area.

CHAPTER ONE

1. Introduction

1. 1. Background of the Study

The beginning of Education in human life is a long history. In an endeavour to seek for knowledge and an effort to transmit knowledge to their kind for survival, human beings use different mechanism. Through various development and great contribution of philosophers and educators classroom become the appropriate place for teaching and learning for formal education. In the past education was considered only for the elite of the society, but the massive development in whole spheres of life need for mass education. This massive need for education brings a new issue in the teaching learning process, large class. Teaching in normal classroom did not provide much problem to the teacher but large classes cause a lot of problem to the smooth functioning of educational activities. In line with this, Benbow, J., Mizrachi, A., Oliver, D., and Said-Moshiro, L. (2007) say large classrooms can negatively affect two significant and interrelated aspects of teachers practice – instructional time and classroom management.

English language teaching in large size classes is a worldwide phenomenon especially in third world countries like Ethiopia. Large size classes make the use of certain language teaching methods and material difficult to implement if possible. In large classes, teachers feel helpless to implement proper teaching in the classroom. Blatchford (2003) says large classes present more challenges for classroom management, pupil control and marking, planning and assessment. In certain cases the students also feel the content of their course meaningless and inappropriate due to the largeness of the class. English language teachers at all levels generally agree that large classes are a big hindrance in teaching. Hence the skill of management of large size English language classes need is a basic issue.

The term management of large classes is often misunderstood with maintaining discipline in large classes. Management of large size English language classes in instructional perspective means the complex set of plans and actions that the teacher uses to ensure that the learning in the classroom is effective and efficient. The concept of management of large classes is broader than that of discipline, which often connotes a central goal of keeping students quite and in their seats. Atkins, J., Banteyerga, H., and Mohammed, N. (1996) defined classroom

management as the ability of a teacher to create healthy conditions of learning in the classroom; use appropriate strategies for managing classroom tasks and activities; and assess and evaluate teaching activities effectively in terms of learning outcomes. Beside, effective classroom teachers place discipline in its proper perspective in the total instructional scene. Management also involves teaching students the ways and means to manage their own behaviour in classroom setting by establishing learning situations that will allow them to do this. By implementing management plans, the teacher not only hopes to enhance students learning but also helps students develop ways and means to understand and direct their own behaviour. Regarding this Lehman (1982) says “classroom management...includes more than the elimination of undesirable behaviours; it also involves the learning of desirable behaviour”.

The teacher has to play great role in organizing different activities so that it helps to the effective learning of students. Regarding this, Harmer (1991) suggests that the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about or (write or read about), give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. Beside, the teacher can also decide the classroom organization techniques he use based on the aim of the lesson. He can use lockstep, individual work, pair work or group work.

Teachers' choice of effective teaching method and appropriate classroom organization techniques is in one way or the other depend on the size of the classroom. Defining large class and its effect in language teaching is a debating issue. There is no absolute agreement upon the optimum class size for the ideal learning situation. The term large class size also varies from situation to situation, institution to institution and person to person. The size of a class may differ from one school to another. Teachers who are used to teach groups of 15-20 students might find a group of 30 to be rather threatening. Teachers with a large group of 40 or 50 students may be relieved when they have only 30 (Nolasco & Arthur, 1998).

Though there is no agreement in defining large classes in language teaching, scholars identified different potential problems with large classes. According to Watson (2006), the problems associated with large classes are: Less effective learning, discipline, absentee students, organising activities, reliance on lectures, avoidance of some activities, space, students can't see/hear, noise, timing, time for student presentations, provision of materials,

achieving rapport, impersonalisation, no sense of community, teacher discomfort, intimidating atmosphere, less interesting lessons, monitoring, giving feedback, assessment and marking load.

However, many scholars who study problems of large classes also suggested various techniques of solving the problems. Watson (2006) explored the literatures that propose solution for large class problems and suggests the use of: student leader, pair work, group work, student-student consultation, plenary feedback, self assessment, peer assessment, project work, team work teaching and assistant teachers.

Whatever the case, it is the teacher who is expected to create an environment in the classroom to maximize the student's learning opportunities by reducing the problems of classroom management. Supporting these Shamin, F., Negash, N., Chuku, C., And Demewoz, N. (2007) states, "The aim of classroom management is to create an environment that is conducive to optimum learning taking place... it requires careful and detailed planning, particularly in large classes."

1. 2. Statement of the Problem

Like developed countries, large class size is also a problem of third world countries like Ethiopia. The growth of large classrooms in the developing world is tied to two interrelated trends: global initiatives for universal education and rapid population growth. These are a result of a web of factors that make large classrooms an enduring feature of the developing world. In the four decades between 1959 and 1999 the world's population doubled, with countries in sub-Saharan Africa and South Asia witnessing the highest growth rates. Of the countries with the 10 fastest growing populations, six are located in sub-Saharan Africa (Benbow, 2007).

For these countries, "the determination to eradicate illiteracy, the need to provide basic education for all and to expand secondary, vocational and higher education has greatly increased the number of pupils in the system (Valerian, 1991)." In such large classes the need for appropriate classroom management is undeniable.

In Ethiopia, the problem of large class size also exists in different parts of the country. Hedlund (1975) states that large class problem not only force Ethiopian teachers to resort to a lecture method style of teaching but also prevents them from providing individual attention, or use of the discussion method and still cover the curriculum upon which the student will be examined for school leaving and entrance examination.

From the researcher's experience teachers in high school were seen complaining about large class size and the burden and consequences that come together with it like more evaluation, discipline problems, individualized teaching and the like. Moreover, from informal discussions with the researcher, teachers were also heard of expressing their hatred towards their profession and leaving their career as a result of students discipline problems considering the size of the classes as one factor. According to Ingersoll and Smith (2003), disruptive classroom behaviour is a significant reason why teachers leave the profession. Beside this, teachers who Have problems with behaviour management and classroom discipline are frequently ineffective in the classroom, and they often report high level of stress and symptom of burnout (Espin & Yell, 1994)

Even if the problem of large class is a big challenge for Ethiopian teachers, the issue of classroom management of large classes has not been given that much importance in the country. In our context, there are insignificant researches that the researcher comes across related to large class. Beside, the issue of exploring English language teachers classroom management techniques that they employ in large class teaching has not been given special attention in second language research in Ethiopian context.

The question that we need to ask here is that, what kind of classroom management techniques do our teachers in high school use to manage large size English language classes? This paper tried to investigate the classroom management techniques of English language teachers in dealing with large classes in Ethiopian high schools particular reference to grade 9 in selected schools in Addis Ababa.

1.3. Objectives of the Study

The main objective of the study was:

- ❖ To investigate the classroom management techniques English language teachers use in large classes.

The Specific objectives were:

- ❖ To examine the actual class size teachers teach.
- ❖ To examine teachers' perception of class size.
- ❖ To examine English language teachers' attitude towards large size class teaching?
- ❖ To identify the difficulties faced by teacher when handling large classes.
- ❖ To examine the management techniques teachers employ in their classes.
- ❖ To identify the relationship among teachers' age, attitude and classroom management practices.
- ❖ To examine the statistical mean difference between male and female teachers in their attitude towards large class teaching and
- ❖ To examine the statistical mean difference between male and female teachers in their classroom management practices?

1.4. Significance of the Study

The purpose for which the study was conducted is to identify the techniques teachers use in management of large classes. Therefore, the researcher believes that the study will have the following significances:

English language teachers are expected to manage large size English classes with various techniques and methods. This can be implemented as long as English language teachers have the know how of different methods to manage large classes. The outcome of the research would benefit English language teachers of large classes to tackle problems related to classroom management of large classes. It may also give language teacher a piece of information on how to employ skills of language teaching in manageable way.

The study would also give input for curriculum developers about the difference problems teachers face in classroom practice and inform them on how to develop materials and activities that are suitable for large class English language teaching.

Teacher trainers would also benefit from the research. They may get feedback on the teachers' classroom practice difficulties and their effort in producing teachers with different skills of teaching. The study would also give a piece of information for educational offices on the magnitude of the problem emanates from large class size in language teaching. And finally, the study may also give information for future studies in the area and may also serve as point of reference.

1.5. Delimitation of the Study

According to the data gathered from Addis Ababa Educational Bureau in 2010 there are 44 governmental high schools in Addis Ababa. However, the research, due to time and budget constraint, focused on first cycle secondary schools which were found in three sub-cities (1/3 of the total population) who were randomly selected. More specifically the study was delimited to 38 teachers who teach English in six first cycle secondary schools in Addis Ababa.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Classroom Management

Classroom management is a technical term used in the field of education which has special connotation in ELT situations. Different educationists, researchers and linguists have expressed their opinions about classroom management in their own ways. Harmer (1991) defines classroom management as “The ability of a teacher to create healthy condition of learning in the classroom, use appropriate strategies for managing classroom tasks and activities and assess and evaluate teaching activities effectively in terms of learning outcomes.”

Classroom management is a crucial point that has recently gained due attention. Traditionally the term classroom management has been used interchangeably with the term “discipline,” and still it is possible to see many teachers recalling the word discipline at the mentioning of classroom management. The reality, however, is something different. Today when we say classroom management, we mean a variety of factors that help us turn the classrooms into places where learning and teaching can best take place. That is to say, we mean the factors that make the classrooms "workable systems" which will render classrooms productive places (Burden, 1999).

In the light of this, we can say that the term classroom management, on the surface, refers to such factors as time management, sitting arrangements, disruptive behavior, interruptions, teaching styles and so on. A quick glance over these considerations will reveal the fact that all these factors are the primary needs of a teaching-learning environment. Namely, these are the things we have to do before we take up the teaching of any topic. Then, it is undoubtedly a fact that we should determine certain guidelines for both teaching and learning behavior which is important for establishing an environment where learning will take place. Therefore, within the definition of this crucial field we can expect to find points like: how we arrange classroom, how we present our teaching behaviors in that classroom and how we expect students to demonstrate that they have learned what teachers wanted them to learn

According to many scholars, the concept of classroom management is broader than the notion of student discipline. It includes all other things teacher must do to foster student involvement and cooperation in “classroom activities and to establish a productive working environment”. (Pasigna,1997). Similarly, Harmer (1991) also states “Classroom management includes the role of the teacher, students grouping and disruptive behaviour”.

From the definitions we can see that classroom management encompasses a wide range of activities including planning, room arrangements, developing rules and routines, and handling unproductive student behaviour. The teacher’s biggest source of concern is a large size class management. There are plenty of researches conducted on management of large classes in different part of the world. These researchers suggest that there are various techniques to manage large size class.

Atkins et al (1996) defined classroom management as the ability of a teacher to create healthy conditions of learning in the classroom; use appropriate strategies for managing classroom tasks and activities; and assess and evaluate teaching activities effectively in terms of learning outcomes

According to Johnson and Bany (1970), Classroom management is defined as “the process of establishing and maintaining the internal environment of the group and classroom condition for the attainment of educational goals”. These scholars define classroom management as the process of organizing and coordinating the winning effort of Students to achieve their own educational objectives. Moreover, they view classroom management as coordinating and integrating the activities of the classroom system and reducing the problems which arise from the interaction patterns in the classroom organization. This shows that managing class effectively is the best means to create good teachers student relationship. Regarding this Borich (1998) explains classroom management enables teachers to keep learners actively in the learning process. As a pre-requisite for effective instruction, according to Borich (1998), it aims at:

- Promoting an environment (physical and emotional to be conducive to effective learning)
- Securing the supporting and cooperation of students in classroom activities.
- Guarantees class time to be used for learning effectively; and
- Ensuring the active and meaningful engagement of students to learning task at hand.

No doubt, the way the class is managed is the success of any activity in the classroom. If an activity or any work is managed, organized or coordinated well, it can offer the result expected of it. So, an effective classroom management is related to the ability of a teacher to control problems in the classroom. This is to mean that a good teacher is one who is conscious of problem areas from his experience and is able to prevent those problems before their occurrence by using different techniques which can help him or her manage the class better (Harmer, 1991).

Brophy (2006:31) offered us the comprehensive definition of classroom management:

Good classroom management implies not only that the teacher has elicited the cooperation of students in minimizing misconduct and can intervene effectively when misconduct occurs, but also that worthwhile academic activities are occurring more or less continuously and that the classroom management system as a whole (which includes, but is not limited to the teacher's disciplinary interventions) is designed to maximize student engagement in those activities, not merely to minimize misconduct

Broadly speaking, therefore, classroom management refers to the actions and strategies teachers use to maintain order and systems for classroom groups rather than spot and punish misbehavior, resolve behavioral disorders, or capture the attention of individual students (Burden, 1999). Another important aspect of successful classroom management is that it involves not only responding effectively when problems occur, but preventing the frequent occurrence of problems as well. Therefore, the most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish. Consequently, it is possible to see that classroom management has many facets, ranging from the physical appearance of the teachers to teaching techniques and from the use of humor properly to disruptive behaviors and so on.

Generally, classroom management incorporates plenty of tasks to perform in the classroom and considered as a serious challenge for the teacher of English as a foreign language.

2.2. Classroom Management Issues

2.2.1. Classroom Organization

Organizing students and physical environment is one of the components of classroom management techniques. Davies (1981) defines classroom organization as "...the work a teacher does to arrange and relate learning resources so as to realize the objective in the most

effective, efficient and economical way possible". This means organization is the duty of a teacher who arranges classroom students and instructional facilities in order to smoothly run his/her instructional activity. Moreover, he/She has to organize the students in a different ways and give them an act to play. Harmer (1991) suggests that the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about or (write or read about), give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over.

The point here is that, the main aim of the teacher in organizing the class is to give clear instruction to the students regarding what they are going to do and then follow-up to check their understanding and finally, organizing or giving them feedback on their activities.

There are different student groupings, according to Harmer (1991) the common ones are: lockstep, individual work, pair work, group work. By doing so, teachers can easily manage the class.

2.2.1.1. Lockstep

Lockstep is one type of class grouping in the teaching-learning process this kind of grouping is very common and traditional teacher centred method. Harmer (1991) says, "Lockstep is the class grouping where all the students are working with teachers, where all the students are locked in to the same rhythm and pace, the same activity".

Though lockstep is traditional method it has some good sides. For instance, the teacher acts as a good language model, he/she can be confident that his students can hear him. (ibid)

Whole-class instruction includes strategies that encourage student engagement. These strategies usually implement direct instruction, a teaching progression that begins with the teacher modelling a skill that students then practice through guided and independent practice. Though these studies reveal that student engagement varies during direct instruction, it is important to note that they do not differentiate engagement and learning.

2.2.1.2. Individual Work

Individual work is something that is done by a student without a friend or teacher interference. Confidence and self-discipline would be enhanced through individual work.

Harmer (1991) says "Individual work is useful for students because they can do their work at their own pace". He also add, "In individual work students can relax from outside pressure and develop to rely on themselves rather than on other people"

2.2.1.3 Pair Work

Pair work is one form of class grouping. This pairing serves different purposes of class practice. They can be questioned and answer, dialogue, simulation, etc. Harmer (1991) says "A point can be made here about the use of the students own language (rather than English) during practice and communicative activities. Particularly where students working in pairs and groups share the same native language there is a tendency for them to revert to that language when they find a task hard."

Pair work is the easiest way of grouping as Underwood (1987) suggests "Teacher should repeatedly use this grouping since it can be done successfully and simply by some students turning round or moving along a bit to sit with a partner"

Pair work can increase the number of students participating. But to manage this activity the teacher should control the students while they are engaged in the activity. For this matter the teacher has to move all around the class as much as possible. Harmer (1991) says "If a teacher goes and concentrates on one pair in the corner of the room to the exclusion of other then indeed the rest of class may forget this task and playing about." This shows that, the teacher should give limited time for the completion of the task given and follow each student's activity by moving through desks.

2.2.1.4. Group Work

Group work is one of the methods in modern communicative language teaching approach. It provides opportunities for all communication which allows great participation among the learners.

Harmer (1991) says "After pair work and /or groups of students have completed the task the teacher checks to make sure they all have the correct order" this idea of Harmer gives us clue that, activities made in a group need strict follow up by the teacher.

The term group, as it is defined by Brumfit (1984) refers to “a number of people who interact with one another, who are psychologically aware of one another, and who perceive themselves to be a group.” Similarly, Underwood (1987) described group work as one of the natural ways of learners of language where learning depends on exchange of important information among the members of the group.

Generally speaking, one can possibly summarize that group work is one way of organizing a class for doing tasks of different types.

Long (1977:41) states the advantage of group work as:

Several advantages have already been claimed for a group work. It allows for a greater quantity and richer variety of language practice, practice that is better adapted to individual needs and conducted in a more positive affective climate. Students are individually involved in lessons more often and at a more personal level. For all these reasons and because of the variety group work inevitably introduces into a lesson, it seems reasonable to believe that group work motivates the classroom learners

So, as indicated above when students engaged actively in group work, their motivation for learning will also be significant as they interact with their peers.

2.2.2. Reasons for Disruptive Behaviour

In their day-to-day teaching activity teachers face disruptive behaviour in their classroom. According to Harmer (1991), there seems to be three major causes for disciplinary problems: The teacher, the students, and the institution.

2.2.2.1. The Teacher

The teacher's ability and behaviour are the single most important factor in a classroom. In relation to what a teacher does in classroom, he/she become a disciplinary problem. It is critical to suggest that all management problems do not stem from careless students. Teachers themselves can also give rise to a number of management problems if they don't act properly.

Going to class unprepared, inconsistency, issuing threats, giving boring classes, being unfair, having negative attitude towards learning, breaking the code (i.e. rules that govern the work of teachers and students) bring about disruptive behaviour in the class (Harmer, 1991). Let's

see how teachers become source of discipline problems in the classroom from the task they are expected to perform in the classroom.

Teachers' Roles

In education a teacher should take on many roles such as knower, guider, provider, director, and so on, while performing this wide range of problems we have to be careful and consistent. We should know our limitations and strengths (Saricoban 2001).

Teaching Styles

It is believed that each teacher varies in his preferences of teaching styles. There is no problem as long as the styles merge into a certain set of fixed attitudes on the part of the teacher (saricoban 2001). In order to do so, we should make alterations in order not to accustom our learners to a fixed, monotonous, tedious and/or boring flow of instruction. We must be careful when we are approaching to students with our method of teaching styles. In such a case it is natural that we lose control.

Unplanned Teaching

As teachers we should plan before lessons. However, planning doesn't necessarily imply that we have to follow a certain, rigid succession of activities even though they turn out to be a headache for students. Of course, it is impossible to follow every detail of the lesson. There will naturally be unexpected and unavoidable changes in the flow of the lesson. Then language teachers should plan students' learning experiences based on assessment of language proficiency and prior knowledge. The followings are the cases where you take action in order to preserve peace in the class (Brown, 2001):

- Your students digress and throw off the plan for the day
- You digress and throw off the plan
- An unexpected but pertinent questions come up
- Some technicality prevents you from doing an activity.
- A student is disruptive in class
- You are asked a questions you don't know the answer
- There isn't enough time at the end of a class period to finish an activity that has already started.

In addition to this, there may be students, disturbing and causing various problem on teachers' effort of class control. Therefore, teachers need to think of various ways to act on different disciplinary problems according to different situations.

Teacher's Voice and Body Language

Another concern in classroom management is about the teachers' use of verbal and non verbal messages. Teachers must be careful when they are speaking in the class. All students should hear their voice even at the back rows in crowded classes and most importantly his language should be clear and understandable. Learners need to hear every bit of language in order to gain further practice. In order for a teacher's verbal and non verbal language to succeed, its aims he/she has to abide by a certain set of principles. In line with this, Brown (2001) suggests the following:

- Let your body posture exhibit an air of confidence
- Your face should reflect optimism, brightness, and warmth.
- Use facial and hand gestures to enhance the meanings of words and sentences that might otherwise be unheard. Make frequent eye contact with all students in the class.
- Do not "bury" yourself in notes and plans
- Do not plant your feet firmly in one place for the whole hour.
- Move around the classroom, but not to distraction.
- Follow the conventional rules of proxemics (distance) and kinesthetic (Touching) that apply for the cultures of your students.
- Dress appropriately
- Help students to communicate in socially and culturally appropriate ways.

There are also some uncontrollable cases against which teacher cannot take actions beforehand; these are mainly crowded classes, discipline problems, and so on.

