

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH

ISSUES AND OPTIONS ON HOW ELEMENTARY
SCHOOLS ENGLISH LANGUAGE TEACHERS
MAXIMIZE TEACHING AND LEARNING
IN LARGE CLASSES: WITH PARTICULAR
REFERENCE TO GRADE 8 TEACHERS



BY: HABTAMU ALEBACHEW

MAY/ 2011

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH

ISSUES AND OPTIONS ON HOW ELEMENTARY
SCHOOLS ENGLISH LANGUAGE TEACHERS
MAXIMIZE TEACHING AND LEARNING
IN LARGE CLASSES: WITH PARTICULAR
REFERENCE TO GRADE 8 TEACHERS

A THESIS PRESENTED IN PARTIAL FULFILLMENT FOR MASTER OF ART
DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

BY: HABTAMU ALEBACHEW

APPROVED BY

MEKASHA KSSAYE (Ph.D)

ADVISOR

SEIME KEBEDE (Ph.D)

EXAMINER



A handwritten signature in blue ink, appearing to be "Habtamu Alebachew", written above a horizontal line.

SIGNATURE

A handwritten signature in blue ink, appearing to be "Seime Kebede", written above a horizontal line.

SIGNATURE

MAY 2011

ACKNOWLEDGEMENTS

Thank you my God!

I would like to thank my advisor Dr. Mekasha kassay for his invaluable comments.

In also would like to thank my wife Buzayu Getachew for her moral and financial support.

LIST OF TABLE

Table	Name of the Table	Page No
Table 1	Number of English Language Teachers who Filed and Returned the Questionnaire.....	23
Table 2	Number of Students who filed and Returned the Questionnaire	25
Table 3	Name of the sample School Selected for Observation	26
Table 4	Characteristics of the Teachers Sample Population	29
Table 5	Actual Class Size and Teachers' Perceptions of Class Size	33
Table 6	Descriptions of Teachers Attitudes towards Large Classes.....	53
Table 7	Assessment and feedback strategies	56
Table 8	Strategies to Increase Students Involvement in Large classes.....	60
Table 9	Methods of Managing Large Classes	63
Table 10	Strategies to Maximize Resources in Large Classes	65
Table 11	Methods to Maximize Teaching and Learning in Large Classes Found in Hottest Places.....	68
Table 12	Lists of Major Challenges Presented by Large Classes.....	Appendixes A
Table 13	Students' responses.....	Appendixes B

Table of content

Content	Page No
• Abstract	
• Chapter One	
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Objectives of the Study.....	7
1.3.1. General Objectives.....	7
1.3.2. Specific Objectives.....	7
1.4. Significant of the Study.....	7
1.5. Scope of the Study.....	8
1.6. Limitation of the Study.....	8
• Chapter Two	
2. Review of Related Literature	
2.1. Definitions of Large Class.....	9
2.2. Beside Numbers-Other Factors in Defining Large Class.....	12
2.3. Overview of Some Research Studies on Maximizing Teaching and Learning in Large Class Size.....	12
• Chapter Three	
3. Research Methodology	
3.1. Subjects and Sampling.....	22
3.2. Data Collection Procedures.....	26
3.2.1. Questionnaire.....	26
3.3. Classroom Observation.....	27
• Chapter Four	
4. Data Interpretation and Discussions	
4.1. Data Interpretation	29
4.1.1. Characteristics of the Teachers Sample Population.....	29
4.1.2. Actual Class Size.....	31

4.1.3.	Teachers' Perceptions of Class Size.....	31
4.1.3.1.	Actual Class Size in Sample Governmental elementary Schools and Teachers' Perceptions of Class Size.....	33
4.1.4.	Teachers Attitudes Towards Large Classes.....	34
4.1.5.	The Challenges Presented by Large Classes.....	35
4.1.6.	Strategies, Methods or Procedures Used to Maximizing Teaching and Learning in Large Classes.....	35
4.1.6.1.	Assessment and Feedback Strategies	35
4.1.6.2.	Strategies to Increase Students' Involvement in Large Classes	36
4.1.6.2.1.	Increasing Students' Involvement by Enlarging the action Zone.....	36
4.1.6.2.2.	Increasing Students' Involvement by Creating a Positive Classroom Culture...	37
4.1.6.2.3.	Increasing Students' Involvement by Improving Question and Answer Techniques.....	37
4.1.6.2.4.	Increasing Students' Involvement through Participatory Decision-making.....	37
4.1.6.2.5.	Increasing Students' Involvement by using More Pair and Group Work.....	38
4.1.6.3.	Methods of Managing Large Classes.....	39
4.1.6.4.	Strategies to Maximize Resources in Large Classes	39
4.1.6.4.1.	Using Students as a Resource	39
4.1.6.4.2.	Using Students Generated Resources	39
4.1.6.4.3.	Using Students to Tutor one Another and Give Feedback.....	39
4.1.6.4.4.	Using the Classroom and the School Environment as a Resource.....	40

4.1.6.4.5.	Using Recourses outside the Classroom.....	40
4.1.7.	Methods to Cope with Large Classes Found in Hottest Places of the Country	40
4.1.7.1.	Proper Sitting Arrangement.....	41
4.1.7.2.	Arranging the day's of Lesson or Weekly Periods.....	41
4.1.7.3.	Conducting Make-up Classes	41
4.1.7.4.	Providing Warming-up Activities.....	42
4.1.7.5.	Issues and Options to Maximize Teaching and Learning in Large Classes Found in Hottest Places.....	42
4.1.8.	Students Responses on the Strategies, Methods as Well as Techniques and Procedures to Maximize Teaching and Learning in Large Classes.....	43
4.1.8.1.	Assessment and Feedback Strategies	43
4.1.8.2.	Strategies to Increase Students' Involvement in Large Classes	44
4.1.8.2.1.	Increasing Students' Involvement by Enlarging the action Zone.....	44
4.1.8.2.2.	Increasing Students' Involvement by Creating a Positive Classroom Culture...	44
4.1.8.3.	Methods of Managing Large Classes.....	45
4.1.8.4.	Strategies Teachers Used to Maximize Resources in Large Classes	45
4.1.8.5.	The Methods Teachers Used to Maximize Teaching and Learning in Large Classes found in Hottest Places	46
4.1.9.	Results of Classroom Observation.....	47
4.1.9.1.	Teachers Teaching Style.....	47
4.1.9.2.	Issues of Noise and Discipline.....	49
4.1.9.2.1.	Level of Students' Involvement.....	50
4.1.9.2.2.	Assessment and Feedback.....	50
4.2.	Discussion.....	52