2.2.2.2. The Students

There are many reasons why students behave badly: time of the day, negative attitude of students towards the class, the teacher and the subject, and the desire to be noticed are the major ones (Harmer, 1991).

The time on which the class takes place is often considered to affect student's behaviour. For example, if the time of the class is near to lunch students may fail to attend the lesson attentively. According to Harmer (1991) "Morning classes may cause students to be sleepy, and classes after lunch are often full of drowsy students".

He also asserts that there are some students who demand attention of their teachers and are quite prepared to be trouble makers in order to get the recognition they need. In this case instead of punishing the students, the teacher should seek the possibility to direct this behaviour. Before taking action, the teacher should take into account the above factors that make students behave badly and adjust his lesson (Underwood, 1987)

Similarly, Burden (2003) also states some anticipated causes of students' misbehaviours as follows:

- Health factors: students' behaviour problems may be resulted from health factors. According to Burden (2003) health problems related to students' misbehaviour include lack of sleep, an allergy, illness or an inadequate diet may greatly affect students' ability to complete assignments or to interact with others.
- Physical impairment: physical impairment such as vision or hearing loss, paralysis, or a severe physiological disorder may also contribute to behaviour problems.
- Medication or drugs: Medication or drugs whether legal or illegal, may also be a factor. Over-the-counter medicine for nasal congestion, for example cause a student to be less alert than usual (Burden, 2003). Teachers as classroom managers should be aware of these causes of students' disciplinary problems in the classroom.

2.2.2.3. The Institution

Any disciplinary problem that is above the teacher's control in a class should be addressed by the institute. Schools failure to have a recognized policy /an established code of conduct to be acted upon when disciplinary problems arise could be cited as a factor that hinders sound classroom management.

Other factors that could be raised here that contribute for the disciplinary problem are listed here under. There are also other factors that contribute for the disciplinary problems that

occur in the teaching learning process. These factors are reviewed in brief in the coming topics.

The Physical Environment of the Classroom

One very simple factor that is likely to change the atmosphere and disturb the peace is the physical environment of the classroom. It is the prime responsibility of the language teacher to establish a non-threatening atmosphere in the classroom. Therefore, language teachers should be sensible to create environments that promote standards based language learning in supportive, accepting classrooms. Classrooms must be secure, positive, and motivating learning environment. Any inconvenience may result in unease and bring the lesson to a difficult. This is because of the fragile attention of students on the lesson; whenever there is a difference like the sound from out side or the sudden loss of electricity may revert their attention somewhere else.

Sight, Sound, and Comfort

Brown (2001) declares: “Students are indeed profoundly affected by what they see, hear, and feel when they enter the classroom”. Unless the teacher ensures the followings in his classrooms, management problems may occur (Brown, 2001):

- The classroom is neat, clean, and orderly in appearance,
- Chalkboards are erased, and the whiteboard is clean,
- Chairs are appropriately arranged,
- If room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals?
- The classroom is as free from external noises as possible (machinery, outside, street noise, hallway voices etc),
- Acoustics within your classroom is at least tolerable,

Seating Arrangements

Seating arrangements are also influential how we manage our classrooms. Contrary to the traditional way of arranging the seats in our modem world, with the help of the compiled research, we shape our classes in such a way that will give way to as much communication as possible. The best way for this is semi-circles or U-shapes (Saricoban, 1998), while arranging the seats it is also important who will sit next to whom, yet the students will sooner

or later full into comfortable patterns. The students must be allowed to choose their partners in seats. However, in our cases, where desk size and structure makes arrangement difficult to move, it is unthinkable to arrange the classroom sitting arrangement in a way literature suggests.

Chalk Board Use

Brown (2001) States “White board is one of our greatest allies.” It is the place where we make use of the visualization we need. However, it must be careful about its use; we must be clear and neat. A messy whiteboard will drive students crazy and it may affect their interest in learning negatively.

2.2.3. Managing Discipline

Managing disciplinary problems in the classroom plays an important role in creating conducive teaching-learning environment. Burden (2003) defines the term discipline, as the act of responding to misbehaving students in an effort to restore order. On the other hand, he defines the act of misbehaviour as the behaviour that interferes with a teacher’s teaching, interferes with the right of the others to learn. This shows that if the misbehaving students’ is not managed properly the classroom order and the whole teaching-learning process can be affected. Therefore, the classroom teacher need to be aware of the act of misbehaviour and should deal with these misbehaviour based on the classroom rules and procedures. The teacher’s role is very crucial in this regard.

Effective classroom management can control classroom discipline. For many people, the word discipline connotes negative meaning, but it is basically related to the concept of self control. Discipline is the necessary thing for the teaching-learning process and no class can be successful without conducive discipline.

The characteristic of misbehaviour ranges from mildly to severely disruptive. Severely disruptive in the schools may involve violence, vandalism, coercion, robbery, theft, and drug use (Burden, 2003). These behaviours typically occur outside the classroom. Mild levels of misbehaviour involve tardiness, talking, calling out answers in class, failure to do homework, and assignments, and failure to bring supplies and books. Most misbehaviour is comparatively mild and related to attention, crowd control, and getting work accomplish in

the classroom (Burden, 2003). Thus when responding to misbehaviour the teacher should take in to account the degree of severity of the misbehaviour and should understand the causes of misbehaviour. Moreover, teachers should deal with all type of misbehaviour applying the techniques suggested for each type of misbehaviour.

Regarding this Azeb desta (1994) states the following:

...effective teacher includes his intelligence strengthened by his teaching specially, mature and stable personality characterized by personal integrity, coherent values and maturity of judgment. These qualities enable him to work in harmony with youngsters who manifest frequent aggression, carelessness and immature behaviour, and allow him to be flexible in his dealing with demands of the varied needs of such youngsters. In addition, such qualities as good health, emotional stability enthusiasm, vigor and liveliness are assets of the effective teachers

This shows that to maintain discipline in a given class the teacher should be effective. Moreover, he has to strive to address the needs of students in his teaching.

There are several strategies for dealing with misbehaviours. A friendly relationship between teachers and students is of a great help in attracting students' attention toward the teacher and the subject. If students like the teacher they will have a positive attitude towards the learning process. "This positive attitude of the student will result in a disciplined class" (Harmer 1991). Moreover, non- verbal means of communication and eye contact are also needed for the teacher to apply in the classroom.

Similarly, according to Emmer (1981) a general principle that is helpful in selecting a strategy is to use an approach that will be effective in stopping the in appropriate behaviour promptly and that has least negative impact. In relation to this, whenever students are engaged in minor misbehaviour and the teachers want to refocus their attention to the activity, it is better to ignore the problem. Much minor misbehaviour can be ignored, especially when it is fleeting and it is usually best to just continue the lesson. But when minor misbehaviour is repeated or intensified, teachers must take actions to stop it. Teachers should try to eliminate it quickly using the techniques like eye contact, gesture, touch when the students are close by physical proximity, asking for responses, and name dropping (Good and Brophy, 2003). Further more, when misbehaviour is prolonged or seriously disruptive in the classroom teachers must stop it directly. Because such direct correction is self disruptive, it

should be used only when necessary. According to Good and Brophy (2003) there are two ways for teachers to deal with prolonged or major misbehaviour. First, they can demand appropriate behaviour. Such demand should be short and directly naming the students and indicating what they should be doing. The teacher should speak firm but not shout or nag.

A second direct correction technique according Good and Brophy (2003), is to remind students of rules and expectations. If clear rules have been established, with thorough discussion of the reasons for them, teachers can use brief reminder of these rules to correct misbehaviour without embarrassing students unnecessarily. Besides, if the given school has its own established codes, "the teacher can consult coordinators or department heads when in trouble and those cases of extremely bad behaviour can be acted upon by such people" (Harmer, 1991).

2.2.4. Motivation

Motivation is one important part of effective classroom management which enables learners to be engaged on task. Motivation involves more than simply praising a student. As Burden (2003) states motivation is a process that can arouse and initiate students behaviour, give direction and purpose to behaviour, help behaviour to persist, and help the student to choose a particular behaviour. In other words, motivation makes student move in the desired direction of the teaching learning process, thereby enabling teachers to manage the classroom effectively. It directs students towards a definite goal. It also serves as a technique of bringing students' attention towards the lesson.

Nunan and Lamb (1996:209) states:

Most studies report a high correlation between motivation and achievement, and this correlation is taken as evidence that a highly motivated student will do well in school, of course the relationship may be in the opposite direction from which is commonly assumed ... although we do not disagree with teachers' efforts to motivate students, we do believe that ultimately students should become self motivated.

According to Elliot (2003) motivation is classified into extrinsic and intrinsic motivation. Intrinsic motivation or internally oriented motivation means that students themselves demonstrate the desire to learn without the need for external inducements whereas extrinsic motivation refers to those rewards and inducements which are external to the learner. Though

the types of motivation have their own merits young children tend to be motivated more intrinsically because at this age they seem to be perpetually in quest to learn about their environment and put it to their use.

Thus, this view reminds us teachers need to act according to the level and interest of the learners. As long as motivation is an acquired disposition that can be learned and developed through experience; and is likely to change, then it follows that teachers are responsible to stimulate, energize and maintain the interest and involvement of the students. So, teachers can use motivational strategies concerning instruction like capturing student interest in the subject matter, increase the relevance of the subject matter, vary instructional strategies to maintain interest, group students for tasks, provide opportunities to learn, decide when to give feedback and rewards, and select the types of feedback and rewards (Burden, 2003).

From the statement of the scholars above one can learn that motivation has great role in the teaching-learning process.

2.3. How large is a Large Class?

In the academic institutions, teachers generally meet several different classes in one day. Their quality of teaching is influenced by the number of pupils in their classes. There is no absolute agreement upon the optimum class size for the ideal learning situation. The term large class size also varies from situation to situation, institution to institution and person to person. The size of a class may differ from one school to another. Teachers who are used to groups of 15-20 students might find a group of 30 to be rather threatening. Teachers with a large group of 40 or 50 students may be relieved when they have only 30 (Nolasco & Arthur, 1998).

According to Watson (2006), perceptions of class size are subjective and also depend on a number of variables... firstly, teachers rely on the largest size of class that they regularly teach when making judgments concerning what makes a large class...secondly, what is being taught influences teachers' judgments of the size of large classes.

He also states that there are many other variables which can also influence perceptions of the size of large classes. These include the age of the students, the level of their studies, their motivation, and the size of the room in which lessons are taught (ibid)..

The different variables forwarded by many scholars make it impossible to definitively state how large a class must be to be considered large. But different educators try to define large class in terms of number differently. Their definition of class size in terms of number is summarized in the table below.

Table 1: Some minimum sizes of large classes

Author	Minimum size of large class
Baker (2005)	55
Dixon (1986)	40
Holliday (1996)	50
Long (1977)	60
Nolasco & Arthur (1986)	40

According to the findings of Shamim et al. (2007), participants from seven different countries in Africa were asked to define large class. There was general agreement that a class with more than 40 or 50 students is large. There is no easy answer to the exact number of students in a large class, since perceptions of class size are subjective and also depend on a number of variables.

2.4. Teachers and Students Belief about Large Class

2.4.1. Teachers' Perception

The attitudes towards teaching large classes vary from teacher to teacher. According to Felder (1997), it is not surprising to find some teachers enjoy teaching in large classes. These teachers think that if proper strategies are adopted, students may achieve more. He adds that large classes give instructors great satisfaction and self-pride that they can teach this great number of students.

According to Shamim et al. (2007) result conducted on the participants of Hornby School, the participants identified different challenges for teaching English in large classes. The

participants identified areas of difficulties that focused on: insufficient student involvement learning, classroom management problems, assessing learning and providing feedback, and limitation of resources for teaching.

Just as students perceive large classes as being impersonal and lacking in opportunities for student and teacher interaction, teachers also report similar problems in forming relationships and generating interactivity (Biggs, 1999). Difficulty learning students' names, developing rapport with students and accessing quieter, shy or 'at risk' students are some of the common issues reported by teachers of large classes. Communicating and exchanging feedback with students is more difficult and time consuming (Ward & Jenkins, 1992), and lecturers teaching large classes also often describe feelings of frustration with having too many students 'knocking on the door' for extra handouts, feedback and advise, and so on.

Perhaps one of the major issues for teachers of large classes involves time and people management. Depending on the discipline being taught, lecturers tend to report that classes containing over 100 students become difficult in terms of management. Large classes are often noisy, and students take longer to get settled before the class can commence.

2.4.2. Student's Perception

According to the study conducted by Shamim et al (2007), students' perception towards large class is depicted as: lack of adequate space leading to overcrowded classrooms; inadequate attention from the teacher; lack of opportunities to participate in classroom activities; and difficulty in getting their written work checked or receiving oral feedback from their teacher.

Getting their written work checked by the teacher is another problem faced by learners in large classes in Africa. In teacher-centered classrooms, learners sitting out of the action zone miss out important opportunities for learning as they find it difficult to hear the teacher and/or see the blackboard (Shamim, 1996).

In larger classes, many students' feeling of anonymity are increased and students often report that they are less encouraged to ask questions, talk to other students and approach their teachers (Biggs, 1999; Gibbs & Jenkins, 1992; McInnes & James, 1994). The lack of opportunity for interaction with others (both students and teacher/s) may decrease the

students' intrinsic motivation to learn and subsequently increase the risk of students dropping out (Tinto, 1987).

Generally speaking, a high student-teacher ratio is negatively related to student satisfaction (Astin, 1993). Students have also reported that they find large classes poorly organised, noisy (Biggs, 1999), and sometimes lacking a clear sense of direction and structure. The latter issue is often due to conflicting instruction or information received from different teachers when a course is team-taught or has multiple tutors (Ward & Jenkins, 1992). Also, students find obtaining feedback difficult in subjects delivered predominantly using large lectures with few or no tutorials (which is often the case with very large classes).

Increased demand for learning resources is also a major issue for large classes. Factors leading to poor performance in larger classes, from the students' perspective, include competing for scarce books and seats in the library, queues at the doors of tutors and slow or minimal feedback on assignments (Gibbs, G., Lucas, L. & Simonite, V. 1996).

2.5. Educational Effects of Class Size

In many countries over the world, there has been a hotly contested and widely reported debate over the educational consequences of class size differences. Despite the widely held view that small classes will lead to a better quality of teaching and learning, the research evidence is not clear. Overall, research suggests that class size effects are likely to be not singular but multiple, and that it is difficult to capture all the possible complexities involved.

There is some agreement, drawing on experimental (e.g. Finn & Achilles, 1999) and naturalistic studies (Blatchford, 2003), that smaller classes have positive effects on pupil academic performance, if introduced immediately after school entry, that is, with the youngest children in school. Similarly, in European and North American contexts there is agreement that small classes benefit young children and those from disadvantaged or minority backgrounds. These benefits occur due to a number of factors, including: increased teacher contact, differentiated instruction, improved classroom management, and improved teacher morale (Vander, 2002).

Glass and Smith (1979) reviewed some 725 studies which suggest that there is "a strong relationship between class size and achievement... There is little doubt that, other things (being equal), more is learned in smaller classes"

In the developing nations, The survey by Hanusheck (1995) of 96 studies of school effectiveness highlighted the role of the teacher and of facilities supplied by the school in determining pupil achievement. No significant correlation between class size and achievement was found.

In essence, the findings in this area of research remain inconclusive and demonstrate that there is no clear or simple relationship between class size and effective learning. The other thing is that there are also researches that indicates large classrooms do impact intermediate variables that in turn can negatively affect teaching and learning. Let's explore these issues next.

2.5.1. The Impact of Large Classrooms on Teachers' Practice

Large classrooms can negatively affect two significant and interrelated aspects of teacher practice – instructional time and classroom management. Regarding the former, there is research to suggest that teachers in larger classrooms devote less time to math instruction and integrated reading and writing tasks (Wilson, 2006). Other research indicates teachers in smaller classes are more likely cover a range of subjects, such as history, geography, and social studies. Large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instructions (i.e., how to complete an exercise rather than substantive instruction), task management and behavioural management, thus leaving less time for actual instruction (Holloway, 2002). Similarly, Wilson (2006) also reports that larger classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller.

Class size may also impact teacher motivation and job satisfaction. Finn, J., Pannozzo, G., & Achilles, C. (2003) constructed a conceptual model that considers the impact of class size on teachers' morale and enjoyment of their profession, which in turn impacts students' engagement. He refers to a "sense of community" that can exist within a classroom and suggests that smaller classes positively impact teacher and student motivation. Teacher motivation is further complicated in many resource-poor countries. In Zambia, for example,

teacher attrition is increasingly becoming a problem as salaries, work conditions, professional development opportunities, and support grow inadequate (Nilsson, 2003). This combination of factors creates a scenario in which teachers face enormous challenges in producing productive learning environments.

2.5.2. Impact of Large Classrooms on Students

Class size has many effects on students' engagement, behavior, and student retention. Finn et al. (2003) reviewed studies that examined the link between student engagement and class size. He conceptualizes student engagement in two forms: social engagement and academic engagement. Social engagement refers to how a student interacts socially with other students and teachers in either pro- or anti-social ways. Academic engagement refers to a student's attitude towards schooling and the learning process. Finn et al. (2003) concludes that when students are placed in smaller classes they become more engaged, both academically and socially. With strong social and academic engagement, he argues, academic achievement increases.

Pupil attention is an area of particular concern in that it can affect academic engagement. Also known as time-on-task, researchers have shown that students tend to spend less time on class assignments when in large classes (Blatchford and Mortimore, 1994). Furthermore, it has been shown that in addition to spending more time on school work, students in smaller classes tend to participate more (Cooper, 1989). While there have been few systematic observations of this interaction, some have argued that: 1) smaller classes allow teachers to engage their students in a differentiated fashion, that is, teachers can cater their instruction in ways that engage individual students; 2) with smaller numbers of students, teachers are able to pay closer attention to all students, thereby holding them accountable for participation, rather than ignoring those that are passive (Blatchford and Mortimore, 1994).

2.5.3. Large Classrooms and Learning Resources

While there is disagreement around the relationship between pupil-teacher ratios and learning, there is conclusive evidence that having an appropriate level of basic school resources can greatly improve student achievement (Hanushek, 1995). Similarly, Michaelowa (2001) found "the availability of books appears to be the most important factor [in high-achieving, student learning]." Additionally, she found that having books available in

students' homes can improve achievement scores by 2-3% and that having appropriate classroom equipment such as benches, blackboard, chalk, and a teacher desk and chair can improve scores by two percent. One of the biggest problems faced by large classrooms, in developing countries is the quality and quantity of learning resources available to each student, such as desks, textbooks, and other teaching and learning supplies (Hanushek, 1995).

2.6. The Problems of Large Classes

According to Watson (2006), the vast majority of the literature into large classes falls into two kinds. Firstly, many books and articles simply list potential problems with large classes; and secondly, there is a wide range of suggestions, especially teaching techniques, for how to deal with these problems. He summarised the problems of large classes typically mentioned in different literature as:

Less effective learning, discipline, absentee students, organising activities, reliance on lectures, avoidance of some activities, space, students can't see/hear, noise, timing, time for student presentations, provision of materials, achieving rapport, impersonalisation, no sense of community, teacher discomfort, intimidating atmosphere, learning names, few opportunities to speak, giving attention to individuals, focus on the action zone, increased use of the mother tongue, less interesting lessons, monitoring, giving feedback, assessment, marking load, more mixed abilities, and getting feedback from students.

According to Hayes (1997), large English classes are often associated with disorderliness, lack of control, lack of concentration, lack of classroom interaction, and thus lack in the ability to speak English fluently. Strevens (1979) argues that an overcrowded class is one of the constraints on teaching /learning effectiveness. According to him, overcrowded classes reduce teacher's attention per pupil and produce real physical discomfort and distraction. They also include extreme heat and cold in the classroom. Similarly, Harmer (1983) points out that over-crowded classrooms, which are badly lit are one of the bad physical conditions which affect learner's attitudes negatively.

Kennedy and Kennedy(1996) indicate that the size of the English class is worrying them since they believed that as soon as the number of groups passes a certain number, it becomes difficult to control what happens. On the other hand we can see the impact of large classes from three perspective: the teachers, students and classroom resource. From teachers perspective, Large classrooms can negatively affect two significant and interrelated aspects of teacher practice – instructional time and classroom management. Regarding the former, there

is research to suggest that teachers in larger classrooms devote less time to math instruction and integrated reading and writing tasks (Wilson, 2006)

One basic problem teachers face when they are teaching is large classes which pose a number of problems. According to Saricoban (2001) some of the mostly occurring problems in large classes are: discomfort, control, individual attention, evaluation and learning effectiveness.

2.7. Solving the Problems of Large Classes

Many scholars study problems of large classes suggested various techniques of solving the problems. Watson (2006) explored the literatures that propose solution for large class problems and suggests the use of: student leader, pair work, group work, student-student consultation, plenary feedback, self assessment, peer assessment, project work, team work teaching and assistant teachers.

Classroom management represents many obstacles to large class teachers. To those who teach large number of students, managing the learning process can become quite difficult. Pasigna (1997) suggests several methods to effectively manage a large classroom. Her first suggestion is to establish simple rules for acceptable group behaviour. Such behaviours include: how to speak softly; how to take turns; how to work together. Additionally, certain classroom chores can be routinized, including how to enter and leave the classroom when classes start, at recess and when classes end; how to assist in handing out books, paper and other materials; how to pass materials to the front and then to the teacher; and how to keep the classroom neat. In performing these tasks efficiently, more time can be spent on instruction and school assignments, rather than on managing disruptions.

Additional promising practices include the use of teachers' aids, innovative use of classroom space, routinizing student behaviours, training students as peer tutors, and training teachers in the effective use of whole class instruction. While large classrooms appear to be an inexorable feature of the developing world, it should not be assumed that the substandard teaching and learning that occurs there cannot improve. The solution lies in building the capacity of teachers and school leaders to cope with this environment and to find ways for students to succeed. (Ibid)

Benbow et al (2007) reveals a list of potential teaching practices that have been recommended as potentially effective in solving problems pose by large class. These include:

- Use of small groups
- Pupil-to-pupil support and mentoring
- Effective use of existing space (i.e., largest classes in largest rooms)
- Using the most effective teachers in the larger classes
- Use of volunteers and teachers' aids
- Team teaching
- Shift instruction

On the other hand, Passigna (1997) captures similar information in her informative guide to managing large classrooms. Her suggestions can be organized into three categories: groupings; classroom management; and remedial/enrichment activities. Passigna (1997) stresses that the strategic grouping of pupils is fundamental to teaching in large classrooms.

The large number of the students makes it practically difficult to have a proper conversation class, and the physical setting of the classroom makes the possibility of having a communicative or interactive environment difficult. Chitrapu (1996) proposes the whole language approach for large classes which emphasizes that language use requires interaction which seems to improve students' confidence and fluency and helps them develop strategies for improving all language skills. Alimi, M. M., Kassal. B. and Azeez, T. (1998) introduce team teaching to overcome some of the problems of the large classes in the University of Agriculture in Nigeria. According to these researchers, team teaching may be explained as any form of collaboration between two or more teachers in order to improve classroom teaching/ management to enhance learning. According to Pate-Bain, H. Achilles, C., Boyd-Zaharias, J. and McKenna, B. (1992) by providing individualized instruction, teachers can increase optimum learning by planning appropriate activities that facilitate learning within the zones of proximal development of each student. They added that teachers of small classes were able to increase monitoring of student learning and behavior and had a more detailed knowledge of each student's needs.

There are various approaches to the management of large classes which can be found in the literature. According to Coleman (1999), these approaches generally fall into three broad categories: plenary approach, interactive approach, compromise approach

Plenary approach is teacher-centered and teacher-controlled. The lesson is primarily a lecture. This approach has been used for a long time by many teachers in many parts of the world. In fact it is basically the same as the lockstep approach, because they both offer little opportunity for students to practice.

Interactive approach, as Coleman (1999) defines, is not a single approach, but, rather, a much extended continuum. At one end of the continuum, teaching is still teacher-centered and teacher-dominated, but the teacher also deliberately grants occasional opportunities for learners to interact, either with each other or with the teacher. At the other end of the continuum, the central and public role of the teacher has almost disappeared.

Little John (1997) also recommended a cautious approach to introducing interactive activities in large classes. He said, "...in many parts of the world, teachers have to cope with very large classes- often over 40 pupils and sometimes as many as 60 or 70 pupils. This makes it very difficult for these teachers to make use of recent ideas about communicative or learner-centered approach to language teaching...normally, it is easier to do the initial parts of the lesson with the class as a whole... beyond this point, however, the pupils can work in groups."

The third is compromise approach. The distinctive feature of this approach is that a lot of learning is expected to take place outside the context where learners meet the teacher. The classroom is seen not as the place where learning happens, but 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 to do their own learning. This approach is appropriate with more sophisticated students at a higher level.

In the same way, with 30 or 40 or more students present at the same time in one classroom, our teachers are under considerable pressure both because they are obliged to complete the syllabus within limited time available and because they have to manage teaching activities. The easiest and common way of coping with such a class is teacher-centered "lock-step" (Harmer, 1983).

In some studies, it has been found that a problem common for many students is that they may be structurally competent, but cannot communicate appropriately. By communication it is meant not only face-to-face talk, but far more important, the basic ability to use the language

to receive and to convey information associated with their specialized studies (Johnson, 1979). Few would deny that the ultimate goal of language teaching should be communicative competence. But teachers often find it too distant a goal to aim at in a large classroom. To change this situation, it is suggested that both the roles of the teacher and students have to change, and this will necessarily imply, amongst other things, a radical change in the classroom management.

Regarding assessments and feedback scholars also suggests various techniques that a classroom teacher can employ in order to minimize the problems of large size language teaching. In the teaching learning process formal assessment and constructive feedback plays a vital role. However, teachers of large size classes complain about the burden of assessing and giving feedback to a large number of students. Concerning this, Shamim et al. (2007) states:

Assessment and feedback in large classes may be more challenging in large than in smaller classes. However, once clear assessment criteria have been agreed, peer assessment and self assessment can be used to review the burden on the teacher. In addition, once students are trained to give effective and supportive feedback to one another...regular feedback can be provided to all students, despite the large numbers in the class (74).

This indicates that the burden of teachers can be minimized if they try to incorporate self, peer and group assessment techniques. However care must be given on how to implement it and there need to be effective monitoring of teacher while students are implementing it. Before the teacher tries to implement it he has to clearly state and communicate the criteria with students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter an attempt is made to present the research methodology employed, the source of the data, sampling and data gathering procedures and method of analysis.

3.1. The Research Design

In order to achieve its aim, the study employed the descriptive survey approach. The rationale behind using this approach is that the study aimed at gathering information concerning the current large class management practices of English language teachers. Hence, the study is mainly a quantitative research type.

3.2. Source of Data

3.2.1. Study Site

The study was conducted in Addis Ababa region. There are 10 sub-cities in Addis Ababa that encompasses 44 governmental high schools. From the researchers teaching experience, the problem of large class become worse in first cycle secondary schools. As a result, the study focused on first cycle secondary schools in the three sub-cities that were selected randomly using lottery method. The sub-cities selected were Lideta sub city, Kolfe-keranyo sub-city and Addis ketema sub-city. All first cycle schools found in the selected sub-cities were taken as study area.

3.2.2. Sampling of the Study

3.2.2.1. Sampling Frame

As indicated earlier, this study is conducted in three sub cities in Addis Ababa. Based on the statistical information obtained from Addis Ababa educational bureau in 2010, there are 9 government high schools in the three sub-cities. From 9 high schools 6 of them are first cycle secondary schools (from grade 9-10) and the remaining three are both first and second cycle secondary schools (from grade 9-12). As the research focused on grade 9 teachers classroom management skills, the sampling frame was also focused on first cycle high schools. From these, all the six high schools were taken as sample frame for the study. A total number of 38 English teachers were found in the six schools. Of this 25 of them were male and the remaining 13 were female teachers. There are also 4,509 students in the selected schools. 1,875 of them are male and the remaining 2,634 are female students. It is from this sample frame that the sample population of this study were drawn.

3.2.2.2. Sampling Procedure

The sampling technique that is used to conduct the study is a two-stage cluster sampling design. There are 10 sub-cities in Addis Ababa which are taken as 10 clustered sites. First, After the names of all the sub-cities were written on a piece of paper, the first task was to select three sub-cities using lottery method. The sub-cities were selected because of one-third of the total clustered population (33% of the 10 sub-cities) was decided as a minimum sample size believed to be representative for the study. According to the statistical data obtained from Addis Ababa Educational Bureau, there are 9 secondary schools in the selected sub-cities. Among these 6 of them are first cycle (9-10) secondary schools and the remaining three are both first and second cycle (9-12) secondary school. The second step was to take all the first cycle secondary schools as sample of the study. Then all grade nine English teachers who teach in the selected schools were taken as subjects of the study. The selected schools, their sub-city and the number of teachers who filled the questionnaire are presented below.

Table 2: The name of sample schools with their location and the number of teachers sample taken.

No	Name of the school	Location	Number of Teachers			Number of teachers who returned the questionnaire
			Male	Female	Total	
1	Dejach Balcha Abanefso Secondary School	Lideta Sub-city	11	4	15	13
2	Africa Unite Secondary School	Lideta Sub-city	4	2	6	5
3	Kolfe Secondary School	Kolfe-keranio Sub-city	2	3	5	5
4	Millennium Secondary School	Kolfe-keranio Sub-city	1	2	3	2
5	Dilachin Secondary School	Addis ketema Sub-city	4	1	5	5
6	Yekatit 23 Secondary School	Addis ketema Sub-city	3	1	4	1(invalid)
Total			25	13	38	31

As indicated in Table 2 above, there are 38 English teachers who teach grade nine students in the sample schools. All the teachers who teach in the aforementioned school and grade level were taken as samples of the study. But teachers who returned the questionnaire are 31 in number and the valid questionnaires used for the analysis purpose are 30.

Students were also taken as sample of the study and they were selected based on simple random sampling. As the purpose of students sample is to confirm the data obtained from teachers response, 150 students from the selected schools were randomly selected and fill out the questionnaire. This means 25 students from each school were selected and were taken as part of the research subject as well. The administration phase was conducted with the help of English language teachers who teach in the selected schools. These meanse approximately equal numbers of questionnaire were administered in each section of the schools. The table presented below shows the number of students taken as samples and those who returned the questionnaire.

Table 3: Number of students' respondents in the sample schools

No	Name of the school	Number of sample students			Number of students who returned the questionnaire
		Male	Female	Total	
1	Dejach Balcha Abanefso Secondary School	14	11	25	25
2	Africa Unite Secondary School	12	13	25	25
3	Kolfé Secondary School	12	13	25	25
4	Millennium Secondary School	10	15	25	25
5	Dilachin Secondary School	10	15	25	25
6	Yekatit 23 Secondary School	15	10	25	3 (invalid)
Total		73	77	150	128

In order to triangulate the data obtained from teachers' and students' response, classroom observation was also conducted on 5 teachers randomly selected from the sample schools. A teacher from each sample school was selected and observed based on the checklist developed for conducting the observation except in Yekatit School.

3.3. Instrument

To obtain adequate data for the study the following two data gathering instruments were used: (1) questionnaire, and (2) observation.

1) Questionnaire

Questionnaires were developed for both teachers and students. In developing the items of the questionnaire the researcher utilizes the following four things:

- the questionnaire developed by Lancaster-Leeds Language Learning in large class research group,
- the questionnaire developed by Kassie Shifere (unpublished MA thesis on 'how ELT teachers cope with large classes)
- the questionnaire developed by Mendida Barkesa (unpublished PhD dissertation on teachers behaviour in ESL large classes) , and
- based on the reviewed related literature findings

The sets of questionnaire contain both close-ended and open-ended items, mainly to investigate the management techniques teachers employ in large size language classes and to know the demographic characteristics (sex, age, teaching experience, educational qualification, and educational background) of the teachers

The teachers' questionnaire included general introduction about the research and items about the demographic variables of the teachers (includes, sex, age, educational level, teaching experiences, and educational background). The second part included items which investigate the actual perceptions of teachers towards class size. The third part included items that investigate teachers' attitude towards large size language classes. The fourth part of the questionnaire was designed to investigate the different difficulties associated with large size language classes. The fifth part of the questionnaire included items used to investigate the techniques that language teachers use in dealing with large size classes. In the last part of the teachers' questionnaire open ended items which are helpful to identify teachers difficulty faced in large class, their teaching in the ideal classes and techniques they employ in their large classes were presented.

The student's questionnaire, on the other hand, has been designed in two parts. Like the teacher's part, the first part of the student's questionnaire has general introduction and items about the students' personal data. The other part of the questionnaire has items that try to investigate the teachers teaching practices and management issues from the student sample population.

The teachers' questionnaire was arranged using different measuring scales selected according to their convenience and the analysis and interpretation of the data. Therefore, the actual class size and teachers' perception about class size was measured using interval scale. Teachers' attitude towards large classes was measured by supplying three alternatives scales: 'Agree', 'Undecided', and 'Disagree'. The given scale values were 3=Agree, 2=Undecided, and 1=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 techniques which teachers employ to manage large size English classes, four rating scales were used: 'always', 'sometimes', 'Rarely', and 'Never'. Concerning this part, the given scale for the choices were 4=always, 3=sometimes, 2=rarely, and 1=never.

Students' questionnaire was also organized based on similar basis taking only the fifth part of the teachers' questionnaire that deals with the teachers' classroom management techniques. The rating scales used were similar to the last part of teachers' questionnaire: 'always', 'sometimes', 'rarely', and 'never' and the scaling value was also the same. For the sake of convenience, the students' questionnaire was translated in to Amharic and administered.

In order to check the reliability of the instrument, the questionnaire was administered in two secondary schools namely Shimelis Hafte Secondary School and Dejach Balcha Abanefso Secondary School. These two schools were selected due to their proximity to the researchers' residence and they hold teachers the researcher is familiar with that can make the data collection process easier. There were 20 English language teachers who teach in the two schools. Out of the 20 questionnaire distributed for the 20 teachers, 12 (3 from Shimelis Hafte and 9 from Dejach Balcha Abanefso Secondary School) of the questionnaire were returned. Regarding the students' questionnaire, 40 students were selected from the two schools (taking 20 students from each school) on a random basis and were made to fill out the questionnaire.

Therefore, after filling out the responses of the questionnaire in to standard statistical software programs (SPSS), the reliability analysis was computed. The result of the statistical result of the reliability, based on Cronbach's Alpha, indicated that the reliability for the whole instrument of the teachers' questionnaire is **.839**. Similarly, the reliability result of the overall student's questionnaire is **.842**. This indicates that the reliability level of both teachers' and students' questionnaire is a good one.

After the reliability of the instruments was checked, the instruments, with very minor modification, were administered to the main study with the same number of items.

2) Classroom Observation

To gather first hand information and sense the real situation of the actual English language teaching practices in order to triangulate the data from the questionnaire with the actual classroom practices, observation were carried out. To do this, a checklist was used based on the different teachers techniques employed in language classes. The main purpose of the observation is to have practical data on the teachers' practical management techniques in large size English classes.

3.4. Data Collection Procedure

The Pilot Study

As mentioned above, in order to check the reliability of the instrument, pilot study was conducted in Shimelis Hafte and Dejach Balcha Abanefso Secondary Schools. To conduct the pilot study, the letter of recommendation for cooperation from the department of language studies was granted to the school principal and the aim of the study was also explained for them. After permission was granted with the help of the Head of the Department and familiar friend teachers, the questionnaires were distributed for the teachers who teach in grade nine only. As indicated above there were 20 teachers who teach English for grade nine students in the two selected schools. Among these, 12 teachers (3 from Shimelis Hafte and 9 from Dejach Balcha Abanefso Secondary schools) returned the questionnaire and the data was used for the pilot study. Concerning the students questionnaire, again with the help of classroom teachers the instrument was administered for 20 students for each selected schools. The entire questionnaire administered for the students were returned. Once the reliability of the questionnaire was tested and it provides valuable feedback to go on the study, the main study followed with minor modification on some questions of the questionnaires.

The Main Study

Once the questionnaire was ready to be used, the procedure of administration was similar to the pilot study. First, the researcher presented the letter of recommendation from Addis Ababa University which asks corporation for research to the principals of each school. Once permission was secured the researcher met all department heads of each school and explains the purpose of the research and asked cooperation.

Overall, there were 38 English language teachers in the sample schools selected for the study. With the cooperation from department heads, the researcher administered 38 questionnaires for the teacher and 150 questionnaires for the students at different days of the week. Out of the 38 questionnaire for teachers, 31 teachers returned the questionnaire and except one, all the questionnaires are valid. As for the students' questionnaire, 130 of the respondents returned the instrument and only 125 of the questionnaires were valid.

To conduct the classroom observation the researcher selected a teacher from each school on a random basis. After informing the selected class teacher about the observation and arranging class schedule for observation, classroom observations were conducted in five of the schools.

3.5. Methods of Data Analysis

The variables that were included in the analysis are: (a) teachers' attitude, (b) teachers management techniques practices, (c) teachers' sex, and (d) teachers age. The other variables obtained through questionnaire like teaching load and experiences were left out because the variables were not appeared to be nominal (a two way variable) and the responses also concentrated on certain category.

In analyzing the data quantitative method of analysis were employed. Descriptive statistics were used to analyze perception and actual class size phenomenon, teachers attitude on large class teaching, large class difficulties and techniques teachers used to cope with large size language classes. Correlation was used to analyze whether teachers' age is correlated with their attitude and their classroom management practices, and whether their attitude is correlated with their management techniques they employ for large size English class teaching. And t- test were also used to compare the mean responses of different group of teacher, like attitude of teachers between male and female and classroom management practice of teachers between male and female. The variables of interest were examined using a standard statistical software programs (SPSS) for the social sciences.

CHAPTER FOUR

DATA ANALYSIS

This chapter presents the data and the results of the statistical quantitative analysis in four parts. The first part focuses on presentation of data of teachers' response for the close-ended and open-ended questions, starting with personal information of respondents. The second part presents data from students' response for the questions developed on similar theme with that of the teachers' questionnaire. In the third part, data from observation result and finally, correlation and t-test results are presented.

4.1. Analysis of Teachers' Responses

4.1.1 Background Information of the Teachers

In this section, the background information of participant teachers is presented in terms of sex, age, educational status, teaching experience and teaching load. Table 4 summarizes the data about teachers' subjects.

Table 4: Demographic Characteristics of the Sample Teachers

No	Description		Number of respondents	Percentile (%)
1	Sex	Male	20	66.7
		Female	10	33.3
		Total	30	100
2	Age	A. 20-29	25	83.33
		B. 30-39	3	10
		C. 40-49	1	3.33
		D. above 50	1	3.33
		Total	30	100
3	Educational Status	B.A./B.Ed	30 (all)	100
		Total	30	100
4	Teaching Experience	1-5 years	22	73.33
		6-10 years	6	20
		11-15years	1	3.33
		Above 15 years	1	3.33
		Total	30	100
5	Teaching Load Per Week	<10	0	0
		11-20	21	70
		21-30	9	30
		Above 30	0	0
		Total	30	100

As indicated in Table 4, the total numbers of respondent teachers are 30(100%) out of which 20(66.7%) of them are male and 10(33.3%) of them are female respondents. With respect to their age, 25(83.33%) of the respondents are in the age range of 20 to 29, 3(10%) of the respondents are in the age range of 30 to 39 while 1 respondent is in the age range of 40 to 49 and the other one is above 50.

With regard to their educational status, all the respondents, 30(100%), are BA/ BEd degree holders in English. Regarding the teaching experience of the respondents, 22(73.33%) have 1 to 5 years of experience and 6(20%) of the teachers have 6 to 10 years of experience. There is also one respondent who have 11 to 15 years of experience and another one have more than 15 years of experience.

The table also indicates that 20(70%) of the respondents have been assigned to teach 2 to 3 section or 11 to 20 periods per week. On the other hand, the remaining 9(30%) of the respondents have been assigned to teach 21 to 30 periods per week.