4.2.1.	Actual Class Size and Perception of Class Size.....	52
4.2.2.	Teachers' Attitudes Towards Large Classes	52
4.2.3.	The Major Challenges Presented by Large Classes	54
4.2.4.	Strategies Methods as Well as Techniques and Procedures Teachers Used to Maximize Teaching and Learning in Large Classes	55
4.2.4.1.	Assessment and Feedback to Maximize Teaching and Learning in Large Classes	55
4.2.4.2.	Increasing Students Involvement in Large Classes.....	57
4.2.4.2.1.	Increasing Students Involvement by Enlarging the Action Zone	57
4.2.4.2.2.	Increasing Students Involvement by Creating a Positive Classroom Culture.....	57
4.2.4.2.3.	Increasing Students' Involvement by Improving Question and Answer Techniques.....	58
4.2.4.2.4.	Increasing Students Involvement Through Participatory Decision Making ...	58
4.2.4.2.5.	Increasing Students' Involvement by Using Pair and Group work	59
4.2.4.3.	Methods of Managing Large Classes.....	62
4.2.4.4.	Maximizing Resources in Large Classes.....	64
4.2.4.5.	Methods on How to Maximize Teaching and learning in Large Classes found in Hottest places.....	66

- CHAPTER FIVE

5	Summary, Conclusions and Recommendations.....	70
5.1.	Summary.....	70
5.2.	Conclusions.....	70
5.3.	Recommendations	74

- Bibliography
- Appendixes

Abstract

This study in general aimed at investigating the issues and options on how elementary school English language teachers maximize teaching and learning in large classes. Particularly, it aimed at identifying the issues and options on how those elementary school English language teachers who are teaching in hottest places of the country maximize teaching and learning in large classes.

Questionnaire and classroom observation were the two key data collection procedures that this research employed. Among the 12 governmental elementary schools which are found in the city of The Gambella Peoples' National Regional State, 6 governmental elementary schools were taken as a sample to this study. Twelve English language teachers who teaches in Grade 8, were taken uniformly and 2 teachers from each sample governmental elementary school were randomly selected, and 36 Grade 8 students, 6 from each sample governmental elementary school were randomly taken as a sample population of this study.

In this research, it was found that, the actual class size in which teachers teaches and the perceptions that teachers have towards small class size and large class size; the large class size which teachers considered as a large class size which present challenges; and a large class size which teachers perceived as a large class size which become more difficult to manage is more or less similar from one governmental elementary school to the other. In the case of teachers' attitudes towards large classes, it was found that teachers considered large classes as a great challenge posed to the teaching and learning of the English language and in Ethiopian context it is important to acknowledge that large classes are a reality and the chance of reducing large classes in to small classes is very slight in the near future.

Based on the findings of this research, it is recommended that constant trainings on how to maximize teaching and learning in large classes should be given to teachers; constructions of classrooms should consider the number of students as well as the existing temperature conditions in different areas of the country; curriculum designers should consider the high number of students in Ethiopian classrooms and further research studies dealing with the issues and options on how to maximize teaching and learning in large classes as well as research studies pertinent to maximize teaching and learning in large classes found in hottest places of the country from teachers' and students' perspectives need to be conducted in large scale.

Key works: Issues, Options, Maximize, Large classes, Strategies

CHAPTER ONE

1.1. BACKGROUND OF THE STUDY

Starting from the past six or more decades, large size class has become an important issue in the teaching and learning contexts all over the world. Since then, large size class has been considered as a great challenge posed to the teaching and learning processes in different educational contexts. In connection to this, Mendida (2001) stated that, "The problem of large classes is a global issue although the degree of seriousness varies from place to place. It is a factor that has arisen in both developed and developing economies."

Many research studies indicated that, large size class has been a global phenomenon and a great challenge faced by teachers and learners throughout the world. They also stated that, reducing class size, i.e. from large size class into small size class, particularly in developing nations is very difficult for many years to come. For instance, Shamim (1994) said that, "It is unlikely that the situation of large class size will change in the near future." Similarly, Atkins, et.al (1996) stated that, "... large class size will continue as it is for a number of years to come." In addition to these, Fauzia, et.al (2007) also concluded that, "Large class size is likely to remain the case for some years to come and the chance of reducing large class size in the next decade is very slight."

Since large size class has been recognized as a class size that presented many challenges and/or difficulties to teachers and learners, and since it has been considered as a class size at which problems and/or difficulties that have an impact on the teaching and learning processes emerged from it, many research studies have been conducted, different literatures have been written, various theories and hypothesis have been formulated, and a number of methods, techniques and/or strategies of teaching have been designed in order to help teachers to cope with large size class as well as to guide teachers to maximize teaching and learning in large size class.

For example, among the many, Shamim (1993 and 1994) forwarded some techniques of teaching for teachers that may help them to cope with large class size; The Lancaster-Leeds Language Teaching and Learning in Large Class Project (1989, 1991, and 1996), has given variety of teaching methods and strategies that may enhance or promote teaching and learning in large size class after it studied and investigated the challenges that are presented by large size classes, Atkins, et. al (1996), have come up with strategies for classroom management in large size

classes and procedures that may enhance the practice of English language teaching and learning in large classes; Hayes (1997), after exploring the use of classroom techniques appropriate for large size classes, indicated alternative solutions that may solve the problems that are associated with large size classes; and Fauzia, et.al (2007) recommended some classroom techniques, strategies and procedures to maximize teaching and learning in large class size.

All of the above mentioned researchers considered that, large size class is endowed with various challenges or problems and it has been become a serious challenge for both teachers and learners as well as for school administrators. However, they concluded that, eventhough large size class is a great challenge for the teaching and learning process, it can be overcome through the creative use and applications of many and different ways, methods, techniques procedure and/ or strategies that suits with or appropriate for the teaching and learning contexts of large size classrooms.

Eventhough some local research studies, such as Atkins, et.al (1996), Mendida (2001), Fauzia, et.al (2007), and so on, deals with the challenges of difficulties that are presented by large size classrooms and have come up with different solutions and recommendations that may help English language teachers to maximize teaching and learning in large size classrooms, almost all of these local research studies addressed the issues of large size classrooms in large size classrooms at secondary schools. In addition to this, the setting of these local research studies were largely confined in big cities of the country, like Addis Ababa or Bahar Dar, where these cities are characterized by cool and wet climate conditions. In other words, these local research studies were conducted largely in secondary schools that are found in areas which are accessible for many things as well as having conducive weather conditions.

The researcher of this study has found that there had been no any local research study that specifically deals with the issues of large size classrooms at elementary schools where these elementary schools are found in areas which are characterized by hottest temperature conditions. In other sayings, the researcher of this study is unable to find any local research study that deals with the issues of large classrooms in elementary schools as well as the issues of large size classrooms where elementary schools are found in areas that are characterized by hottest climate conditions. This issue, therefore, drives the intention of the researcher of this study to conduct a

descriptive research study on issues and options on how elementary schools English language teachers maximize teaching and learning in large classes so as to fill the existing gap.

This research will describe the issues and options on how elementary schools English language teachers maximize teaching and learning in large classes with particular reference to Grade 8 teachers in elementary schools which are found in the regional city of The Gambella Peoples' National Regional State.

1.2. STATEMENT OF THE PROBLEM

The problems that are associated with large class size have been constantly raised by both teachers and learners. Many research studies have found that large size class is characterized by a number of challenges and teachers and learners are unhappy to teach and to learn in large size classes. These research studies further explained that, particularly teachers are unable to overcome the challenges presented by large size class; rather they prefer to teach in small size classrooms. According to the Times (1989), "In the process of language teaching, it is clearly the view of the majority of teachers that teaching small group of people would reduce stress and make it easier for them to keep order in the classrooms." Similar to this, Mendida (2001) said that, "It is common to hear that teachers complaining the difficulties associated with large classes."

It has been noted that, the problem of large size class is not only the case of developing nations; rather it is also a challenge for teachers and learners in developed countries too; despite its magnitude is not the same from place to place, even with in one country. Nega (1990) in Mendida (2001) stated that, "The question of large classes is an important issue in the language teaching and learning. Among the various factors that affect the teaching and learning process, class size, perse, is said to be one of the undeniable facts of schools life."

In many research studies, teachers' perceptions towards large size classes indicated that large size class presented too many challenges for teachers as well as to learners. Atkins, et.al (1996) cited some of the challenges that English language teachers faced in large class size as the following:

Problems of tension due to overcrowding, noise and discipline, problems with evaluation individual students, meeting needs of students, problem of teaching oral skills, giving challenging and demanding exercises, employing student-centered method, problems preventing student from cheating ,creating healthy conditions of learning, and so on.

Fauzia, et.al also stated teachers' perceptions towards the challenges that English language teachers faced in large class size as:

Most teachers perceived that, in large class size they faced challenges such as insufficient student involvement/learning, limited opportunity for learners to express themselves in English, difficulty in ensuring everybody's participation in activities, many students are off-task in group activities, issues of discipline and noise, managing group work, evaluating the work of students or continuous assessment, inability to identify problems of learners and to know the progress learners makes, to assess students individually and to provide a remedy based on the feedback from the assessment (2007: 12).

Like teachers, learners also faced too many challenges while they learn in large class size. After conducting an interview with learners, Shamim discussed some of the challenges learners faced in large class size as:

Learners interviews illustrate some of the challenges learners in large class size faced as: the physical conditions in the classroom are less optimum, there is a limited seating capacity, limited opportunities for classroom participations (answering teachers' questions), difficulties to understand the lesson, students at the back can not hear the teacher, and so on (1993:27).

As some local research studies revealed, for instance, Haimanot (1996), Atkins, et.al (1996), Taggasse (1996), Medida (2001) Fauzia, et.al (2007), large class size are prevalent in all Ethiopian Educational systems. In other words, the difficulties that are posed by large class size are assumed to be a common phenomenon in the teaching of English in Ethiopia.

The above and other local research studies which were conducted around the issues of large class size, in addition to indicated the challenges and/ or difficulties that teachers and learners faced in large class size, they also forwarded solutions and recommendations that may help teachers to maximize teaching and learning in class size.

Because these local research studies were entirely conducted in large size classrooms at secondary schools where these secondary schools are found in big cities of the county as well as in areas that are characterized by relatively cool weather conditions, many of these local research studies deals with the issues of large size classrooms at secondary schools where these schools are found in big cities of the country which have conducive weather conditions, and forwarded

solutions and recommendations that may help secondary schools English language teachers to cope with large classes. Due to this, these local research studies did not address any issue that is related with helping elementary schools English language teachers to maximize teaching and learning in large classes. Furthermore, these local research studies did not address any issue that particularly help those elementary schools English language teachers, where elementary schools are found in areas that are characterized by hottest temperate conditions, in order to maximize the teaching and learning of English language in large classes.

Because the issues of large classes in elementary schools, in-depth and the issues of large classes in elementary schools where elementary schools are found in hottest areas, such as Gambella, of the country in particular, have not been addressed yet it becomes the main reason to conduct this research. In other words, in Ethiopian context, since the issues of large classes in elementary schools, in large scale, and/or the issues of large classes in elementary schools that are found in hottest places of the country in specific, have not been addressed yet; the challenges or the difficulties that teachers and learners faced in large classes at elementary schools that are found in hottest places of the country have not been investigated; and no local research forwarded solutions and recommendations for this problem, conducting a research study that will describe the challenges and/or difficulties that are presented by in large classes at elementary schools in general, and at elementary schools that are found in areas that are characterized by hottest temperature conditions in particular, and conducting a research study that will address the issues and options on how elementary schools English language teachers maximize teaching and learning in large classes so as to fill the existing gap is the major rationale behind in conducting this study.