Table 5: Teachers training experience

No	Statements	Yes		No		Total %
		N	%	N	%	
1	Do you think special training is desired to teach large size ELT classes?	25	83.3	5	16.7	100
2	Do you have special training to handle large classes?	11	36.7	19	63.3	100

Teachers were asked whether special training is needed to teach large size language class. The data reveal that 25(83.3%) teachers out of 30 say that special training is required to run the teaching learning process in the classroom. As the above table indicates, 36.7% of teachers say that they take training on how to handle large size language classes. But the larger number of respondents (63.3%) reported that they have not taken any kind of training related to how to handle large size language classes.

4.1.2 Actual Class Size and Perception of Class Size

In the teaching practice, the classroom size on which teachers wanted teach and in what they actually teach has its own influence on their teaching practices. The data below shows the class size context that teachers currently teach and their ideal class size on which they prefer to teach.

Table 6: Actual and Perception 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 normal class	No of students in the ideal class	No of students which create problem	No of students which become intolerable
1	Dejach Balcha Abanefso Sec. School	41-50	31-50	36-55	Below 50	41-85	Above 41
2	Dilachin Sec. School	46-50	31-50	41-60	Below 40	31-60	41-60
3	Kolfe Sec. School	51-90	46-50	51-55	31-35	61-75	Above 56
4	Millennium Sec. School	56-60	41-55	46-55	31-40	61-70	61-75
5	Africa Unite Sec. School	41-85	36-60	41-75	Below 45	36-85	56-85

According to the data in Table 6 above, regarding the actual class size which the respondents teach, teachers' response varies from school to school. According to Dejach Balcha Abanefso school respondents, the 'largest', the 'smallest' and the 'normal' class sizes they teach are 41 to 50, 31 to 50 and 36 to 55 respectively. On the other hand, the 'largest', the 'smallest' and the 'normal' class size for Africa Unite School respondents are 41 to 85, 36 to 60 and 41 to 75 respectively. Generally, it can be seen from the table that the class size which is considered large in one school is considered as the 'smallest' or 'normal' class size for the other school. For example, what is considered large for Dilachin Secondary School teachers is the smallest class for Kolfe Senior Secondary School.

Similarly, teachers were also asked to give information on their perception of class size for their ideal class teaching. According to the responses presented in the Table above, 31 to 35

is considered as an ideal class for Kolfe Secondary School teachers while below 50 is considered as ideal for Dejach Balcha Abanefso School teachers. Concerning the starting point for the beginning of problems in large class, 31 to 60 and 36 to 85 is responded by Dilachin Secondary School and African Unite Secondary Schools respectively. The table also indicates that the problem of large class become intolerable when the number of students in a class range from 41 to 60 and 56 to 85 for Dilachin and Africa Unite Secondary Schools respectively. It may be noted that, what teachers say ideal class size for one school is also a class size that create problem for another school.

4.1.3. Teachers' Attitude on Large Class Teaching

Teachers' attitude in one way or the other has its own influence on their classroom practices. Table 7 below shows teachers attitudes towards large size language classes.

Table 7: teachers' attitude on large class teaching

No	Statements	Number of respondents						TOTAL	
		A		U		D		F	%
		F	%	F	%	F	%		
1	It is a pleasant experience of teaching English to large size classes?	3	10	8	26.7	19	63.3	30	100
2	It is easier to teach large classes as compared to small classes?	3	10	1	3.3	26	86.7	30	100
3	Large classes cause problems for English language teaching and learning.	19	63.3	3	10	8	26.7	30	100
4	Large classes are not problems but they are pretext for teachers' complaints.	7	23.33	4	13.33	19	63.33	30	100
5	Large class can be managed effectively if teachers use appropriate methods and techniques.	7	23.33	7	23.33	16	53.33	30	100
6	The problem of large classes solved only by minimizing the number of students per class.	8	26.7	5	16.7	17	56.7	30	100

A=agree U=undecided D=disagree

According to the above Table, 63.3% of teachers indicated their disagreement for the question if teaching English to large size classes is a pleasant experience. On the other hand,

26.7% of the respondents neither agree nor disagree with the idea and only 10% of the respondents agreed with the idea.

Teachers were asked whether it is easier to teach large classes as compared to small classes. According to their response 86.7% of the respondents it is not easier to teach large classes unlike small classes. The other 10% of the respondents agreed with the idea and the remaining 3.3% remain undecided.

Concerning the question whether large size language classes cause problems that makes the teaching learning process difficult, 63.3% of teachers agreed that large classes cause problems. The other 26.7% of the respondents disagree with the idea saying large classes do not cause problem by itself and the remaining 10% neither agree nor disagree. Similarly, 23.33% of the respondents agreed that teachers use large classes as a pretext while large classes do not cause any problem by themselves. But large number of respondents, 63.33%, shows their disagreement for the same idea and the other 10% of the respondents remain undecided.

Regarding how to manage large size language classes the majority of the respondents, 53.33%, indicated that large class cannot be managed using different pedagogical techniques. On the other hand, 23.33% of the respondents replied that, large class can be managed effectively if we use appropriate pedagogical techniques. Similarly, 56.7% of the respondents do not agree with the idea that the problem of large class can be solved only by minimizing the number of students assigned per class. But 26.7% of teachers replied that, minimizing the number of students only will resolve the problem of large size language classes.

4.1.4. Difficulties Related With Large Class Teaching

Teachers were asked to rank the difficulties they face in teaching large size language classes. The table presented below shows the difficulty level of the problems from most serious to least serious.

Table 8: Difficulties Related With Large Class Teaching

No	Statements	Sum of respondents rank	Rank Order
1	Covering the textbook within the given time	143	1
2	Supplementing the lesson using teaching aids and materials	158	2
3	Engaging students on challenging and demanding exercises that are valuable for language learning	162	3
4	Providing materials to be distributed to each student	182	4
5	Administering quizzes and tests	195	5
6	Giving opportunities for individuals to speak in oral activities	200	6
7	Using different methods and techniques needed to teach reading, writing, speaking and listening	238	7
8	Implementing student centered approach	251	8
9	Giving written and oral exercises to students regularly	255	9
10	Calling students by name while nominating for activities or exercises	257	10
11	Controlling class discipline.	289	11
12	Organizing students in groups so as to involve them in different class activities	291	12
13	Correcting and marking students' work or assignments	293	13
14	Identifying the level of students	301	14
15	Giving attention to each student in the teaching process	342	15

Teachers were asked to rank the major difficulties they likely encounter in their large classes. According to the total sum of rank of the response shown in the above table, covering the textbook within the given time is the most serious difficulties indicated by the teachers with 143 sum rank. Similarly, supporting the lesson using teaching aids and materials, engaging students on challenging and demanding exercises that are valuable for language learning, and providing materials to be distributed to each student ranked the second, third and fourth serious challenges in large size language class teaching practice respectively. On the other hand, giving attention to each student in the teaching learning process and identifying the level of students are indicated as the least serious difficulties with 342 sum ranks and the second least difficulty with 301 sum rank.

4.1.5. Techniques Teachers Use to Teach Large Size Language Classes

In this section, techniques teachers use to teach large size language classes are discussed. These practices are discussed in four different categories; these are pedagogical techniques, managerial, follow up and evaluation and motivation and feedback. The Table below presents the data on pedagogical techniques teachers use in their large classroom.

Table 9: Pedagogical Techniques teachers use in their classroom

No	Statements	Number of respondents								TOTAL	
		A		St		R		N			
		F	%	F	%	F	%	F	%	F	%
1	Rely on lecture method	5	16.7	17	56.7	6	20	2	6.7	30	100
2	Try to give attention for each of the students in the class	22	73.3	6	20	2	6.7	0	0	30	100
3	Give class work, home work and assignment from the textbook	23	76.7	6	20	1	3.3	0	0	30	100
4	Arrange and giving different tasks and activities that help students develop the four language skills (reading, writing, speaking and listening)	19	63.3	9	30	2	6.7	0	0	30	100
5	Adapt the text so as to fit the level and interest of learners	21	70	3	10	4	13.3	2	6.7	30	100
6	Use of teaching aids and materials to support your teaching	9	30	13	43.3	6	20	2	6.7	30	100
7	Adapt texts from outside the textbook and use it in the class to assist teaching	6	20	17	56.7	4	13.3	3	10	30	100

A=always St=sometimes R=rarely N=never

Table 9 shows that 56.7% and 16.7% of teachers responded that, they sometimes and always rely on lecture method to teach grammar respectively. The other 20% of the respondents also indicated they rarely use lecture method for teaching grammar and the remaining 6.7% said they don't use lecture method. On the other hand, 73.3% of the respondents replied that they always give attention for each student in the classroom. Similarly, 20% and 6.7% of the respondents indicated they sometimes and rarely give attention for each student in the class respectively. The table also reveals that most of the respondents 76.7 always and 20% sometimes, give class work, homework and assignment from the textbook for the students.

The Table also indicates that, 63.3% and 30% of the respondents always and sometimes arrange and give different tasks and activities that help students develop the four major language skills respectively. Only 6.7% of the respondents give assignment, class work and home work to students rarely. On the other hand, most of the respondents, 70% always and 10% sometimes, modify the textbook according to their students' interest and level of understanding. Similarly 56.7% and 20% of the respondents also indicated that they sometimes and always use adapted materials which are not part of the textbook to assist their teaching respectively. Concerning teaching aid, most of the respondents, 43.3% sometimes and 30% always replied that they use teaching aid to support their teaching.

Table 10: Classroom Management Techniques

No	Statements	Number of respondents								TOTAL	
		A		St		R		N			
		F	%	F	%	F	%	F	%	F	%
8	Speak distinctly and with loud voice projection to be heard by all students in the class	21	70	4	13.33	1	3.33	4	13.33	30	100
9	Organize students in pairs and groups for different tasks or activities.	14	46.7	15	50	1	3.3	0	0	30	100
10	Make eye contact with students while teaching to get attention and control students to follow the lesson.	27	90		6.7	1	3.3	0	0	30	100
11	Assign time limit for each activity or tasks and work in line with it.	19	63.3	8	26.7	3	10	0	0	30	100
12	Try to give very clear instruction at different stage of the lesson	26	86.7	4	13.3	0	0	0	0	30	100
13	Move round and monitoring what students are doing	26	86.7	2	6.7	2	6.7	0	0	30	100
14	Control students discipline by:										
a	Advising students to be disciplined	22	73.33	7	23.33	1	3.33	0	0	30	100
b	Warning the misbehaved student	13	43.33	10	33.33	6	20	1	3.33	30	100
c	Asking class monitor to control students	10	33.3	12	40	4	13.3	4	13.3	30	100
d	Making students busy using activities in class	14	46.7	12	40	2	6.7	2	6.7	30	100
e	Punishing those who misbehave in class	9	30	7	23.33	10	33.33	4	13.33	30	100

A=always St=sometimes R=rarely N=never

As can be seen from the above Table, 70% of teachers reported that they always speak distinctly and with loud sound projection and 13.33% of the respondent also said they sometimes speak distinctly and loudly. Concerning classroom organization most of the respondents, 46.7% and 50% claimed that they always and sometimes organize students in pairs and groups for different tasks and activities respectively. On the other hand, quite a number of respondents (90%) indicated that they always make eye contact with the students

while the teaching learning process is going on in order to control and get attention of the students.

In the case of working in line with time table, 63.3% and 26.7% of the respondents assign time limit always and sometimes for each activity and work in line with it respectively. But 10% of the respondents rarely employ the same technique. The Table also reveals that 86.7% and 13.3% of the respondents give always and sometimes clear instruction at different stages of the lesson. Similarly, 86.7% of respondents claimed that they always move round and monitor students' performance. Regarding controlling students discipline, 96.6% (73.33% always and 23.33% sometimes) of respondents indicated that they advice students to be disciplined in the classroom. 43.3%, 33.3% and 20% of respondents responded that they always, sometimes and rarely give warning to the misbehaved students respectively. 73% (33.3% always and 40% sometimes) of respondents indicated that they ask class monitor to control the classroom respectively. Regarding making students busy using activities and punishing the misbehaved students in controlling discipline 86.7% and 53.33% of the respondents use the techniques respectively.

Table 11: Follow Up and Evaluation Techniques

No	Statements	Number of respondents								TOTAL	
		A		St		R		N			
		F	%	F	%	F	%	F	%	F	%
15	Keep a record of students learning progress	21	70	5	16.7	4	13.3	0	0	30	100
16	Give summary exercises at the end of the lesson	13	43.3	14	46.7	3	10	0	0	30	100
17	Check students' understanding using questions at the middle or at the end of the lesson	22	73.3	6	20	2	6.7	0	0	30	100
18	Give short quizzes and tests	12	40	14	46.7	4	13.3	0	0	30	100
19	Correct and marking students' work by:										
a	Giving chance for some students to write their answer on the blackboard and let others comment on that.	13	43.3	12	40	5	16.7	0	0	30	100
b	Taking students' exercise books or assignments and mark in outside the class	10	33.3	14	46.7	6	20	0	0	30	100
c	Marking every student's work and discussing answers orally	13	43.3	15	50	2	6.7	0	0	30	100
d	Allowing students to correct each other's work by exchanging their exercise books (peer and group assessment)	8	26.7	13	43.3	8	26.7	1	3.3	30	100
e	Putting signatures and giving marks at the end of each semester	23	76.7	5	16.7	1	3.3	1	3.3	30	100

A=always St=sometimes R=rarely N=never

In the case of recording students' progress, as it can be seen from the above Table, 86.7% of teachers keep a record of students' progress. 43.3% and 46.7% of the respondents reported that they give summary exercise always and sometimes at the end of the lesson. Similarly, 73.3% and 40% of the respondents reported they always check students' understanding using questions at the middle or at the end of the lesson and give short quizzes and tests

respectively. The other 20% and 46.7% indicated they sometimes check students understanding using question and give quizzes and tests.

Concerning correcting and marking students' work, most of the respondents 43.3% and 40% reported that they give chance for some students to write their answer on the blackboard and let others comment on that. On the other hand, 33.3% and 76.5% of the respondents indicated that they always mark student's exercise book outside the classroom and put their signature and give mark at the end of the semester. Similarly, 43.3% and 50% of teachers always and sometimes mark every students work and discuss answers orally. Regarding peer and group assessment 26.7% and 43.3% of the respondents reported they allow students to correct each other's work.

Table 12: Motivation and Feedback Techniques

No	Statements	Number of respondents								TOTAL	
		A		St		R		N			
		F	%	F	%	F	%	F	%	F	%
20	Encourage students to speak in English in class discussion and present their views freely.	26	86.7	2	6.7	2	6.7	0	0	30	100
21	Encourage students to do group studies to learn from one another.	19	63.33	10	33.33	1	3.33	0	0	30	100
22	Focus on students who regularly raise their hands	9	30	10	33.3	8	26.7	3	10	30	100
23	Nominate students randomly and making them answer questions	14	46.7	13	43.3	3	10	0	0	30	100
24	Call students by name to involve them in class discussion	22	73.3	5	16.7	3	10	0	0	30	100
25	Praise students when they show good performance	20	66.7	9	30	1	3.3	0	0	30	100

A=always St=sometimes R=rarely N=never

As the data shown on Table 12 above, 86.7% of the respondents always encourage students to speak in English in class discussion and present their views freely, 63.33% of respondents always encourage students to study in groups and 66.7% respondents always praise students when they show good performance.

Regarding nominating students, 30% of the respondents focus on students who regularly raise their hands and 46.7% respondents nominate students randomly for making them answer questions. On the other hand, 73.3% of respondents call students by name in order to engage them in class discussion.

4.2 Analysis of Students' Responses

In order to check the data obtained from teachers respondents, students were also asked regarding to teachers classroom practices on similar basis. The data presented below shows teachers classroom practices as described by students' respondents.

Table 13: Pedagogical Techniques

No	Statements	Number of respondents								TOTAL	
		A		St		R		N			
		F	%	F	%	F	%	F	%	F	%
1	Rely on giving lecture to teach grammar	62	49.6	52	41.6	11	8.8	0	0	125	100
2	Give attention to all students in the class	69	55.2	34	27.2	15	12	7	5.6	125	100
3	Give class work, homework and assignment based only on the textbook.	64	51.2	36	28.8	8	6.4	17	13.6	125	100
4	Give different tasks and activities to help students develop skills of reading, writing, speaking and listening	60	48	37	29.6	18	14.4	10	8	125	100
5	Modify the text to fit the level and interest of students	56	44.8	30	24	23	18.4	16	12.8	125	100
6	Use teaching aids	48	38.4	29	23.2	13	10.4	35	28	125	100
7	Bring text from outside the textbook and use it in the class to assist teaching	29	23.2	52	41.6	17	13.6	27	21.6	125	100

A=always St=sometimes R=rarely N=never

Table 13 depicts that out of the total population of sample students, 49.6% of the students say that teachers rely on lecture method to teach grammar. Similarly, 55.2% and 27.2% of the respondents say that teachers always and sometimes give attention to all the students in class. 48% and 29.6% of respondents indicated teachers give different tasks and activities to help

students develop skills of reading, writing, speaking and listening always and sometimes respectively. On the other hand, 44.8 and 38.4% of the respondents say teachers modify the text to fit the level and interest of students and use teaching aids respectively. Finally, 41.6% of the respondents responded that their English teacher sometimes use texts other than the textbook for language teaching in the classroom.

Table 14: Classroom Management Techniques

No	Statements	Number of respondents								TOTAL	
		A		St		R		N			
		F	%	F	%	F	%	F	%	F	%
8	Speak distinctly and loudly to be heard by all the students in the class	110	88	7	5.6	5	4	3	2.4	125	100
9	Organize students in pairs and groups for different tasks or activities	52	41.6	41	32.8	18	14.4	14	11.2	125	100
10	Observe the activity of each student	57	45.6	42	33.6	17	13.6	9	7.2	125	100
11	Assign time limit for each activity or tasks and work in line with it.	86	68.8	23	18.4	8	6.4	8	6.4	125	100
12	Gives clear instruction for each work.	75	60	33	26.4	12	9.6	5	4	125	100
13	Attempt to help students in their work by moving round the class	84	67.2	27	21.6	7	5.6	7	5.6	125	100
14	The teacher keep class discipline by:										
A	Advising students to be disciplined	93	74.4	23	18.4	7	5.6	2	1.6	125	100
B	Giving warning to those who disturb in class	76	60.8	28	22.4	15	12	6	4.8	125	100
C	Asking class monitor to control students	27	21.6	24	19.2	20	16	54	43.2	125	100
D	Making students busy using activities in class	76	60.8	27	21.6	15	12	7	5.6	125	100
E	Punishing those who misbehave in class	46	36.8	33	26.4	29	23.2	17	13.6	125	100

A=always St=sometimes R=rarely N=never

According to the above Table, 88% and 41.6% of the respondents reported teachers speak distinctly and loudly in the class and organize students in pairs and groups for different tasks and activities respectively. Similarly 45.6% and 68.8% of students responded that teachers observe each student's activity in the classroom and assign time limit for different activities and work in line with the time bound. On the other hand, 60% of the respondents show that teachers give clear instruction for each work and 67.2% of the respondents say that teachers move round and help students in class activities.

Regarding class discipline, 74.4% of the respondents indicated that teacher's advice students to be disciplined, and 60.8% of respondents claim that teachers give warning to those who disturb in the classroom. But 43.2% of the respondents reported that teachers never ask class monitor to control students. On the other hand, 60.8% of the respondents say that teachers use various activities to make students busy in the class, and 36.8% of the respondents reported that teachers use punishment to control class discipline.

Table 15: Follow Up and Evaluation Techniques

No	Statements	Number of respondents									
		A		St		R		N		TOTAL	
		F	%	F	%	F	%	F	%	F	%
15	Keep students' results on different tests, quizzes and examination	105	84	9	7.2	4	3.2	7	5.6	125	100
16	Give summary exercises at the end of the lesson	49	39.2	43	34.4	20	16	13	10.4	125	100
17	Raise question in the middle or at the end of the lesson.	68	54.4	34	27.2	16	12.8	7	5.6	125	100
18	Give quizzes and tests	66	52.8	29	23.2	13	10.4	17	13.6	125	100
19	Check and correct students' class work and homework by:										
A	Asking some students to write answers on the blackboard and making others comment on that	30	24	42	33.6	25	20	28	22.4	125	100
B	Taking students' exercise books and assignment and mark it outside the class	25	20	30	24	22	17.6	48	38.4	125	100
C	Marking every student's work in class	47	37.6	36	28.8	19	15.2	23	14.4	125	100
D	Discussing answer orally and tell students to correct each other's work by exchanging their exercise books	21	16.8	24	19.2	19	15.2	61	48.8	125	100
E	Putting signatures and give marks at the end of each semester.	96	76.8	14	11.2	8	6.4	7	5.6	125	100

A=always St=sometimes R=rarely N=never

As it is indicated in Table 15, 52.8%, 84%, 39.2% and 54.4% of the respondents indicated that teachers give quizzes and tests, keep students result on different tests, quizzes and exams, give summary exercises, and raise question in the middle or at the end of the lesson respectively.