1.3. OBJECTIVES OF THE STUDY

The following are the general and specific objectives of this study:

1.3.1. General Objectives

- Since the challenges and/or difficulties presented by large classes are not the same, identifying the various challenges and/or difficulties presented by large classes at elementary schools.
- Investigating the issues and options on how elementary schools English language teachers maximize teaching and learning in large classes.

1.3.2. Specific Objectives

- Because the challenges and/or difficulties presented by large classes are very different from place to place, examining the various challenges and/or difficulties that are presented by large classes at elementary schools where elementary schools are found in hottest places of the country.
- Exploring the issues and options on how elementary schools English language teachers, where elementary schools are found in hottest places of the country, maximize teaching and learning in large classes.

1.4. SIGNIFICANCE OF THE STUDY

This research will have the following significance:

1. As far as this research is dealing with the issues and options on how elementary schools English language teachers maximize teaching and learning in large classes, it will be significant in discovering the issues and options on how elementary schools English language teachers maximize teaching and learning in large classes.
2. In addition, since many local research studies were not conducted on issues of large classes at elementary schools that are found in hottest places of the country, this research will be significant in indicating the challenges and /or difficulties presented by large classes at elementary schools that are found in hottest places of the country.

3. Furthermore, this research will be very important in providing a new insight about large classes at elementary school in general, and about large classes at elementary schools found in hottest places, in particular.
4. This research will also be very significant in providing English language teachers the issues and options to maximize teaching and learning in classes at elementary schools as well as for English language teachers how teaches in large classes at elementary schools that are found in hottest places of the country.
5. Moreover, this research will be very important for those English language teachers, students as well as to other researchers who wish to conduct further research studies in the same or related areas.

1.5. SCOPE OF THE STUDY

This research will be confined in six governmental elementary schools that are found city of The Gambella Peoples' National Regional State to conduct a research study on issues and options how elementary schools English language teachers maximize teaching and learning in large classes: with particular reference to Grade 8 teachers.

1.6. LIMITATION OF THE STUDY

Due to time constraints and the remoteness of the place, at which this research is conducted, from Addis Ababa restricted the method of interview to be employed in this research.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definitions of Large Size Classes

Starting from the past six or more decades class size has been subjected to continuous debates. Mendida (2001) said that, "The debate on class size started in the 1950s." Mosteller (1995) also indicated that "Class size is one of the most researched and heavily debated topic..." Since then, nothing has been forwarded that clearly shows the demarcation between small class size and that of large class size. In other words, the continuous debates on class size have not been resulted by providing a commonly accepted explanation that may be used to consider a given classroom as being a small size class or as large class size.

As a result of this, class size has been perceived and/ or considered differently in different places from different perspectives and educational contexts through out the world. To show how class size perceived differently from place to place and determined by various educational contexts many research studies and projects were conducted. These research studies and projects stated that class size has been variously defined or explained all over the world.

The Lancaster-Leeds Language Teaching and Learning in Large Class project* Team set out to learn whether optimal class size existed. As the studies by different members of the group revealed, the definition of small, large and ideal classes depended on teachers' previous experience (Locastro 1989:32).

*Currently known as The International Network for Class size Studies (INCLASS).

In addition to this, many researchers also stated how class size varies from place to place. Class size varies from country to country and from one type of institution and another as does opinion matter. Teachers, who accustomed to group of 12-14 students might found a group of 20 threatening. Others may be relieved to have 40 in their classes (Nolasco and Arthur 1990:50). Similarly, Coleman (1989) concluded that, "Teachers share no Universal conception of the size of the ideal, large and small classes." In addition to these, Fauzia, et.al (2007) stated that, "Teachers' perception of class size varies from country to country and at different levels and educational contexts within the same country."

The above and other many research studies indicated that class size has been considered, explained and/ or defined variously in various places and from different perspectives and determined by various educational contexts. As a result of this, there has not been one that universally accepted or recognized definition that effectively describes, explains and/ or defines large size class.

In connection to this, Hayes (1997) said that, "There can no be a qualitative definition for the term large classes as perceptions of this varies from context to context." According to Fauzia, et.al (2007), "Large is a relative word and large class have been variously defined by practitioners from different teaching learning contexts." Fauzia, et.al stated how the perceptions that teachers have about large class size varies from place to place as:

The Language Learning in Large Class Project tried to find out how large is large? By asking teachers to share their perceptions and experiences. After administering the questionnaire in several countries, it was found that teachers' perception of large class size varies from country to country and at different levels and educational contexts with in the same country (2007:17)

Large size class also considered differently in developed and developing economies. A large class in western context such as the US or the UK may be considered small by both teachers and learners in most teaching-learning contexts in Africa (Ibid 2007:31).

In addition to these, it is important to note that large size class has been differently described or defined quantitatively, by the number students in a classroom, all over the world. As result of this, the quantitative descriptions or definitions which have been given in order to describe or

define large class size are very different from one country to the other as well as from place to place within the same country and determined by various educational contexts.

Many things has been said in order to indicate how large size class varies from place to place in terms of its quantitative descriptions. For instance, Fauzia, et.al (2007) said that, "A large class can vary from 22 in US elementary schools to up to 150 in an African classroom." Hayes (1997) also found that, "Classes in schools in most parts of Thailand may contain between 54 and 55 students. Many teachers consider that these classes are too large." During the Horn by School on "Teaching English in Large Classes"* participants from seven different countries in Africa were asked to define a large class. There was a general agreement that a class with more than 40 or 50 students is large." (Fauzia, et. al 2007:33).

Very different from these, Zeleke (1995) in Mendida (2001), quantitatively describes large size class in Ethiopian educational context as, "Classes of 70-135 becomes common in Addis Ababa governmental schools." Particularly, Zeleke found that the majority of teachers he studied (97%) Considered their classes to be large. The number of students in teachers' classes varied from 50-135. Atkins, et. al (1996) also described the quantitative average class size in Ethiopia schools is to be between 60 and 90.

To sum up, class size has been perceived, described and/or defined differently in different perspectives, levels and educational contexts across the globe. Due to this, large class size too has been considered and/or defined variously from place to place and at different levels and educational contexts in terms of qualitative and quantitative perspectives.

*A Teacher Training Course for Teachers and Teacher Educators Held in Ethiopian from 28 August-2 September 2006

2.2. Beside Numbers-Other Factors in Defining Large Classes

In addition to the number of students in a classroom, there are many determinant factors that have to be taken in to considerations before defining a given classroom as being small size classroom or as large size classroom. Class size is an important variable in the teaching situation which takes in to account the number of students admitted, the number of teachers, the number of classrooms, and the number of seats in the classrooms. (Locastro 1989:37).

The question of large classes, must not be seen only from a numerical perspectives, “Pedagogical, Managerial and affective” factors have also a great impact on teaching in large classes (Ibid 1989:38). Shamim (1993) also stated that, “While numbers may be necessary for defining large classes, numbers alone is not sufficient to arrive at a shared definition, even within one country.”

Furthermore, Fauzia et,al discussed the other factors beside numbers in defining large size class as:

Class size is often defined in numbers. However, teachers’ and learners’ perception of a large class is determined not only by number of students but by several additional factors. These include: physical conditions in the classroom such as the amount of space available; teaching focus; teaching methodology; and the availability of resources (2007:35)

2.3. Overview of Some Research Studies to Maximize Teaching and Learning in Large Class Size

To overcome the challenges and/ or difficulties that are presented by large class size, too many teaching methods, techniques and strategies have been developed through different times as well as in different levels and educational contexts. In many research studies, it has been noted that since the chance of reducing large class size in to small one is very slight, it is very crucial for teachers to develop methods, techniques or strategies that suit to teaching and learning in large class size so as to help themselves to cope with large class sizes. In this regard, Coleman, (1989) stated that, “If there are solution to large classes, then people most likely to have developed such solutions are large class teachers themselves.”

According to Shamim, (1993) “For the problems of large size classes, there should be someone to cater for efficient handling of teaching-learning process in large classes.” Fauzia, et.al (2007) also suggested that, “Moving from problems to devising principles for teaching in large classes is important for rethinking teaching and learning in large classes.”

Many things have been said or many research studies have been forwarded basic principles, teaching methods, techniques or strategies that can be taken as solutions to overcome the challenges or difficulties that are presented by large classes.

The two general and the four specific principles that are summarized below are suggested by Coleman (1989). These principles were considered as important principles for rethinking teaching and learning in large classes.

General Principles

Be realistic: There are some things that are either very difficult or simply impossible to do in large classes. Similarly, there are other things that can be done well in large classes. Instead of feeling guilty about what can not be done, explore and focus on what can be done well in large classes.

Give more responsibility to the learners: Consider sharing responsibility for learning with the learners instead of taking responsibility for everything that happens inside (and outside) a language learning class.

The following specific principles suggest ways of sharing responsibility with the learners to address some of the common problems that teachers faced in large classes (Ibid 1989:19).

Specific Principles

Discomfort: Organize learning in ways that takes the spot light away from the teacher, for example, use pair and group work-this will also allow the learners to take responsibility for their learning.

Control: Do not try to monitor everything: share ‘control’ of learning by giving some responsibilities to the learners.

Evaluation: Do not feel stressed about evaluating everything that the learners produce. Learners can be encouraged to self-assess or check their peer's work and thus share responsibility for checking learning with you. Alternatively, being realistic, you may decide that all the language produced by the learners does not need to be corrected.

Individual attention: To address the problem of giving individual attention to learners in large classes, use activities that allow for increased opportunities for individual interaction between teachers and learners.

Very similar to Colman, The International Network for Class Size Studies (INCLASS) research questionnaires has suggested that the problems faced by teachers of large classes can be divided into five areas: discomfort; control; individual attention; evaluation; and learning effectiveness. Based on the in-service training (INSET) course developed in north-east Thailand and from teachers (INSET course participants who completed the INCLASS research questionnaires) reactions and comments, Hayes (1997:32) summarized the following for each of the problem areas in large classes. In other words, below are a summary of solutions that teachers suggested to maximize teaching and learning in large class size:

Discomfort:

There is obviously nothing that can be done about the size of classrooms or the number of desks and chairs needed for the students, but the optimum organization or furniture in a limited space is something that can be tackled. Generally, arrangement of the class in groups best enables students to see the board, see and speak to each other, and move around easily to do activities, and which allow the teacher to see and to talk to the students, and move around easily to monitor activities. Positioning of desk at an angle to the board rather than head-on make a difference to lines of vision.

Teachers might then consider how best to utilize the available wall space in their own classrooms. Lack of floor space need not prevent a room from being an attractive place to be. What is possible in any given school depends, of course, on whether rooms are allocated for subjects or for classes. Where rooms are shared with other subject teachers it may be possible to jointly agree on a new arrangement. If agreement is not possible, it may be worth while to train students to rearrange the classroom for lessons in which the primary focus is group or pair work.

Control:

Teachers' concern over the issue of control may be linked to teacher centered perceptions of the classroom. The question of noise in pairs or group activities is often cited as a reason for large classes being difficult to control. Teachers should consider ways of keeping the noise level to a minimum such as: never attempt to compete with the class by shouting for attention, give a clear signal when the teacher want to speak, and waited for quiet before the teacher begin, encourage the class to speak at normal levels, and try to quieter students if they become too boisterous: if it is necessary to address individuals the teacher may do so by name. Teachers can use their own attention-getting signal (a clap of hands, for example) together the classroom language that he/she might use at various learners levels in situations where noise might be a problem.