Regarding checking and correcting students' homework, 33.6% of the respondents reported that teachers sometimes ask students to write answers on the blackboard and make others comment on that. Similarly, 48.8% of the respondents indicated that teacher never discuss answer orally and tell students to employ peer and group assessment in class. On the other hand, 37.6% of the respondents reported teachers mark students work in the classroom, and 38.4% of the respondents say teachers never take students' exercise books and assignment and mark it outside the class. 76.8% of the respondents also indicated teachers put their signatures and give marks at the end of each semester.

Table 16: Motivation and Feedback Techniques

No	Statements	Number of respondents								TOTAL	
		A		St		R		N		F	%
		F	%	F	%	F	%	F	%		
20	Initiate students to speak in English freely in class discussions	80	64	29	23.2	10	8	6	4.8	125	100
21	Encourage students to study in groups	52	41.6	37	29.6	14	11.2	22	17.6	125	100
22	Give a chance to students who regularly raise their hands	23	18.4	30	24	15	12	57	45.6	125	100
23	Ask students randomly	89	71.2	10	8	13	10.4	13	10.4	125	100
24	Call students by name and involves them in class discussions	62	49.6	34	27.2	15	12	14	11.2	125	100
25	Praise students who answer questions and show active class participation	72	57.6	22	17.6	7	5.6	24	19.2	125	100

A=always St=sometimes R=rarely N=never

As it is observed from the data that 64% of the respondents reported that teachers initiate students to speak in English in class discussions, and 41.6% of the respondents say that

teachers encourage students to study in groups. Similarly 57.6% of the students indicated that teachers praise students who answer questions and show active class participation. On the other hand, 45.6% of the respondents say that teachers never give a chance to students who regularly raise their hands. 71.2% and 49.6% of the respondents also reported that teachers always ask students randomly and call students by name and involves them in class discussions respectively.

4.3. Analysis of teachers' responses for Open Ended Questions

4.3.1. Difficulties Faced By Teachers in Large Classes

Teachers were asked to give the difficulties that make the teaching learning process difficult. 24 teachers provided 65 difficulties they face in their large class teaching practices. The data is summarized in Table 17 below.

Table 17: difficulties faced by teachers in large classes

No	Categories of difficulty	No of respondents	No of difficulties reported	Percentile (%)
1	Control	18	22	60
2	Evaluation	16	17	53.3
3	Paying attention to individuals	14	19	46.6
4	Effectiveness of Teaching and Learning	5	5	16.6
5	Time	2	2	6.6
6	Total	24	65	-

4.3.1.1 Control

18 out of 30 respondents reported that classroom control is the major problem they face in large size language classes. Out of the 22 complains made by the 18 teachers, 15 of the complain goes to difficulties associated with controlling classroom activities and classroom environment (e.g., respondent 4.2). Three others from the group commented that students disturb a lot during the teaching learning process and it is difficult to control due to the large number of students (i21). Four others teachers also complained about the difficulties of managing pair and group work activities as it creates massive noise in the classroom (e. g., respondent 21.3).

4.3.1.2 Evaluation

According to the Table, 17 difficulties were reported by 16 respondents. 53.3% of the respondents reported that it is difficult to implement evaluation in large class due to large no of students. Out of the 17 difficulties reported, 10 of them indicated that checking and marking class activities, class work and homework is very difficult in large classes (e.g., respondent 7.1). Similarly, three other teachers also mention evaluating overall performances of students individually is impossible (e.g., respondent 18.4). One respondent said that checking written works of students is very difficult (15.2). Another said that the large number of student makes his evaluation difficult in speaking ability (respondent 20.1) while the other two respondents said that it is difficult to give feedback to students individually, especially in writing tasks (13.3).

4.3.1.3. Paying Attention to Individuals

Paying attention to individual student is indicated by 46.6% of the respondents (14 out of 30) as difficulties in large size language classes. Most of the respondents say that it is very difficult to address the needs of individual students and identify the weakness and strength of the students (e.g., 5.1 and 20.3 appendix). 6 of the responses in this category show teachers feeling that they cannot give chance for each student in the classroom for participation, because of large no of students. Four others from the group say that they cannot check each students' performance and progress on daily activities (respondent 18.14 24.1). On the other hand, four other teachers complained that it is very difficult to attend individual differences and needs of students in large classes (e.g., respondent 9.2). Finally, one teacher complained that he is unable to call out his students by name, while the other one says that it is very difficult to provide supplementary material for each student in the classroom (e.g., respondent 24.4).

4.3.1.4 Effectiveness

16.6% of the respondents (5 out of 30) complained that large class hinder their teaching learning process effectiveness. One teacher says that students do not engage in different classroom activities due to lack of motivation (e.g., 1.3). Another two teachers say that large class makes the teaching learning process ineffective, yet not given explanation (e.g., 4.3). Finally, two other teachers complained that implementing student-centered teaching method is impossible and as a result they employ teacher-centered (lecture) method (e.g., 23.1).

4.3.1.5 Time

There are also respondents who complained that large class creates difficulties related to time usage. 6.6% of the respondents say that time is an obstacle in the teaching learning process. One teacher refers that it is difficult to engage all students in the classroom participation due to shortage of time (e.g., 5.2). Another one says that shortage of time will force him to not employ student-centered method (e.g., respondent 13.2).

4.3.2. Teachers Practice on Ideal Classes

Through the other open-ended questions teachers were asked to forward the techniques they could implement in their ideal classes. Concerning this, 12 respondents gave 35 responses and their responses are presented in Table 18 below.

Table 18: Teachers' Perception of Practices in Ideal Classes

No	Categories of outcomes	No of respondents	No of outcomes expected	Percentile (%)
1	Teach more effectively	7	9	23.3
2	More evaluation and work	6	7	20
3	Better control	5	7	16.6
4	Use group interaction	4	4	13.3
5	Respond to individual needs	3	4	10
6	Motivation	12	35	3.3
Total		12	35	-

4.3.2.1. Teach more effectively

The majority of the respondents predicted that they would achieve better in the area of making the teaching learning process more effective unlike other areas. Five of the respondents say that as the number of students per class is small, they would try to get the attentions of students very easily and implement student-centred teaching with various tasks and activities make students active in the teaching learning process (e.g., respondent 21.7). Two teachers predicted that they would use teaching aid and supplementary materials to make their teaching effective (e.g., 24.8) while one other teacher say that he would create the classroom atmosphere conducive for effective language teaching environment, yet not mention how (e.g., 25.5)

4.3.2.2. More work more evaluation

6 out of the 30 respondents predicted 7 outcomes that they would implement in ideal classes. According to three teachers response, checking and evaluating students progress and evaluating classroom activities and assignments is very easy to employ in their ideal classes (e.g., 22.6). Others predicted that the number of students in ideal classes makes the teaching learning environment conducive and this give chances for effective language teaching methodology implementation (e.g., 25.5). Finally, one teacher predicted that as there are small number of students in ideal classrooms, following each students' progress and provision of feedback to each student in the classroom will be practical (e.g., 23.4).

4.3.2.3. Better control

Easily controlling and management of classroom activities is another area that teachers dreamed in the ideal classrooms. 16.6% of the respondents say that they would better control in their ideal classroom. Four of the teachers say that they would manage classroom activities and students' behavior more easily in ideal classes (e.g., 21.5). Similarly, two others say that they can easily manage the attention of students using students' names in class participation (e.g., 12.5). One teacher also says he would give help and support for any student with difficulties because the number of students per class is small (see 9.7).

4.3.2.4. Use group/interactions more easily

As can be seen from Table 18, 4 (13.3%) respondents provide 4 outcomes related to their use of grouping or interactive method of teaching in their ideal classes. Two of the respondents predicted that they would easily group students into pair and group and employ effective language teaching learning in the classroom (e.g., 21.6). Two others indicated that after identifying the level of students, they would group them according to their ability group and easily help and support each student.

4.3.2.5. Respond to individual needs

10% of respondents believe that if there is reduction of class size and match with their ideal class size they would address the individual needs of students in the class. Two teachers (out of four) responded that they would motivate and praise each individual in the classroom according to the students' preference (e.g., 23.5 respondents). One teacher says that he would check each students' activities on daily basis (e.g., 18.6) another respondent says that he

would help each and every students in class according to their needs if the classroom he teach is an ideal one.

4.3.2.6. Motivation

There are also some teachers who predicted from motivation point of view. One respondent predicted 3 outcomes as follows:

14.3 I advice them to give attention to their lesson

14.4 I will motivate them to have interest towards the language learning.

14.5 I will tell them to help each other and share experience

4.3.3. Teaching Practice in Large Classes

Teachers were requested to complete the statement; “when I am teaching large classes, I help my students to learn English by...”. 18 teachers provided 34 responses and their responses are presented in the following Table

Table 19: Techniques currently used by teachers in large classes

<u>No</u>	<u>Types of techniques</u>	<u>No of respondents</u>	<u>No of techniques reported</u>	<u>Percentile (%)</u>
1	Use groups	11	13	36.6
2	Miscellaneous	9	9	30
3	Organize class discussion	6	6	20
4	Respond to individual needs	4	5	13.3
5	Giving written assignment	1	1	3.3
Total		18	34	-

4.3.3.1. Using groups

11 respondents gave 13 responses regarding their use of group activities in their language teaching practice in large classrooms. 12 of the respondents said that they organize their language classes into different groups and pairs and help their students learn better from one another. One respondent also added that he helps his students learn more using role plays by increasing the number of group members in each group to manage the class better.

4.3.3.2. Miscellaneous

9 respondents made 9 references regarding their current use of techniques in the management of large classes. Three respondents said that they helped their students by giving them advice to share views freely and to be disciplined. One of the respondent in the group said that he helps his students by advising them to engage in independent learning from other resources. One respondent said that he uses teacher-centered method to help his students (e.g., 8.4), while another teacher said he uses student-centre method in his current large class teaching practices (see 17.3). Two other teachers said that they give note and explanation and support students by arranging tutorial classes in his extra time (e.g., 14.7).

4.3.3.3. Organizing Class Discussion

6 respondents forwarded 6 procedures they use to teach in their large size English classes. Four of the teachers said that they use group discussion to help students learn better in large classes (e.g., 9.8). One respondent also said he employs oral discussion in classroom level, while another respondent said he uses lockstep techniques and use question to help students discuss in classroom.

4.3.3.4. Respond to Individuals Needs

4 respondents gave 5 procedures related to working with individual students. Three of the respondents said that they try to identify students' needs and let them help each other in various parts of the lesson and employ peer or group assessment techniques (e.g., respondent 7.5). One respondent also said that he gives responsibility for each student in the classroom (see 10.1) while another teacher said he helps his students by giving individual homework.

4.3.3.5 Giving Written Assignments

Only one respondent replied for helping students using written assignment in large classes. He said that he gives homework and written assignments to help students to have a good practice of the language both in the classroom and at home (see respondent 25.8).

4.4. Analysis of Data from the Classroom Observation

The observation was conducted in all the selected schools. One teacher from each school has been selected and observed twice at different lesson.

The main objective of the observation, as mentioned before, is to supplement the data gathered through teacher's and student's questionnaire. Therefore like that of the questionnaire, the focuses of the observations were: pedagogical practice of teachers, the classroom management techniques, evaluation and follow up and motivation and feedback provision practices. The scales used in the observations are O=observed and NO=not observed

Table 20: Summary of Classroom Observation

No	Activities	School name										Total	
		Dejach Balcha Abanefso Sec. School		Dilachin Sec. School		Kolfe Sec. School		Millennium Sec. School		Africa Unite Sec. School			
		O	NO	O	NO	O	NO	O	NO	O	NO	O	NO
1	Relying on lecture method to teach grammar	√√		√	√	√√		√	√	√√		80	20
2	Give attention for individual students	√	√	√√			√√	√	√	√	√	50	50
3	Give class work, home work and assignment from the textbook	√	√	√√		√	√	√	√	√√		70	30
4	Arrange and giving different tasks and activities.	√	√	√	√	√	√	√	√		√√	40	60
5	Use of teaching aids and materials to support your teaching		√√		√√	√	√	√	√		√√	20	80
6	Adapt texts from outside the textbook		√√		√√	√	√	√	√	√	√	30	70
7	Speak distinctly and with loud voice projection	√√		√√		√√		√	√	√√		90	10
8	Organize students in pairs and groups for different tasks or activities.		√√		√√	√	√	√	√	√	√	30	70
9	Make eye contact with students to get attention and control students	√√		√√		√	√	√	√	√√		90	10
10	Assign time limit for each activity or tasks.		√√	√	√	√	√		√√	√	√	30	70
11	Give clear instruction at different stage of the lesson		√√	√	√	√√		√	√	√√		60	40
12	Move round and monitoring what students are doing	√	√	√√		√√		√	√		√√	70	30
13	Advise students to be disciplined	√	√	√	√	√	√	√√		√	√	60	40

		D	20	Kol									
14	Warn the misbehaved student		√√	√	√	√√			√√		√√	30	70
15	Ask class monitor to control students		√√		√√	√	√		√√		√√	10	90
16	Make students busy using activities in class	√	√	√	√	√	√	√	√		√√	40	60
17	Punish those who misbehave in class		√√		√√		√√		√√	√√		20	80
18	Keep a record of students learning progress		√√		√√	√	√		√√	√	√	20	80
19	Give summary exercises at the end of the lesson	√	√	√	√	√	√	√	√	√√		60	40
20	Check students' understanding using questions at the middle or at the end of the lesson	√	√	√	√	√	√	√	√	√	√	50	50
21	Give short quizzes and tests	√	√	√	√		√√	√	√	√	√	40	60
22	Give chance for some students to write their answer on the blackboard and let others comment on that.		√√		√√	√	√	√	√		√√	20	80
23	Take students' exercise books or assignments and mark in outside the class		√√		√√	√	√	√	√		√√	20	80
24	Mark every student's work and discussing answers orally	√	√	√√		√√		√		√√		90	10
25	Implement peer and group assessment		√√		√√		√√		√√		√√	10	90
26	Put signatures and giving marks at the end of each semester		√√		√√		√√		√√	√	√	10	90
27	Encourage students to speak in English in class discussion and present their views freely.	√	√	√√		√√		√		√√		90	10
28	Encourage students to do group studies.	√	√	√√		√	√		√√		√√	20	80
29	Focus on students who regularly raise their hands	√√		√	√	√	√	√	√	√	√	60	40
30	Nominate students randomly and making them answer questions		√√	√	√	√√			√√	√√		50	50
31	Call students by name to involve them in class discussion		√√	√√			√√		√√		√√	20	80
32	Praise students when they show good performance	√	√	√√		√√		√	√	√	√	70	30

O=observed NO=not observed

The data obtained through observation is presented in four main themes as follows.

4.4.1. Pedagogical Perspective

Most of the teachers in five of the schools observed relying on lecture method of teaching. Teachers were observed revising the lesson, discussing and summarizing the lesson without active involvement of students. Students were simply taking notes and follow the teacher using the textbook. Teachers were reluctant to give chances for student to participate. Teachers rarely ask a few questions in the middle and at the end of their lecture and few active students answer these questions. The rest of the class time is dominated by the teacher's frontal lecture. Similarly, students who sit at the corner of the class were totally forgotten and they were observed doing some other things like: coping other subject's assignment and chatting with friends. The teacher communicated in the teaching learning process only with some active participants, the rest were neglected.

Some teachers were observed giving activities and class work and others also observed giving homework and assignments. But most of the teachers again concentrated on active students. They stand in front of the class and help few students who ask for help in the activities. Most of them were not observed going around and checking student's progress on the activities. Most of the students, especially back benchers, were talking about other things like football and personal issues.

On the other hand, most of the teachers were not seen using any kind of teaching aids. They only use scrambled note on the blackboard while they give lecture and depended mostly on the textbook. However, one teacher in Dejach Balcha Abanefso School was observed using his cell phone as a teaching aid to play music for listening activities practice on song lyrics. Similarly, most of the teachers were not observed adapting teaching materials outside the text book. They simply use the textbook as it is without any supplementary note or material.

4.4.2. Classroom Management Perspective

Almost all of the teachers observed speaking with audible and distinct sound projection. Students were in a position to listen the teacher's voice from every corner of the classroom. Similarly, most of the teachers were also observed giving clear instruction for activities and class work at different stages of the lesson' but the instructions given for each activities lacks

time boundary. Most of the teachers in all the sample schools were not in a position to give clear time limitation for classroom activities. As a result, teachers were observed leaving the class without finishing what they intended to implement in the lesson. The time boundary appeared only on the lesson plan. However, in the real classroom practice, students were given much freedom to perform the activities at their own pace.

Concerning the way activities were conducted in the classroom, most of the teachers implement individual activities. Teachers were not observed organizing and implementing pair and group work activities. Two teachers, one from Millennium High School and one from Dilachin High School, were observed giving group activities in the classroom. But no one was observed monitoring the number of group members per group and facilitates the group formation. When students were told to do group activities in the class, they only work with students in their desk (three students per desk). Some students were also observed doing the group activities given individually. These two teachers seem failed to achieve the real purpose of group work activities.

Most of the teachers were also observed making eye contact with students while they are teaching. One teacher, for example, from Kolfe High School, stares at the blackboard and at the wall while he deliver grammatical lecture. Most of them were also observed making continues eye contact with active students in the classroom. When they are lecturing, most of the teacher stayed in front of the class. Two teachers, one from Dejach Balcha Abanefso and one from Dilachin school, were observed moving through the desks while students were reading aloud the reading text for the whole class. However, when they give class work, most of the teachers stand at one corner of the class. There were no teachers observed facilitating activities unless students call out for help or question.

Besides eye contact and moving around desks, some teachers were observed advising students not to disturb in the class and to be disciplined. One teacher from Africa Unite High School was observed warning the misbehaved student with mark deduction. Another one from Dilachin Scondary School was also observed punishing the misbehaved students by kneeling down in front of the class for six minutes. Generally, most of the teachers give advice and use activities to make them busy and control the classroom atmosphere.

4.4.3. Evaluation and Feedback Perspective

In evaluating the progress of students, most of the teachers were not observed recording students' performance on a daily basis. Besides, teachers were not also observed giving summary exercise at the end of each lesson to evaluate the students' understanding on the topic. Most of them leave the class before finishing the lesson. But half of the teachers observed were in a position to use questions as means of evaluating the students' understanding of the lesson and the other half were not observed implementing any question or summary activities. They leave the class without any conclusion or summary. Unlike this, two teachers were observed giving quizzes and short class tests to evaluate and record students' progress and performance.

After giving homework and class work, the majority of the teachers were seen checking students' works orally in the classroom. They simply ask students whether they have done the work or not and directly ask some students to answer the questions. If the students got the answer wrong, the teacher will give the correction himself/herself. Regarding peer and group assessment, not a single teacher was observed giving any role for students to perform peer or group assessment. Besides this, only in one class, a teacher in Dilachin School was observed putting his signature on students' exercise books after giving class work in the classroom. The teacher told students that he will count signatures at the end of the semester to give marks for each student's exercise book.

4.4.4. Motivation and Feedback Perspective

In order to help learners to learn the target language more effectively, almost all the teachers motivate students to give answers for oral questions and communicate in class discussions in English language. Teachers were seen encouraging students to express their feelings freely and without fear of making mistakes. Unlike this, most of the teachers were not observed encouraging students to do activities and assignments in groups. It is even a rare case when they provide group work and pair work.

Regarding to the way they nominate students in the classroom, most of the teachers were observed focusing on individuals who regularly raise their hands to answer questions. Some teachers were also seen nominating students on a random basis, but they still focus on certain parts of the class and they excluded the other parts especially those students who sit at the

back of the classroom. On the other hand, teachers were not observed calling out students' name to ask question or to involve students in class discussion. It is a rare case when they call out students by their name, and when they do, it is only a few of them (not more than three students per class). Beside this, in most of classes teachers were observed praising students when they answer questions in the class or participate in class discussion using words like 'nice', 'good', 'brilliant', 'wonderful', and so on. Generally, teachers were seen motivating and encouraging students to engage them on class discussion and teaching learning process as the whole.