Furthermore, teachers should consider ways of making students more responsible for control. Rotas for undertaking particular duties, and the selection of group leaders to liaise with the teacher, for example, collecting or returning materials or books.

Individual Attention

Addressing individual students by name not only one way to establish control in a class. It has another more important function. But, knowing the names of too many students is not easy. However, teachers can use different ways of learning names which can be tried out in schools. This can be range from seating plans (as long as students sit in the same places) to name cards and simple games. Using names in the initial step is showing students that their teachers care about them as individuals.

Teachers themselves are also very concerned about how they can express this care through the amount of time devoted to individual students in a large class. In this regard, it was noted that, not all students needs individual attention in every lesson: for some, a quick check they are doing the activity correctly will often be enough, where as others will need closer guidance.

Evaluation

The idea of students working together has lists of advantage. An important advantage is that students can learn from each other, mixed ability grouping are preferable for this. Disadvantages usually centred on the possibility of students copying or cheating. At the most basic level,

however, teachers feel that slow learners perform very badly in large classes. If they cheat or simply copy they will also learn nothing! Teachers are therefore encouraged to develop a sense of responsibility among their students and the sphere of learner training should be considered at various points.

Teachers can employ the various strategies to overcome the problems with evaluation. For instance, providing controlled writing for quickest correction, techniques such as students exchange books or correcting their own work while the teacher give the answers, students writing the answers on the board and being corrected by other students, if necessary, and students checking their works in pairs before the teacher gives the answer (s)

Learning Effectiveness

Available research evidence can not prove any conclusive link between class size and learner achievement. It may be just a teacher's perception that students do not learn as well in a large class as in small one. If this is the case, it is important that the perception be examined. The range of activities have shown some ways in which teachers may be helped to feel less overwhelmed when confronted by large classes. However, any change must result from individual teachers modifying their own classroom behavior and leading students to alter theirs. If they do so then perceptions of learning effectiveness in large classes may be altered.

Hayes concluded his summary by citing the following teacher's advice:

If you have to teach in large classes, the first important thing you have to do is finding some students who can help you. This is good thing because these students can practice the language more and they can help you. They will like English and you will get some important information from them. And the students will tell you what they want to learn more, what games are boring, what games are interesting, what you should adopt (1997:36).

The challenges that are presented by large class size manifest themselves in different ways and in different classroom situations or contexts. In addition to the problems that are described above, the problem of resources is also a major challenge that teachers faced in large class sizes. In connection to this, Shamim stated that,

In recent years student's enrolment has increased rapidly in many countries of the world. However, the rise in student's number has not been accompanied by a corresponding expansion in facilities and resources. As a result teachers are faced with large classes and very limited resources to support their teaching. It is unlikely that this situation will change in the near future (1994:46).

Though lack of resources is one of the major problems of large class size, some research studies suggested that the lack of resources in large class size is some thing that can be managed.

Teaching large classes is hard work, but, in the area of resource use, there are many opportunities as well as challenges. In particular the large and diverse group of students in a large class is a rich resource for the teaching and learning process (Shamim 1993:27).

In connection to this Fauzia, et.al said that,

Whist all these (textbooks, story books, flash card, audio and video tapes, audio and video cassette players, computers and internet resources) are valuable resources in a language class, it is possible with creativity to teach language skills where these resources are unavailable or in limited supply (2007:53).

Holliday (2000) also said that, "As large class teachers develop creative solutions to combat limitations in resource availability; they should derive a great deal of satisfaction from their accomplishment".

Similarly, Biddle and Berliner (2000) suggested that, "Since the lack of resources is the case in large classes, we must look for creative solutions to maximize the use of the limited educational resources as available."

As for other problems or difficulties of large class size, research studies have come up with issues or ideas to maximize the lack of resources in large class size. Among the many, Shamim and Fauzia, et.al examined how the creative use of available resources can help to address some of the challenges caused by lack of resources by identifying the resources in the classroom and its environs that can be used to support teaching and learning in large class size. They respectively summarized the maximization of the lack of resources in large class size as the following:

Identifying the available resources greatly help teachers to maximize resources in large classes. When identifying the resources available to support learning we must look at both human resources and material resources. We must look not only in the classroom but in the school environment as a whole. We must look not only at the school but at the community (Shamim 1993:47).

It is important to see resources not only in terms of physical facilities in the classroom and its environs, but also to include, arguably much more valuable, human resource. In most African classrooms, the most abundant resources are the students. However, many teachers fail to recognize the potential of their students' resources (Fauzia et. al 2007:62).

To sum up, in relation to the problems of resource in large classes, Fauzia, et.al further discussed that:

The shortage of resources and the group dynamics of large classes require teachers to have highly effective management skill. A deeper understanding of the causes and types of conflict together with careful planning and creative implementation of plans allows skilled teachers to cope with the challenges of managing large classes effectively (Ibid 2007:69).

With regard to students involvement in large classes, most research studies considered the great role that pair and group work played in increasing the involvement of students in large class size.

To address issues of students' involvement in large classes, it requires teachers to analyze the multiple reasons behind the lack involvement and to develop strategies for assessing these. Pair and group work are invaluable for increasing student involvement in large classes. But to be effective they must be well-planned and carefully managed (Ibid 2007:76).

Generally, as it has pointed above, the various reasons that contributes for the lack of students involvement in large class size can be maximize by a range of materials, techniques, procedures and/or strategies that teachers can use to work towards achieving the goal-to increase the involvement of students in large class size.

In addition to the above methods, techniques, procedures and/or strategies that are forwarded as solutions to maximize the challenges or difficulties that are presented by large class size, some research studies have been came up with issues and options to maximize the management problems in large classes. Biddle and Berliner (2000) said that, “Management problems in large classes manifest themselves in a verity of ways. These include: noise, disciplinary problems and lack of cooperation.”

Since the question of noise, at one part of it, considered as a challenge that teachers faced in large class size, some strategies were given in order to help teachers to cope with the problems of noise in large class size. In other words various strategies were forwarded for reducing noise in large classes.

Teachers can use variety of strategies to overcome the problems of noise or for reduction noise in large size classes. For instance, establishing ground rules and select some students to help teachers in controlling classroom discipline will have high importance to manage large classes (Naidu 1991:25)

Though pair and group work plays an important roles in increasing the involvement of students in large class size, they become to be a source of another problem in large class size if they are not carefully planned or prepared. (Shamim 1994:65).

Many teachers believe that pair or group activities are the solutions to all their problems in large classes. However, if not well planned, pair or group activities can create problems as well as solve them. Thus, teachers should consider the various strategies for managing group work effectively in large size classes (Shamim 1993:72):

The following lists of strategies are important for managing group work effectively in large classes (Shamim 1993:72-73).

- Limit group size. If there are too many students in a group, some students on the “margins” will probably get distracted.
- Use a familiar method for forming groups, so the students spent as little time as possible doing this.
- Ensure that the group activity requires working together and sharing.

- Avoid the possibility that activities required working together in a group but do the activity individually.
- Train students in giving feedback and in peer assessment.
- Ensure that both individual and group efforts are assessed. Plan group activities in such a way that it is possible to assess individual contributions as well as group performance.
- Use creative ways to gain students attention whilst they are working in groups.

Apart from managing group and pair work effectively, it has been suggested that managing transition from pair to group work to whole class activity has invaluable support in minimizing the management problems in large class size.

The transition from one form of working to another can be chaotic and time consuming. However, once again through proper planning, management problems can be minimized. Whenever possible, begin with pair activities and form groups by merging the pairs. This way you can also smoothly develop it to a whole class activity. Generally, if transitions do not require significant movement, merging groups can be carried out efficiently and with minimum disruption (Naidu 1991:38).

To maximize the problems of assessment and feedback in large classes, various strategies, methods as well as techniques and procedures were given.

For assessment to be fair and transparent, clear assessment criteria, shared with students, is vital. It is better if students are involved in the development of the assessment criteria so they feel ownership of them and understand why they are important. Indeed, the process of developing assessment criteria and a powerful learning experience in its own right (Hayes 1997:42).

Shamin (1994:69) also suggested the value of using peer-feedback and self reflection to improve assessment in large class size, as: self-reflection and self assessment can also very valuable to the learning process in large size classes. With clear learning objectives and clear criteria for assessment, students in large size classes can effectively assess their own work and their progress towards achieving the learning objectives. In large size classes, carrying out self-assessment is

also important in decreasing of student dependence on the teacher and encouraging them responsibility for their own learning.

Assessment and feedback 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 relive the burden on the teacher. In addition, once students are trained to give effective and supportive feedback, regular feedback can be provided to all students, despite the large numbers in the class (Fauzia et.al 2007: 79).

As it has been discussed so far, despite large classes sizes presenting a range of challenges and difficulties for teachers and learners and hampers the smooth flow of instructional processes, teachers can handle these challenges and help their learners to cope with the difficulties they faced in large class size if teachers recognized and implement the various strategies, methods, procedures or techniques to maximize teaching and learning in large classes.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Subjects and Sampling

From among the 12 governmental elementary schools in the regional city of The Gambella Peoples' National Regional State, 6 governmental elementary schools were taken as a sample.

This research considered the schools representativeness to the center as well as to the places outside the Gambella city when it selected the 6 governmental elementary schools as a sample of the study. The two teachers from each sample governmental elementary school were selected randomly.

Based on this, 12 teachers, taking uniformly 2 teachers from each sample governmental elementary school were made to fill the questionnaire. All the teacher respondents have returned the questionnaire.

Table 1 indicates list of sample governmental elementary schools in Gambella city, the kebele that each sample governmental elementary school is found, the number of English language teachers in who teaches in Grade 8, the number of English language teachers who filled and returned the questionnaire.

Table-1: Name of the Sample Governmental Elementary Schools in Gambella city, The kebele that Each Sample Governmental Elementary School is found, the Number of English Language Teachers who Teach in Grade 8, and the Number of English Language Teachers who Filled and Returned the Questionnaire.

No	Name of the Sample Governmental Elementary Schools in Gambella City	The kebele that each Sample Governmental Elementary School is found	The Number of English Language Teachers who Teaches in Grade 8	The Number of English Language Teacher who filled the questionnaire	The number of English language teachers who returned the questionnaire
1	Wibure Elementary School	Kebele 01	5	2	2
2	Ras Gobena Elementary School	Kebele 02	3	2	2
3	Jejebe Elementary School	Kebele 03	4	2	2
4	Chankuar Elementary School	Kebele 04	4	2	2
5	Elaye Elementary School	Kebele 05	5	2	2
6	Dalcoach Elementary School	Kebele 06	3	2	2
	Total		24	12	12

Students' questionnaire was also distributed to 36 students who were randomly selected from each sample governmental elementary school in Gambella city, randomly taking 6 Grade 8 students from each sample school. The selected students were being taught by those English language teachers who filled and returned the questionnaire and observed during classroom observations.

The reason why taking 36 Grade 8 students from the 6 sample governmental elementary schools as a sample of this study, because the researcher of this study believes that these students can represent the total student population in the 6 sample governmental elementary schools.

The 6 Grade 8 students who were randomly selected from each sample governmental elementary school were also taken as a sample for this study were also selected on a similar basis like that of the 36 total sample student respondents.

Table 2 shows the sample governmental elementary schools, in Gambella city, the average number of students in Grade 8 classes, the number of students who filled the questionnaire and number of students who returned the questionnaire.

Table-2: Name of the Sample Governmental Elementary Schools in Gambella City, the Average Number of Students in Grade 8 Classes, the Number of Students who Filled the Questionnaire and Number of Students who Returned the Questionnaire.