4.5. Relationships among Variables

In this part, the correlation among teacher's age, attitude towards large class teaching and classroom management practices have been computed using Pearson's product movement correlation and the result is presented below.

Table 21: Correlation among age, attitude and classroom management practices of teachers

No	Variables	2	3
1	Age of respondents	.005	.177
2	Attitude of teachers towards large class teaching	-	-.187
3	Classroom management practice of teachers	-	-

As the above Table depicts, age of teachers has a weak but positive correlation with their attitude towards large class teaching practices ($r=.005$, $N=30$, $P=.980$, 2-tailed). Teacher's age has also a weak but positive correlation with their actual classroom teaching practices ($r=.177$, $N=30$, $P=.349$, 2-tailed). The last correlation result presented in table 21 is the relationship between attitude of teachers and their classroom management practices. As it is indicated, their attitude has weak but negative correlation with their actual classroom practices ($r=-.187$, $N=30$, $P=.323$, 2-tailed). It may be noted that when there attitude improves their practice is decrease.

4.6. Results of an Independent Sample T-test

Table 22: Data and result of an independent sample t-test on the attitude of teachers towards large class teaching and classroom management practices between male and female teachers.

Attitude of teachers towards large class teaching						
Sex	N	Mean	SD	T	df	Significance
Male	20	10.4	2.28	1.11	28	.278
Female	10	9.5	1.64			
Classroom management practice of teachers						
Male	20	110.25	9.74	-0.919	28	.366
Female	10	113.5	7.67			

Not significant at 0.05 level, 2-tailed

As it can be seen from the above Table, the mean different between male and female teachers in their attitude towards large class and classroom management practices is not statistically significant at $p < 0.05$ level. But it may be noted that female teachers have slightly higher attitude towards classroom management practice than male teachers.

DISCUSSION

In this section, an attempt has been made to answer the research questions. The findings are discussed thematically.

Perception and Actual Class Size

The result of teachers' response on actual and ideal class size, in Table 6, shows that there is huge difference among teachers regarding class size experience. What is forwarded as 'small' and 'large' class by one school is not similar to that of the other. This indicates that there is no similarity on the actual class size phenomenon. The data also implies that, what is considered 'large' for one school is the 'smallest' class for other school. This indicates that it is very difficult to define large or small class and it is a relative concept in language teaching. In this connection Nolasco and Arthur (1998) states that the term large class size also varies from situation to situation, institution to institution and person to person. The size of a class may differ from one school to another. Teachers who are used to groups of 15-20 students might find a group of 30 to be rather threatening. Teachers with a large group of 40 or 50 students may be relieved when they have only 30.

Similarly, the findings also show that there is no agreement among teachers regarding the number of students they prefer to teach in their ideal classes. From the responses, it can be concluded that most of the teachers are teaching in large classes since the number of students in the real classroom is larger than what they considered an ideal language class. This in turn, shows that almost all of the teachers are forced to teach in a classroom where there are a large number of students and this can also be a source of teachers' frustration and lack of motivation for teaching. Likewise, Ward & Jenkins (1992), states that as communicating and exchanging feedback with students is more difficult and time consuming, lecturers teaching large classes also often describe feelings of frustration with having too many students 'knocking on the door' for extra handouts, feedback and advise, and so on. On the other hand, Finn et al (2003) says that class size has its own impact on teachers' moral and enjoyment of their proffession, which in turn impacts students' engagement.

Teachers' Attitude on Large Class Teaching

According to the findings presented on Table 7, the majority of teachers are teaching English language in an unpleasant and difficult teaching situation since they are teaching in large size

classes. Only 10% of the respondents like to teach in large size English language classes. On the other hand, most of the respondents believe that large class cause a number of problems that make language teaching and learning difficult in the classroom. But there are also some respondents who reflect that large class is a pretext for teachers' complains for other reasons. From this it can be concluded that large classes are a major problem in English as a foreign language classes and it become very challenging for teachers of large classes to run the teaching-learning process in an effective way.

Concerning how to handle large size language classes, the result shows that the majority of the respondents say that large class cannot be managed using different pedagogical techniques. Similarly, most of the respondents also indicated that the problem of large classes cannot be solved if the number of students assigned per class reduced. Only 26.7% of the respondents agree with the solution of class size reduction. Most of the respondents believed that large class is a problem for language teaching and learning, they fail to propose solution for how the problems can be solved. This in one hand could be attributed to teachers' lack of methodological awareness to handle large size classes since most of the teachers did not take any training or workshop related to large class teaching. The other one could be teachers' fear of practicality of class size reduction. According to Felder (1997), it is not surprising to find some teachers enjoy teaching in large classes. These teachers think that if proper strategies are adopted, students may achieve more. He adds that large classes give instructors great satisfaction and self-pride that they can teach such number of students.

Difficulties Associated With Large Class Teaching

According to the findings we have seen so far, teachers are teaching English in the classroom where there are a number of students. Beside, there is also data that shows teachers are teaching in the classroom which is considered as the point at which they think the problem of large class begin. This shows that, the majority of teachers face difficulties associated with large class.

According to the data presented in Table 8, teachers are more worried about finishing the textbook within the given time, using teaching aids and extra materials and engaging students in challenging and demanding activities for effective language learning. On the other hand, on similar question teachers were asked to rank the difficulties of large size classes and they

seem less worried about giving attention to individual students, identifying the level of students and correcting and marking students work or assignments.

When we look at the data from open-ended question on similar basis, teachers say that they face difficulties in controlling student's discipline, evaluating student's work and paying attention to individual student unlike any other management areas. Even if the two findings show two different areas of management difficulties, all the problems have globally shared by different scholars. According to saricoban (2001) some of the mostly occurring problems in large classes are: discomfort, control, individual attention, evaluation and learning effectiveness.

From the data it can also be concluded that most of the difficulties teachers face seem to relate to different methodological and managerial issues. This shows that teachers need to develop their skill of different classroom management techniques and equip with techniques that minimize the problem of large size class teaching.

Techniques Teachers Use In Their Classes

Pedagogical perspectives

Teachers were asked the kinds of classroom management techniques they employ in their large class teaching on four different perspectives. It is clear from the teachers' response in Table 9 that most of the respondents use teacher-centred teaching method. This is also confirmed by 'students' response and classroom observation. This shows that most of the teachers focused on the traditional way of teaching method i.e., they prefer to transfer knowledge from the teacher to students and fail to accept students as a key part of teaching-learning process. From the observation it is also observed that the lecture method teachers implement is not a participatory lecture type. Students' involvement in the lecture is very rare and most of the class time was taken by teachers' lecture. According to Coleman (1999), the teaching in large class can be teacher-centered and teacher -dominated, but the teacher should also deliberately grants occasional opportunities for learners to interact, either with each other or with the teacher.

The data obtained from teachers' and students' response show that most of the teachers use different tasks, class work and homework to help learners to develop the four languages skills

(listening, reading, writing and speaking). The data from questionnaire further indicates that teachers try to give attention for all the students in the classroom. This helps teachers to identify the need and interest of learners for learning. It also helps teachers to know the different learning styles of students in order to plan and organize lessons accordingly. Contrary, the data from the observation shows that teachers were not in a position to give attention to individuals in the classroom and focus on active students and on those students who sat the front part of the class.

Assisting textbook based language teaching with different texts and teaching aid is a valuable input for effective teaching. Similarly, it is a key task to modify the textbook so as to make it suitable for students' age, culture and learning contexts. Concerning this majority of the respondents use teaching aids, modify the textbook and adopt different language teaching materials. But, in classroom observation all the teachers were not seen implementing any one of the techniques mentioned above. Beside this, teachers were observed relying too much on the textbook and no one was observed using teaching aids in the observation sessions.

Classroom Management Techniques

There are various kinds of classroom management techniques implemented in language classes which are universally accepted. There are also techniques which are valuable to help to minimize the difficulties that emerge in large classes. One of such techniques is to organize and arrange students into parts and groups so that manage it in a better way and empower students to take part in the managerial activities.

The results from teachers' and students' questionnaire indicate that teachers organize and give pair and group activities for different language lessons in classroom. The classroom observation result and responses from open-ended question, on the other hand, indicates that teachers were not in a position to use pair or group work activities.

The data also reveals that most of the teachers use other classroom management techniques like loud voice projection and giving clear instruction for different classroom activities. From the teacher and students questionnaire it is also observed that the majority of the respondent claimed they allocate time limit for each activity and work accordingly. Moreover, teachers also claim they move round and observe each individual's activity in the classroom.

However, the observation result shows that teachers were not in a position to allocate time or move through desks to observe and facilitate class activities. Unlike this, teachers were observed to leave students to do activities by their own and they focus on few students. Moreover, teachers were also seen leaving the classroom without finishing their lesson because of time. This shows that teachers are not in the position to plan their activities ahead and work in line with the allocated time.

As it was shown in Table 17 among the difficulties teachers face in large classes maintaining class discipline is the most difficult task for language teachers. To alleviate this problem teachers use different discipline management techniques. According to the data from teachers' response most of the teachers indicated that giving advice, warning and punishment are among the techniques they use for disciplinary problems. They also indicate that they let monitors to control class discipline and engage students in various activities to manage the class. Unlike teachers' response, data from students' response and classroom observation shows that teachers were not in a position to empower class monitor in maintaining classroom discipline.

From classroom observation teachers were also observed making eye contact with the students to control and get attention of students towards the lesson. Even if most of the teachers use different discipline management techniques, they fail to maintain discipline in the classroom. Result of classroom observation shows that teachers ignore students who sat at the back of the classroom and focus most of the time on active students who sat at the front. Students who sat at the corner of the class were seen doing other things other than attending the lesson. Maintaining discipline is a central concern of the teaching learning process. The teacher in the classroom has to play great role in maintaining discipline. From the data gathered it can be concluded that, even if teachers use different discipline management techniques, the problem seems unresolved.

Follow up and Evaluation

One aspect of teaching is to get feedback on how the teaching learning process is going on or to get information about students understanding of the lesson. In this regard the teacher needs to play a great role in maintaining effective classroom learning. Throughout the lesson, the teacher has to find ways of getting feedback from the student about the teaching learning

process. One way of measuring students understanding and level of mastery is by using questions at different stages of the lesson. Using questions and short quizzes the teacher can easily get feedback on how his teaching is effective and which areas need remedy or lack clarifies. On this regard, data from teachers and students' response attest that most of the teachers use various questions to identify the level of student's understanding in their daily lesson. The observation result also confirmed that teachers ask different questions while the teaching learning process is taking place. Beside this, data from teachers' and students' responses indicates that most of the teachers give summary exercise after each lesson and administer quizzes and tests on timely basis. In the classroom observation teachers were also observed giving short quizzes and tests. The data implies that the majority of the respondents are in a position to implement different techniques in order to get feedback from students regarding the progress of the teaching and learning process.

As indicated earlier in Table 17, evaluation of students' work is the second most serious difficulty language teacher face in the teaching and learning process. In this regard, the data shows that most of the respondents use different evaluation techniques in order to alleviate the problem. Among these techniques, teachers most frequently use putting their signature on students' exercise book to give mark at the end of the semester.

Putting signature on the exercise book may help teachers to control students to do activities and home works on time, but it may also pave a way to students to copy down answers on assignments from their classmates in order to get the marks assigned. The classroom observation result also shows the same thing. Students were observed copying down answers from their class mate.

The data also reveals that most of the teachers were not in a position to implement peer or group assessment techniques. Both the respondents reply and the observation result indicated that teachers don't involve students in the evaluation process. The observation result also indicates that teachers mostly discuss answers and give corrections orally in the classroom. Few active students only answer questions and the rest of the class take correction. Generally, from the data it can be concluded that the majority of teachers use different evaluation techniques but most of the techniques teachers implement are not effective enough to evaluate students work. Shamim (2007) states that assessment and feedback in large classes may be difficult and more challenging than small classes, but she suggests that once clear criteria have

been agreed, peer and self assessment can be used to relieve the burden on the teacher. She adds once students are trained to give effective and supportive feedback to one another regular feedback can be provided to all students, despite the large numbers in the class.

Motivation and Feedback Perspective

In the teaching and learning process motivation has great role. In order to help students to be engaged in the teaching-learning process and be part of the lesson, teachers need to set different mechanisms. According to the result the majority of respondents initiate and encourage students to use English language in class discussion freely. Beside this, data from close-ended and open-ended questions on the questionnaire indicates that teachers encourage students to study and perform class activity in groups. But the observation result shows that teachers are not in a position to encourage and implement group activities. The findings also show that more than 75% of the respondents praise students when they answer questions and actively participate in different classroom activities. This is also confirmed by the classroom observation. Most of the teachers were observed praising students when they discuss answers for class work and home works.

Teachers' nomination in the classroom has its own effect on students' motivation. It is teachers' nomination that motivates or demotivates students' participation in different classroom activities. If a teacher uses appropriate motivation he can manage and involve most of the students in class discussion and keep their attention to focus on class activities. Concerning this the findings from teachers and students response reveals that most of the respondents say they randomly ask students to be engaged in various classroom activities. On the other hand, the observation result shows that most of the teachers focus on some individuals who regularly raise their hands. Teachers were observed giving chances frequently for active students and the majority of students has been forgotten in class activities.

Similarly, the result from the respondents shows that more than 75% of the teachers nominate students by calling out their name. Unlike this, the observation result shows that it is a rare case when teachers were observed calling students by their name in class discussion. One reason for this could be the large number of students teachers teach per class. A teacher who teaches three or four section per a day could find it very hard to rehearse and use students' name.

On the other hand, when teachers were asked what they would be able to do in real classroom classes, they said that they would be able to do what they fail to do in large classes. The things they would do in the ideal classes are: better control, more work and evaluation, addressing the needs of individual, teaching more effectively, group work and motivation. This shows that they could not employ a different method, except group work, other than what they apply in large classes. The only difference seems that they claim they would employ these methods more effectively.

Relationship among Variables

In order to see if there are relationships between age, attitude and classroom management practices of teachers, correlation was conducted. The data presented in Table 21 shows that teachers' age and their attitude towards large class are weakly correlated with their classroom management practices. Although it is a weak correlation, teachers' age is positively correlated with their classroom management practices ($r=.177$). This shows that when teachers' age increases, their classroom management practices will also increase, even if it is not significant. However, the correlation between teachers' age and their attitude towards large class is almost insignificant. The other correlation was made between teachers' attitude and their classroom management practices. The correlation result from the same table indicates that there is weak and negative correlation between teachers' attitude and their classroom management practices ($r=-.187$). This indicates that when teachers' attitude improves, their classroom management practices decreases.

Difference between Means

The other concern of the study was to see the mean difference of teachers' attitude towards large class and their classroom management practices based on their sex. The independent sample t-test result shows that there is no statistically significant difference between male and female teachers in both their attitude and classroom management practices. However, even if there is no significant difference between male and female teachers in their attitude towards large class, the mean attitude of male teachers is slightly higher (10.4) than the mean attitude of female teachers (9.5). On the other hand, though the difference is not significant, the mean score of female teachers on classroom management practices is slightly higher (110.25) than the mean score of male teachers (113.5). This result indicates that sex does not contribute to teachers' attitude towards large classes and their classroom management practices.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Summary

The purpose of this study was to investigate classroom management skills of English language teachers in large size classes. Based on this, the study mainly attempted to answer the following basic questions:

- How do teachers' perceive class size?
- What is the actual class size teachers teach?
- What sort of attitude do English language teachers have towards large size class teaching?
- What are the difficulties related to large class teachings?
- What kind of classroom management techniques teachers employ in their large classes?
- Is there relationship among teachers' age, attitude and classroom management practices?
- Is there statistically significant mean difference between male and female teachers in their attitude towards large class teaching
- Is there statistically significant mean difference between male and female teachers in their classroom management practices?

To accomplish this purpose six first cycle secondary schools in Addis Ababa were selected using two-stage cluster sampling. 30 teachers who teach in the sample schools and 125 students were taken as subjects of the study. Before the main study, pilot study was conducted in two secondary schools; namely Shimelis Habte and Dejach Balcha Abanefso secondary schools in order to see the reliability of the instrument. 12 teachers and 40 students were taken as subjects of the pilot study.

The instruments used to collect data from the sample population were questionnaire and observation. The collected data was analyzed using qualitative (descriptive, statistics, correlation and t-test) and qualitative (thematic analysis) analysis methods. Based on the analysis made, the following major findings were drawn.

Concerning the number of students teachers teach in their large and small classes differs greatly from teacher to teacher or from school to school. The same is true for their perception concerning ideal class size. What is considered ideal for one teacher is a large class or a starting point for intolerable problems for the other one. In both actual and perception of class size there is no clear boundary in terms of number of students per class.

The result also indicates that most of the teachers are teaching in a large class where it causes a number of problems for their teaching and in an unpleasant class atmosphere. On the other hand, concerning how to deal with large classes it was found out that most of the respondents indicated that both pedagogical techniques and class size reduction could not solve the problems of large classes. However, the response from open-ended question indicates that teachers are in a position to forward different pedagogical techniques that helps the managements of large size language classes.

Regarding the difficulties teachers say they face in large classes, there is a contradictory result. From the close-ended questions teachers responded that finishing the textbook within the given time, using teaching aids/extra materials and engaging students in challenging activities are the most serious difficulties they face in large classes. On similar occasion, data from open-ended question showed that discipline control, evaluation and addressing individual needs are the most serious difficulties they face. Generally, it is clear from the data that most of the problems of large size classes exist in their classroom teaching.

The data on teachers' classroom teaching practices indicates that teachers rely on teacher-centred methods. The students are not active ingredients of the lesson and they rarely participate in class discussion.

From the responses of respondents it is indicated that teachers employ techniques of organizing and giving pair and group work activities in the classroom. But the classroom observation is contradictory to this data. Teachers were not observed employing pair and group work activities in their class.

Similarly, the data from questionnaires indicates that teachers employ different classroom management techniques like; audible voice projection, giving clear instruction, moving

through desks and assigning time limit for activities. However, teachers were not observed implementing it in the actual classroom observation.

When we see data on how teachers manage discipline problems in their classes, it is indicated that teachers use advice, warning, punishment, class monitors and classroom activities in order to maintain good classroom atmosphere for teaching. But data from observation and students' responses shows that teachers do not involve class monitors in controlling class discipline. Though teachers claim they use various techniques of discipline management, the problem of class discipline, according to classroom observation, remains unresolved.

Regarding follow-up perspective, the data indicates that teachers use oral questions, summary exercises, quizzes and class tests in order to get information on students learning and progress. But when we see how they evaluate the follow-up activities they give, the data indicates that teachers put their signature on students exercise book to give marks at the end of the semester. Self assessment, peer assessment and group assessment techniques, which are highly advised for large class teachers, were not seen implemented in the classroom.

The data on how teachers motivate students indicates that teachers encourage and praise students when they show good performances. Concerning how teachers nominate students in class activities, data from the respondents show that teachers nominate on random basis. However, the observation result shows that teachers focus on active students only.

The result from the correlation result indicates that teachers' age and their attitude are weakly but positively correlated with their classroom management practices. On the other hand, the correlation made between teachers' attitude and their classroom practice indicates weak and negative relationship.

The independent sample t-test was also computed to see if there is difference between male and female teachers' attitude towards large class and their classroom management practice. The result shows that there is no statistically significant difference between their sexes.

6.2. Conclusions

On the basis of the major findings of the study, the following conclusions are made:

- From the result, it has been found out that it is difficult to clearly demarcate numerical boundary for 'small', 'large' and 'ideal' classes in this research context. The actual class size also differs from school to school and from class to class. On the other hand teachers' perception of class size also differs from teacher to teacher. But from their responses it can be concluded that teachers are teaching in large classes since the actual class size they are currently teaching are higher than their ideal class size on which they prefer to teach
- The teachers also believe that the problems of large class teaching could not be solved whether they implement appropriate pedagogical techniques or reduce the number of students assigned per class.
- The result of the study indicated that teachers face different difficulties in their large class teachings. To mention some, covering the contents of the textbook, using of teaching aid, presenting different kinds of activities, evaluating students work, controlling the classroom atmosphere and addressing the needs of students are the most prominent difficulties reported.
- From the findings of the result, it can be concluded that most of the teachers claim that they use different classroom management techniques in order to manage their large size class teaching. However, the classroom observation indicates that the problem of classroom management remain unresolved. This could be due to lack of implementing effective management techniques in a way that are suitable and applicable to large size language classes.
- Teachers' attitude does not have any influence on their classroom management practice.
- The teachers' sex does not have any influence on their attitude of large class size and their classroom management practice.
- Male and female teachers do not differ in their attitude and classroom management practice.

Generally, from the results it can be concluded that there are various difficulties that teachers reported they face in large size language classes. However, even if teachers reported they use different techniques to manage the classes, the problem was not resolved. This could also have its own effect on students learning and in the effectiveness of the overall teaching learning process.

6.3. Recommendation

In light of the findings of the study, the following recommendations are suggested:

- As indicated by most of the respondents, special training on how to manage large size language classes is a very valuable input for teachers of English in large classes. The Ministry of Education in line with Addis Ababa Regional Education Bureau should develop and provide methodological trainings on how to manage large size language classes. The task of the teachers could be to select and use appropriate methodology according to the difficulty he faces in his classes.
- Special emphasis should be given to the issue of large classroom management in teacher education and training programs.
- Trainings on different problem solving skills could also play great role in the teaching learning institutions. Once the problems identified the school administration in collaboration with other concerned bodies and professionals on the area should develop and give trainings in order to develop the problem solving skills of teachers.
- Curriculum developers, syllabus designers and material developers need to consider large class sizes when they develop materials. The materials they produced should allow teachers to implement it in various ways according to classroom contexts.
- Finally, as the investigation for the study was conducted only in Addis Ababa first cycle secondary schools, the researcher would like to recommend other researchers, who have special interest on the area, to investigate the problem in depth and in wider contexts on national level.

References

- Alimi, M. M., Kassal. B. and Azeez, T. (1998), Managing Large Classes: Team Teaching Approach. *English Teaching FORUM*, 36(1), 50-53. Applications. Westport, CT: Greenwood Press.
- Astin, A. (1993). *What Matters In College?: Four Critical Years Revisited*. San Francisco: Jossey-Bass
- Atkins, J., Banteyerga, H., and Mohammed, N. (1996). *Skills Development Methodology*. Addis Ababa University Press. Addis Ababa.
- Azeb Desta, 1994. *General Elements of Teaching Methods*. Addis Ababa University press. Addis Ababa.
- Baker, P. (2005). Managing student behaviour: how ready are teachers to meet the challenges? *American secondary education*, 33(3), 51-64.
- Benbow, J., Mizrachi, A., Oliver, D., and Said-Moshiro, L. (2007). *Large Class Sizes in the Developing World: What Do We Know and What Can We Do?* published American Institutes for Research under the EQUIPI LWA.
- Biggs, J.B. (1999) *Teaching for Quality Learning at University*. Buckingham: SRHE and Open University Press.
- Blatchford, P. (2003) *The Class Size Debate: Is Small Better?* Open University Press. Maidenhead, U.K. and Philadelphia, U.S.A.
- Blatchford, P. and Mortimore, P. (1994), 'The Issue Of Class Size For Young Children In Schools: What Can We Learn From Research?' *Oxford Review of Education*, 20,411-428.
- Borich, G. (1998). *Effective Teaching Methods*. New York: MacMilan Publishing Company.
- Brophy, J. (2006). History of research in classroom management. *Handbook of classroom management: research practice, and contemporary issues*. Pp. 17-43.
- Brown, H. D. (2001). *Teaching By Principles: An Interactive Approach To Language Pedagogy*. White Plains, NY: Pearson Education.
- Brumfit, C. (1984). *Communicative Methodology in Language Teaching. The Roles Of Fluency And Accuracy*. Cambridge: Cambridge University Press.
- Burden, P. (2003). *Classroom Management: Creating a Successful Learning Community*. USA: John Willy and Sons, Inc.

- Burden, P. (1999). *Classroom Management and Discipline: Methods to Facilitate Cooperation and Instruction*. New York: Wiley.
- Chitrapu, D. (1996), Whole Language Adapting the Approach For Large Classes. *English Language Forum*. 38, PP28-32.
- Coleman, Hywel. (1999). Approaches to the Management of Large Classes. *Lancaster-Leeds Language Learning in Large Classes Research Project*.
- Cooper, H. M. (1989). Does reducing student-to-teacher ratios affect achievement? *Educational Psychologist*, 24(1), 79-98.
- Davies, I. (1981). *Instructional Techniques*. New York: Mc Graw Hill Book Company.
- Dixon, D. (1986) Teaching composition to large classes. *Forum* 24 (3) 2-5, 10.
- Elliot, D. (2000). *Effective Teaching: Educational Psychology*. Mc Graw Hill Higher Education.
- Emmer, E. (1981). Synthesis of Research On Classroom Management. *Journal of The Educational Leadership*.
- Espin, C.A., and Yell, M.L. (1994). Critical Indicators of Effective Teaching for Pre service Teachers: Relationship Between Teaching Behaviours and Rating Of Effectiveness. *The Education and Special Education*, 17, 154-169.
- Felder, R. M. (1997) Beating the Numbers Game: Effective Teaching In Large Classes. Paper presented at *ASEE Annual Conference*, Milwaukee.
- Finn, J., Pannozo, G., & Achilles, C. (2003). The "Why's" of Class Size: Student Behaviour in Small Classes. *Review of Educational Research*.
- Finn, J.D., & Achilles, C. M. (1999). Tennessee's Class Size Study: Findings, Implications, Misconceptions. *Educational Evaluation and Policy Analysis*, 21(2), 97-109.
- Gibbs, G. & Jenkins, A. (1992). An introduction: The context of changes in class size. *Teaching large classes in higher education*. London.
- Gibbs, G., Lucas, L. & Simonite, V. (1996). Class size and student performance: 1984-94, *Studies in Higher Education*, 21, 261-273.
- Good, L; and Brophy, E. (2003). *Looking In Classroom*: Michigan State University. USA
- Hanushek, E. (1995). *Interpreting Recent Research on Schooling in Developing Countries*. *The World Bank Research Observer*.
- Harmer, J. (1983). 'Krashen's Input Hypothesis and The Teaching Of EFL'. *World Language English*, 3/1.

- Harmer, J. (1991). *The Practice of English Language Teaching*. Longman University Press.
- Hayes, D. (1997) Helping Teachers To Cope With Large Classes. *ELT Journal* 51 (2) 106-116.
- Hedlund, R. (1975). 'Teachers and Teaching Profession in Ethiopia.' Unpublished PhD. Thesis, Utah: Utah University.
- Holloway, J. (2002). Do Smaller Classes Change Instruction? *Educational Leadership*, February 2002, 91-92.
- Holliday, A. (1996) *Large- and Small-Class Cultures In Egyptian University Classrooms: A Cultural Justification for Curriculum*. Society and The Language Classroom. Cambridge: Cambridge University Press.
- Ingersoll, R.M., and Smith, T.M. (2003). The Wrong Solution to the Teacher Shortage. *Educational Leadership*, 60(8), 30-33.
- Johnson, K. (1979). Communicative Approaches and Communicative Process. *The Communicative Approach to Language Teaching*. Oxford University Press
- Johnson, L.V., and Bany, M.A. (1970). *Classroom Management: Theory and Skill Training*. London: Macmillan.
- Kassie Shifere, (1995), how ELT Teachers Cope With Large Classes, with particular reference to grade 10 teachers. Unpublished M.A thesis, Addis Ababa: Addis Ababa University.
- Kennedy, C., and Kennedy, J. (1996). Teacher Attitudes and Change implementation, *System*, 24(3), 104-111.
- Lehman, J. (1982). *Three Approaches to Classroom Management: Views From Psychological Perspective*. University Press of America.
- Little John, A. (1997). Using Group Work with Large Classes. *Practical English Teaching*, 7(3): 38-39.
- Long, M. H. (1977) The problem of large classes. *Forum* 15 (1) 40-42.
- McInnis, C. & James, R. (1994). *The first year experience: Responding to diversity*. Melbourne: Centre for the Study of Higher Education (University of Melbourne).
- Mendida Barkesa. (2001), Teachers Behaviour in ESL Large Classes in Bahir Dar Senior Secondary School. Unpublished PhD Dissertation, Addis Ababa: Addis Ababa University.

- Michaelowa, K. (2001). Primary Education Quality in Francophone Sub-Saharan Africa: Determinants of Learning Achievement and Efficiency Considerations. *World Development*, 29, 1699-1716.
- Nilsson, P. (2003). Education for All: Teacher Demand and Supply in Africa *Education International (Working Papers No. 12)*. Brussels, Belgium.
- Nolasco, R., and Arthur, L. (1998). *Large Classes*. Macmillan Publishers, 4-5.
- Nolasco, R. & Arthur, L. (1986) *You try doing it with a class of forty!* Oxford: Oxford University Press.
- Nunan, D. & Lamb, C. (1996) *The Self-Directed Teacher*. Cambridge: Cambridge
- Pasigna, A. (1997). Tips on how to manage a large class. *IEQ project. Institute for International Research*. Retrieved on August 1, 2007 from <http://www.ieq.org/pdf/largeclass.pdf>
- Pate-Bain, H., Achilles, C. M., Boyd-Zaharias, J., & McKenna, B. (1992). *Class size makes a difference*. Phi Delta Kappan, 74(3), 253-256.
- Pritchard, K.W., & McLaren Sawyer, R. (1994). *Handbook of college teaching: Theory and applications*. Westport, CT: Greenwood Press.
- Saricoban, A. (1998). On the role of clinical supervision in EFL situation. Ankara: *TOMER Language Journal*. 72, 28-34.
- _____. (2001). *The Teaching of Language Skills*. Ankara: Hacettepe Tas Kitabevi.
- Shamim, F. (1996) *In or out of the action zone: Location as a feature of interaction in large ESL classes in Pakistan*. pp 123-144. Cambridge: Cambridge University Press.
- Shamim, F., Negash, N., Chuku, C., And Demewoz, N. (2007). *Maximizing learning in large classes: issues and options*. British Council Edition. Addis Ababa. Master printing preess.
- Silvia, E.M., & Hom, C.L. (1996). Personalised Teaching In Large Classes. *Primus*, 6, 325-226.
- Strevens, P. (1979), " The Nature of Language Teaching in Understanding Second and Foreign Language Learning", *Jack Richards (Ed.), Rowley, Mass., Newbury House*, 179-203.
- Tinto, V. (1987). *Leaving College: Rethinking The Causes and Cures of Student Attrition*. Chicago: The University of Chicago Press.
- Underwood, M. 1987. *Effective Class Management*. London: Longman Group Ltd. University Press.

- Valerian, J. (1991). *Innovations for Large Classes: A Guide For Teachers and Administrators* (Report 56). Paris:UNESCO.
- Vander, A. T. (2002). The Case For Small High Schools. *Educational Leadership*. 59(5): 55-59.
- Ward, A. & Jenkins, J. (1992). In G. Gibbs & A. Jenkins (Eds.) *Teaching large classes in higher education*. London.
- Watson, T. R. (2006). Why Investigate Large Classes? *KMUTT Journal of Language Education: Special Issue: Large Classes Volume 9*. King Mongkut's University of Technology Thonburi publishing, Thailand.
- Wilson, V. (2006). Does Small Really Make a Difference? An Update: A Review of the Literature on the Effects of Class Size on Teaching Practice and Pupils' Behaviour and Attainment (*SCRE Research Report No. 123*). Glasgow, Scotland: SCRE Centre, University of Glasgow.

APPENDIX A
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

Teachers' Questionnaire

Dear teacher,

This questionnaire is designed to find out the classroom management skills of English language teachers in dealing with large classes (classes consisting of large number of students). This questionnaire is one of the instruments which the researcher uses to gather the necessary data for his MA thesis in the teaching of English as a Foreign Language (TEFL).

Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The information provided will be used only for research purposes and it will undoubtedly help the researcher a great deal in understanding the present classroom management practices of English language teaching in large size classes and in drawing conclusions and suggesting solutions for the management of large size English language teaching classes. You do not need to write your name.

Thank you in advance for your cooperation.

Part I: General Information

Direction 1: Please give information about yourself for each of the categories below or put a tick (✓) mark in the appropriate box where necessary.

1. Name of school _____
2. Age a. 20-29 b. 30-39 c. 40-49 d. 50 & above
3. Sex Male Female
4. Educational status _____
5. Total years of teaching experience _____

6. Your teaching load in periods per week

- a. 10 and less than 10 c. 21-30
b. 11-20 d. above 30

7. Have you attended any ELT (English Language Teaching) in-service course in the past five years?

- a. Yes b. No

8. If yes, when?

9. These course consisted of

- a. _____
b. _____
c. _____
d. _____

10. Do you think special training is desired to teach large size ELT (English Language Teaching) classes?

- Yes No

11. Do you have special training to handle large classes?

- Yes No

12. If yes how do you measure its value?

- Very great value great value same value
Little value no value at all

Part II: Perception and actual ELT(English Language Teaching) class size

Direction: Please read the following items carefully and put a tick (✓) mark in the appropriate box

1. How many numbers of students you teach in your largest class?

- 31-35 56-60 81-85
36-40 61-65 86-90
41-45 66-70 above 90
46-50 71-75
51-55 76-80

2. How many numbers of students you teach in your smallest class?

- Below 30 41-45 56- 60 71-75
31-35 46-50 61-65 76-80

3. The usual (normal) class size you regularly teach:

- | | | | |
|-----------------------------------|--------------------------------|---------------------------------|--------------------------------|
| Below 30 <input type="checkbox"/> | 41-45 <input type="checkbox"/> | 56- 60 <input type="checkbox"/> | 71-75 <input type="checkbox"/> |
| 31-35 <input type="checkbox"/> | 46-50 <input type="checkbox"/> | 61-65 <input type="checkbox"/> | 76-80 <input type="checkbox"/> |
| 36-40 <input type="checkbox"/> | 51-55 <input type="checkbox"/> | 66-70 <input type="checkbox"/> | 81-85 <input type="checkbox"/> |
| Above 90 <input type="checkbox"/> | | | |

4. The ideal class size that you think is comfortable to teach:

- | | | | |
|-----------------------------------|--------------------------------|---------------------------------|--------------------------------|
| Below 30 <input type="checkbox"/> | 41-45 <input type="checkbox"/> | 56- 60 <input type="checkbox"/> | 71-75 <input type="checkbox"/> |
| 31-35 <input type="checkbox"/> | 46-50 <input type="checkbox"/> | 61-65 <input type="checkbox"/> | 76-80 <input type="checkbox"/> |
| 36-40 <input type="checkbox"/> | 51-55 <input type="checkbox"/> | 66-70 <input type="checkbox"/> | 81-85 <input type="checkbox"/> |

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

5.1. At what number does the problem begin?

- | | | | |
|-----------------------------------|--------------------------------|---------------------------------|--------------------------------|
| Below 30 <input type="checkbox"/> | 41-45 <input type="checkbox"/> | 56- 60 <input type="checkbox"/> | 71-75 <input type="checkbox"/> |
| 31-35 <input type="checkbox"/> | 46-50 <input type="checkbox"/> | 61-65 <input type="checkbox"/> | 76-80 <input type="checkbox"/> |
| 36-40 <input type="checkbox"/> | 51-55 <input type="checkbox"/> | 66-70 <input type="checkbox"/> | 81-85 <input type="checkbox"/> |
| Above 90 <input type="checkbox"/> | | | |

5.2. At what number does the problem become intolerable?

- | | | | |
|-----------------------------------|--------------------------------|---------------------------------|--------------------------------|
| Below 30 <input type="checkbox"/> | 41-45 <input type="checkbox"/> | 56- 60 <input type="checkbox"/> | 71-75 <input type="checkbox"/> |
| 31-35 <input type="checkbox"/> | 46-50 <input type="checkbox"/> | 61-65 <input type="checkbox"/> | 76-80 <input type="checkbox"/> |
| 36-40 <input type="checkbox"/> | 51-55 <input type="checkbox"/> | 66-70 <input type="checkbox"/> | 81-85 <input type="checkbox"/> |
| Above 90 <input type="checkbox"/> | | | |

Part III: Attitude towards teaching English to large class classes

Direction: Please read each statement in this section and decide whether you agree or disagree with the statement by putting a tick (✓) mark against your choice.

A= Agree

U = Undecided

D = Disagree

		A	U	D
1	It is a pleasant experience of teaching English to large size classes?			
2	It is easier to teach large classes as compared to small classes?			
3	Large classes cause problems for English language teaching and learning.			
4	Large classes are not problems but they are pretext for teachers' complaints.			
5	Large class can be managed effectively if teachers use appropriate methods and techniques.			
6	The problem of large classes solved only by minimizing the number of students per class.			

Part IV:

Direction: 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 serious.

Item No	Statements	Rank
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	
11	Covering the textbook within the given time	
12	Engaging students on challenging and demanding exercises that are valuable for language learning	
13	Implementing student centred approach	
14	Giving opportunities for individuals to speak in oral activities	
15	Providing materials to be distributed to each student	

Part V: Techniques used to cope with large classes.

Direction: Please read each statement in this section and decide whether you agree or disagree with the statement and put a tick (✓) mark on the box that fits your actual teaching experience.

The following alternatives are given as responses

Always (O)

Sometimes (ST)

Rarely (R)

Never (N)

No	Statements	A	St	R	N
I	Pedagogical perspectives				
1	Rely on lecture method				
2	Give attention for each of the students in the class				
3	Give class work, home work and assignment from the textbook				
4	Arrange and giving different tasks and activities that help students develop the four language skills (reading, writing, speaking and listening)				
5	Adapt the text so as to fit the level and interest of learners				
6	Use of teaching aids and materials to support your teaching				
7	Adapt texts from outside the textbook and use it in the class to assist teaching				
II	Classroom management perspective				
8	Speak distinctly and with loud voice projection to be heard by all students in the class				
9	Organize students in pairs and groups for different tasks or activities.				
10	Make eye contact with students while teaching to get attention and control students to follow the lesson.				
11	Assign time limit for each activity or tasks and work in line with it.				
12	Try to give very clear instruction at different stage of the lesson				
13	Move round and monitoring what students are doing				
14	Control students discipline by:				
A	Advise students to be disciplined				
B	Warn the misbehaved student				

C	Ask class monitor to control students				
D	Make students busy using activities in class				
E	Punish those who misbehave in class				
III	Follow up and evaluation perspective				
15	Keep a record of students learning progress				
16	Give summary exercises at the end of the lesson				
17	Check students' understanding using questions at the middle or at the end of the lesson				
18	Give short quizzes and tests				
19	Correct and marketing students' work by:				
A	Give chance for some students to write their answer on the blackboard and let others comment on that.				
B	Take students' exercise books or assignments and mark in outside the class				
C	Mark every student's work and discussing answers orally				
D	Allow students to correct each other's work by exchanging their exercise books (paper and group assessment)				
e	Put signatures and giving marks at the end of each semester				
IV	Motivation perspective				
20	Encourage students to speak in English in class discussion and present their views freely.				
21	Encourage students to do group studies to learn from one another.				
22	Focus on students who regularly raise their hands				
23	Nominate students randomly and making them answer questions				
24	Call students by name to involve them in class discussion				
25	Praise students when they show good performance				

Part VI: read the following questions and list down your answer based on your English language teaching experience'

1. Large classes make it difficult for me to do what I would like to do, because:

2. With an ideal number of students in my class, I could:

3. When I am teaching a large class, I help my students to learn English by:

APPENDIX B-1
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

Students' questionnaire

Dear student,

This questionnaire is designed to find out views regarding how grade 9 English teacher teach in large classes (classes consisting of large number of students).

Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The information provided will be used only for research purposes and it will undoubtedly help the researcher a great deal in understanding the present classroom management practices of English language teaching in large size classes and in drawing conclusions and suggesting solutions for the management of large size English language teaching classes. you do not need to write your name.

Thank you in advance for your cooperation.

Part I: General Information

Direction 1: Please give information for each of the categories below or put a tick (✓) mark in the appropriate box where necessary.

1. Name of school _____
2. Sex Male Female
3. Total number of students in your class _____

Part II. The statements given below are the major techniques used by English teacher to manage large classes. Put a tick (✓) mark in the box corresponding to your choice that fits you English teacher's actual teaching experience using the following scales.

Always (A)

Sometimes (ST)

Rarely (R)

Never (N)

No	Statements	A	St	R	N
I	In the process of teaching the teacher:				
1	Rely on lecture method				
2	Give attention to all students in the class				
3	Give class work, homework and assignment based only on the textbook.				
4	Give different tasks and activities to help students develop skills of reading, writing, speaking and listening				
5	Modify the text to fit the level and interest of students				
6	Use teaching aids				
7	Bring text from outside the textbook and use it in the class to assist teaching				
II	In the process of managing class the teacher				
8	Speak distinctly and loudly to be heard by all the students in the class				
9	Organize students in pairs and groups for different tasks or activities				
10	Observe the activity of each student				
11	Assign time limit for each activity or tasks and work in line with it.				
12	Give clear instruction for each work.				
13	Attempt to help students in their work by moving round the class				

14	Keep class discipline by:				
A	Advise students to be disciplined				
B	Give warning to those who disturb in class				
C	Ask class monitor to control students				
D	Make students busy using activities in class				
E	Punishing those who misbehave in class				
III	In following up and evaluating students the teacher				
15	Keep students' results on different tests, quizzes and examination				
16	Give summary exercises at the end of the lesson				
17	Raise question in the middle or at the end of the lesson.				
18	Give quizzes and tests				
19	Check and corrects students' classroom and homework by				
A	Ask some students to write answers on the blackboard and making others comment on that				
B	Take students' exercise books and assignment and mark it outside the class				
C	Mark every student's work in class				
d	Discuss answer orally and telling students to correct each other's work by exchanging their exercise books				
e	Put signatures and giving marks at the end of each semester.				
IV	In motivating students for language learning the teacher				
20	Initiate students to speak in English freely in class discussions				
21	Encourage students to study in groups				
22	Give a chance to students who regularly raise their hands				
23	Ask students randomly				
24	Call students by name and involves them in class discussions				
25	Praise students who answer questions and show active class participation				

APPENDIX B-1

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ቤት
የቋንቋዎች ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪ

የዚህ መጠይቅ ዋና አላማ የፃፍ ክፍል እንግሊዝኛ መምህር የተማሪ ቁጥር በበዛበት ክፍል ውስጥ እንዴት እንደሚያስተምሩ ለማጥናት ይረዳ ዘንድ በጉዳዩ ላይ ከተማሪዎች መረጃ ለማግኘት የቀረበ ነው። በመሆኑም በመጠይቁ ውስጥ ላሉት ጥያቄዎች በእንግሊዝኛ ትምህርት ክፍል ጊዜ ካየኸው/ሽው የማስተማር ስልት ጋር በማገናዘብ ያለህን/ሽን መልስ ስጥ/ጭ።

የዚህ ጥናት አስተማማኝነት የሚወሰነው አንተ/ቺ ለእያንዳንዱ ጥያቄ በምትሰጠው/ጩው ትክክለኛ ምላሽ በመሆኑ መመሪያውን በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ መልስ በመስጠት የበኩልህን/ሽን አስተዋፅዖ እንድታደርግ/ገ በትህትና እጠይቃለሁ። በዚህ መጠይቅ ላይ የምትሰጡት ምላሽ በሚስጥር ተጠብቆ ለጥናቱ ውጤት ብቻ የሚውልና ለአጥኚውም በዚህ ወቅት ያለውን የእንግሊዝኛ መምህሮች የተማሪ ቁጥር በበዛበት ክፍል ውስጥ የሚተገብሩትን የማስተማር ክህሎት በጥልቀት በመረዳት ጥናቱን ከግብ ለማድረስ እንደሚረዳ በቅድሚያ መግለጽ እወዳለሁ። በመጠይቁ ላይ ስም አይጻፍም።

ለምታደርጉልኝ ቀና ትብብር ከወዲሁ አመሰግናለሁ።

ክፍል አንድ: አጠቃላይ መረጃ

መመሪያ አንድ: ለሚከተሉት ጥያቄዎች መልሱን በመጻፍ ወይም በሳጥኑ ውስጥ የ ✓ ምልክት በማድረግ ምረጥ/ጭ።

1. የትምህርት ቤቱ ስም _____
2. ጾታ ወንድ ሴት
3. በክፍልህ/ሽ ውስጥ የሚገኙ ጠቅላላ የተማሪዎች ብዛት _____

ክፍል ሁለት፡ የሚከተሉት ዓረፍተ ነገሮች የእንግሊዝኛ መምህራን የተማሪ ቁጥር በበዛበት ክፍል ውስጥ ክፍሉን ለመቆጣጠርና ለማስተማሪያ የሚጠቀሙባቸው ዋና ዋና ዘዴዎች ናቸው። ዓረፍተ ነገሮቹን በጥንቃቄ በማንበብ ለእያንዳንዱ ጥያቄ ተስማሚ ነው ብለህ/ሽ ያመንክበትን/ ያመንሽበትን መልስ ከተሰጡት አምስት አማራጮች አንዱን በጥያቄው ትይዩ ባሉት ሳጥኖች ውስጥ የ✓ ምልክት በማድረግ ምረጥ/ጭ።

ለዚህ መጠይቅ የተሰጡት አማራጮች

- ሁልጊዜ (ሁ)
- አልፎአልፎ (አአ)
- ጥቂት ቀናት (ጥቀ)
- በፍፁም (በፍ)

ተ.ቁ	ጥያቄዎች	አማራጮች			
		ሁ	አአ	ጥቀ	በፍ
1	ለማስተማር ገለጻ (ማብራሪያ) መስጠት ላይ ያተኩራሉ።				
2	በክፍል ውስጥ ለሁሉም ተማሪዎች ትኩረት ይሰጣሉ።				
3	በመማሪያ መፅሐፍ ላይ ብቻ በማተኮር የክፍል ስራና የቤት ስራ ይሰጣሉ።				
4	የማንበብ፣ የመጻፍ፣ የመናገርና የመስማት ክህሎትን ለማዳበር የሚያስችሉ ልዩ ልዩ መልመጃዎች ይሰጣሉ።				
5	የተማሪዎችን ደረጃና ችሎታ እንዲመጥን ትምህርቱን አሻሽለው ያቀርባሉ				
6	የትምህርት መርጃ መሳሪያዎች ይጠቀማሉ				
7	ከማስተማሪያ መጽሐፍ ውጪ ማስተማሪያ ፅሁፎችን በክፍል ውስጥ በማምጣት ይጠቀማሉ።				
በክፍል ውስጥ ስላለው የት/ት ሂደትና ስርዓት በተመለከተ መምህሩ፡					
8	ለተማሪዎች ግልጽና ሊሰማ በሚችል ድምጽ ያስረዳሉ				
9	ተማሪዎችን በጣምራና በቡድን በማደራጀት የተለያዩ የክፍል ስራና የቤት ስራ ይሰጣሉ።				
10	የእያንዳንዱን ተማሪ የትምህርት ክትትል ይቃኛሉ።				
11	ለክፍል መልመጃዎች ጊዜ በመመደብ በጊዜው መሰረት ይሰራሉ				
12	ግልጽ የሆነ መመሪያና ማብራሪያ ለእያንዳንዱ ሥራ ይሰጣሉ				
13	ክፍል ውስጥ በመንቀሳቀስ ተማሪዎችን ለመርዳትና ለማሰራት ይሞክራሉ				

14	የክፍል ሥነ-ሥርዓትን ለማስጠበቅ፣				
ሀ	ተማሪዎች ሥርዓት እንዲያከብሩ ይመክራሉ				
ለ	ለረበሽ ተማሪ ማስጠንቀቂያ ይሰጣሉ				
ሐ	የክፍል አለቃ እንዲያግዛቸው ያደርጋሉ				
መ	በክፍል ውስጥ የሚሰሩ ስራዎች በመስጠት ተማሪዎች በዚያ ላይ እንዲያተኩሩ ያደርጋሉ				
ሠ	ተማሪዎች ሲረብሱ ይቀጣሉ				
የተማሪዎችን የት/ት ክትትልና የሚሰጧቸውን ልዩ ልዩ መልመጃዎች መስራታቸውን ለመቆጣጠርና ለመገምገም፡					
15	የመልመጃና የፈተና ውጤቶችን ይመዘግባሉ				
16	በትምህርቱ ማጠቃለያ አጠቃላይ መልመጃዎች ይሰጣሉ				
17	በየትምህርቱ መካከልና መጨረሻ የተለያዩ ጥያቄዎች ይጠይቃሉ				
18	መመዘኛ/ቴስት ይሰጣሉ				
19	ተማሪዎች የሰሯቸውን የክፍል ሥራና የቤት ስራ ለማረምና ለመቆጣጠር				
ሀ	የተወሰኑ ተማሪዎችን በማስወጣት ለቀረበው ጥያቄ መልሱን ጥቁር ሰሌዳ ላይ እንዲጽፉ በማድረግ ሌሎች በመልሱ ላይ አስተያየት እንዲሰጡ ያደርጋሉ				
ለ	የተማሪዎች መልመጃ ደብተር በመሰብሰብ ከክፍል ውጪ ያርማሉ				
ሐ	በክፍል ውስጥ የሁሉንም ተማሪዎች መልስ ያርማሉ				
መ	መልሱን በመግለጽ ተማሪዎች የመልመጃ ደብተሮቻቸውን በመለዋወጥ መልሱን እንዲያርሙ ያደርጋሉ				
ሠ	በተማሪዎች መልመጃ ደብተር ላይ በመፈረም በሴሚስተሩ መጨረሻ ላይ ማርክ ይሰጣሉ				
መምህሩ ተማሪዎችን ለትምህርት ለማነቃቃት፡					
20	ተማሪዎች በክፍል ውስጥ ያለፍርሃት ሃሳባቸውን በእንግሊዘኛ እንዲገልፁ ያነቃቃሉ				
21	ተማሪዎች በቡድን (group) እንዲያጠኑ ያደፋፍራሉ				
22	እጃቸውን በተደጋጋሚ ለማያወጡ ተማሪዎች ብቻ እድል ይሰጣሉ				
23	ልዩነት ባለማድረግ ማንኛውንም ተማሪ ጥያቄ ይጠይቃሉ				
24	ተማሪዎችን በስም በመጥራት በክፍል ውስጥ ውይይትና ሥራዎች ላይ እንዲሳተፉ ያደርጋሉ				
25	ትክክለኛ መልስ የሚሰጡትንና የነቃ ተሳትፎ የሚያሳዩ ተማሪዎችን ያሞግሳሉ				

APPENDIX C

Transcribed Responses of the Open Ended Questionnaire.

1. Transcribed responses of the difficulties teacher face in large classes. The responses are transcribed thematically.

24 respondents gave 65 responses.

1.1. Control

2.1. It is difficult to control all of the students

3.1. I couldn't manage the classroom in a proper way and making the teaching learning process is too difficult because large class size can make teaching learning process invaluable

4.2. Difficult to manage the classroom activities

5.3. It is difficult to manage the classroom environment

6.1. Students talk without doing their class work/homework

7.2. It is difficult to manage the class

8.1. It is difficult to control them because of different behaviour of the students

9.1. It is difficult to control the students

10.2 control

12.1. When students are becoming large in number, they become disturber

12.2. It is difficult to give group pair work

14.1. Discipline case

14.2. On equal ability to manage

17.1 students disturb a lot

18.3. Sometimes it is difficult to control the class

19.1. I don't control them

20.2. Create huge noise

21.1. It is difficult to manage the classroom

21.3. It is impossible to use group work because of fear of control

22.1. It is difficult to handle or manage classroom

24.3. It doesn't allow to manage classes

1.2. Evaluation

- 1.1. It is impossible to check their activities in the class
- 2.3. It is difficult to correct each students exercise daily
- 5.4. It is difficult to check each student's performance
- 6.2. It is difficult to check up their activities and to identify who is higher, medium and lower students
- 7.1. It is difficult to correct students' home work and class work
- 8.2. Difficult to give them feedback individually specially in writing tasks
- 9.4. To evaluate their work
- 13.1 Group discussion
- 13.3. It is not easy to give feedback
- 15.2. To check students writing work
- 18.4. It's also difficult to know the performance of each student's
- 19.2. I can't check and correct their exercise book
- 20.1. Large classes make it difficult for me that when I want to evaluate all my candidates speaking ability in the class
- 21.4 It is difficult to mark their exercise book
- 22.3. It is difficult to evaluate
- 24.2 It doesn't allow to check each students work
- 25.2. It is difficult evaluate students progress individually

1.3. Paying attention to individual

- 1.2. It is too difficult to make all students participate since there is no enough time
- 2.2. It is difficult to use student-centred method
- 2.4. It is difficult to make all students participate in class activities
- 4.1. Difficult to participate all students
- 5.1. It is very difficult to address the needs of all students in every lesson especially speaking, writing and reading skills
- 9.2. To know individual difference at the lesson
- 9.3. To help pupil who have problem
- 10.4 attend all the students

11.1. The number of students is large it was difficult to give chance for all students because the time is limited

15.1 It is difficult to give chance to each student's

18.1. It is difficult to check the activity of each student's regularly

18.2. It is difficult to involve each student's one by one to make them improve the fair language skills

20.3. Not enough time to know each student's ability

22.2. It is difficult to know students by name

24.1 It doesn't allow to follow each students progress

24.4. Very difficult to provide supplementary materials for each student

25.1. It is difficult to use individual works sometimes in the classroom and supervise it

1.4. Effectiveness of teaching and learning

1.3. The students are probably inactive while the teaching and most of them do not involve in the class activities due to motivation

4.3. Discourage the teaching learning activities

10.5 To make them effective

21.2 it doesn't allow using student-centred approaching to make the teaching learning effective

23.1 I can't make the learners active players in the teaching learning process. When there is large class. For that reason, I am obliged to dominate by myself just to cover the course.

1.5. Time

5.2. It will create problems with time consumption in participation

13.2 lack of time for using student-centred methods

2. Transcribed responses of what teachers could do in ideal classes

12 respondents gave 35 responses

2.1. Teach more effectively

2.5. Help them participate and practice while they learn from the lesson

9.5. Get their attention and teach them effectively

15.3 using teaching aids like radio, television and other electronics materials

21.7 It is good to use student-centred approach and more language learning more effective

23.3 Provide various tasks for learners and make them actively involve in such tasks

23.6. Make learners active participants in the teaching learning process

24.8. Provide supplementary materials to make the teaching learning more effective and give feedback to each student's on progress

25.3. Carryout the activities properly

25.5 create the classroom atmosphere conducive for language teaching and implement effective language teaching

2.2. More evaluation and work

7.4. Check the students' progress (learning) easily

12.4. Check their exercise books at the lesson

22.6 Easy to evaluate

23.4 Following each student's progress

24.5. Check each students work

24.6. See the progress of each student's

25.4. Evaluate students' progress

2.3. Better control

7.3. Be able to manage the class properly

9.6. Can control their work

9.7. Can control and help well if they face difficulty in class discussion

12.5. To call their name simply without difficulty to control the class and engage them in the discussion

21.5 Manage the students easily

22.4 Easily manage classroom

22.5 Easily name students

2.4. Use group interaction

2.6. Guide them to learn by themselves individually or in group

12.3. It is possible to give group or pair work

19.3. I divide them according to their ability and give them group work

21.6 Easily arrange students in group

2.5. Respond to individual needs

18.5. Motivate each student one by one to improve their language skill easily and give help in each activity

- 18.6 check each student's activity regularly
- 23.5. Identifying each students name and praise them individually
- 24.7 Help each student's according to their need

2.6. Motivation

- 14.3. I advise to give attention to their lesson
- 14.4 I will motivate to have interest towards the language learning
- 14.5 tell them to help each other and share experience

3. Transcribed responses of techniques teachers employ in their large classes

18 respondents gave 34 responses

3.1. Use groups

- 1.5. Making them discuss in pair and group
- 2.7. Help them to form a group and discuss in group
- 2.9. Discussions
- 4.5. By discussing in groups the lesson
- 5.5. By making a group
- 6.3. Grouping them according to their ability and create situation in their group
- 7.6. Forming groups and let students discuss the lesson in groups
- 13.4 group discussion
- 17.2. Making them in group
- 19.4. Use group work
- 24.9. Group work
- 25.6. Organizing group and pair work mainly
- 25.7. Engaging them in role plays and other activities by increasing the number of students in each group

3.2. Miscellaneous

- 1.4. Motivating them through advice
- 4.4. Giving brief explanation for them and note
- 8.4. Teacher-centred method of teaching-lecture method

12.6. Give advice to make them discipline

14.7 giving them support in my extra time i.e., make up and tutorial classes

17.3. Making the teaching learning process students centred method

20.4 motivate them to share their views openly

23.7 I'm forced to teach them using traditional lecture method and encourage them to practice the items they have learned outside the class

24.12. I could advise them to learn independently by referring other resources

3.3. Organize class discussion

1.4. Using lockstep method and let them discuss with the help of valuable questions for each lesson

2.8. Group work

8.3. Through discussion

9.8. Discussion by grouping them and work to do together

16.2. Giving chance to share their idea

24.10 more of oral discussion

3.4. Responding to individual needs

7.5. Letting students' help each other by having them exchange their exercise book and correct each others work

14.6 helping each other

14.8. Identifying their needs

16.1. Giving responsibility for each students

24.11. Individual works that could be done at home

3.5. Giving written assignment

25.8. Giving home works and written assignments so that they can practice the language both in the classroom and at home

APPENDIX D

Classroom Observation Check List

Date of Observation _____

Time _____

Teachers Code _____

Grade and Section _____

Name of the School _____

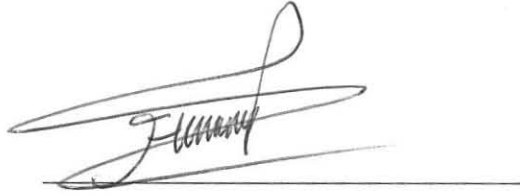
Lesson Topic _____

No	Activities to be observed	Observed	Not observed
I	Pedagogical perspectives		
1	Relying on lecture method		
2	Giving attention for individual students		
3	Giving class work, home work and assignment from the textbook		
4	Arrange and giving different tasks and activities.		
5	Use of teaching aids and materials to support your teaching		
6	Adapting texts from outside the textbook		
II	Classroom management perspective		
7	Speak distinctly and with loud voice projection		
8	Organize students in pairs and groups for different tasks or activities.		
9	Make eye contact with students to get attention and control students		
10	Assign time limit for each activity or tasks.		
11	Give clear instruction at different stage of the lesson		
12	Moving round and monitoring what students are doing		
13	Controlling students discipline by:		
A	Advising students to be disciplined		
B	Warning the misbehaved student		
C	Asking class monitor to control students		
D	Making students busy using activities in class		
E	Punishing those who misbehave in class		

No	Activities to be observed	Observed	Not observed
III	Evaluation and follow-up perspectives		
14	Keep a record of students learning progress		
15	Give summary exercises at the end of the lesson		
16	Check students' understanding using questions at the middle or at the end of the lesson		
17	Giving short quizzes and tests		
18	Correcting and marketing students' work by:		
A	Giving chance for some students to write their answer on the blackboard and let others comment on that.		
B	Taking students' exercise books or assignments and mark in outside the class		
C	Marking every student's work and discussing answers orally		
D	Implimenting peer and group assessment		
E	Putting signatures and giving marks at the end of each semester		
IV	Motivation and feedback perspective		
19	Encourage students to speak in English in class discussion and present their views freely.		
20	Encourage students to do group studies.		
21	Focusing on students who regularly raise their hands		
22	Nominate students randomly and making them answer questions		
23	Call students by name to involve them in class discussion		
24	Praise students when they show good performance		

Declaration

I, the undersigned declare that this thesis is my original work, has not been presented for a degree in any other University and that all sources of material used for this thesis have been duly acknowledged.

A handwritten signature in black ink, appearing to read 'Fasil Assefa Tasew', is written over a horizontal line.

Fasil Assefa Tasew

This thesis has been submitted for examination with my approval as university advisor.

Dr. Haregewoin Abate