No	Name of the Sample Governmental Elementary Schools in Gambella City	The Average Number of Grade 8 Students in each Sample Governmental elementary School	The Number of Grade 8 Students who filled the questionnaire.	The Number of Grade 8 Students who returned the questionnaire
1	Wibure Elementary School	89	6	6
2	Ras Gobena Elementary School	94	6	6
3	Jejebe Elementary School	85	6	6
4	Chankuar Elementary School	98	6	6
5	Elaye Elementary School	90	6	6
6	Dalcoach Elementary School	95	6	6
		Total	36	36

In order to conduct classroom observation 3 English language teachers were also selected from the 3 sample of Governmental elementary schools in Gambella city, which are mentioned below, on the basis of the large class size they were teaching. These schools were taken as representative of the large class size in the 6 sample governmental elementary schools in Gambella city.

Table 3 indicates sample governmental elementary schools selected for classroom observations which represent large class size. This was used to evaluate the strategies, methods or procedures that English language teachers employed to maximize the challenges presented by their respective large classes.

Table-3: Name of the sample Governmental Elementary School for the Classroom Observation, the Kebele that each Sample Governmental Elementary School Selected for Classroom Observation is found and the Number of Students in each Observed Classroom.

No	Name of the Sample Governmental Elementary school	The kebele the school is fund	Number of Students in each observed classroom
1	Wibure Elementary School	Kebele 01	89
2	Jejebe Elementary School	Kebele 03	85
3	Dalcoach Elementary School	Kebele 06	95

3.2. Data Collection Procedures

Questionnaire and classroom observations were the two types of data collection methods or instruments used to compiled the data for this research.

3.2.1. Questionnaire

Two types of questionnaire were prepared in order to gather relevant data for this research. The first type of questionnaire was prepared for the English language teachers who teaches in Grade 8 and administered on them (see appendix C). The second type of questionnaire was prepared for those Grade 8 students and administered on them (see appendix D). The items included in the English language teachers' questionnaire were organized based on:

1. The questioner prepared by Fauzia, et.al (2007) for finding out learners' perceptions about large classes (see appendix F).
2. The ideas raised by Shamim (1993 and 1994), Hayes (1997) and Fauiza, et.al (2007).
3. Particularly, the items in Table 12 prepared based on the researcher of this study familiarity/ teaching experience in The Gambella Peoples' National Regional State.

The items were also presented using different measuring scales according to their relevance and /or convenience to the analysis and interpretations of the data.

Hence, questions related to the actual class size and teachers' perceptions about class size were measured by using interval scale. Teachers' attitudes towards large classes were also measured by providing of three alternatives: 'Disagree', 'Undecided', and 'Agree'. The items related to challenges presented by large classes were presented by using of list order starting from the major challenge to the minor one. In order to examine the most frequent strategies, methods or procedures which English language teachers employed to maximize teaching and learning in large classes, three rating scales, that is 'Never', 'Sometimes', and 'Always' were used.

Students' questionnaire was also used to get responses regarding the strategies, methods or procedures that their English language teachers employed to maximize teaching and learning in large classes. Hence, students' questionnaire was organized on a similar basis taking only part five of teachers' questionnaire. For the purpose of convenience, the students' questionnaire was translated in to Amharic (see appendix E).

3.3. Classroom Observation

Three English language teachers in the selected three sample governmental elementary schools in Gambella city were observed each for four consecutive days in two different rounds while teachers teaching English language skills and grammar and vocabulary as well as doing other related exercises to each aspect of the lesson.

The first round observation, which was carried for two consecutive days in each selected school, was conducted, for 9 hours 3 hours for each teacher, from February 7, 2011 to February 16, 2011. Where as the second round observation, which was also carried for two consecutive days in each

selected school was conducted, for 9 hours 3 hours for each teacher, from March 14, 2011 to March 22, 2011.

After conducting the classroom observation, the findings were organized and treated according to their relevance to the aim of this research as it is presented in Chapter Four, section 4.1.6., which deals with the results of classroom observations.

CHAPTER FOR

4. DATA INTERPRITATIONS AND DISCUSSIONS

4.1. Data Interpretations

4.1.1. Characteristics of the Teachers Sample Population

As it was mentioned in chapter three (i.e. in the methodology part) of this study, 12 questionnaires were distributed to 12 sample teacher respondents and administered on the same number of sample teacher respondents selected from 6 sample governmental elementary schools in the city of The Gambella Peoples' National Regional State.

Table 4 below summarizes characteristics of the teacher sample population. It describes the sample teacher respondents' sex, educational status, their teaching experiences, their teaching load per-week which includes sections and periods parallel to the number of sample teacher respondents.

Table-4: Characteristics of the Sample Teacher Respondents

No	Description		Number of the sample teacher respondents
1	Sex	Female	4
		Male	8
2	Educational status	10+3 Certificate	2
		Diploma	10
		BA. Degree	-
3	Teaching experience	1-5 Years	-
		6-10 Years	9
		11-15 Years	1
		Above 15 Years	1
4	Teaching load per-week: 4.1. Sections		
		3	2
		4	2
		5	3

		6	5
	4.2. Periods	12	-
		14	1
		16	1
		18	1
		20	2
		22	2
		24	5

Table 4 shows that, 10 of the sample teacher respondents were graduated with diploma, while 2 sample teacher respondents were graduated with 10+3 certificate and there is no a single teacher respondents who were graduated with B.A. Degree.

Regarding the sample teacher respondents' teaching experience, Table 4 also shows that from the 12 sample teacher respondents, 9 teacher respondents have a teaching experiences between 6 to 10 years, one of them served between 11 to 15 years, and another one teacher respondent have more than 15 years of teaching experience.

In the case of teacher respondents' teaching load, Table 4 further indicates that teachers have been assigned to teach 3 to 6 sections or 14 to 24 periods. According to the statistical evidences that were posted on the walls of the schools directors offices, the maximum load that each English language teacher is supposed to take is 6 sections or 24 periods per-week.

On the contrary, teachers' teaching load becomes less when third year regular diploma program students from The Gambella Teachers' Education and Health Science College sent to elementary schools to do the last phase of their practicum course through teaching practice. Since these third year regular diploma program students are assigned to perform their teaching practice, teachers' teaching load is likely goes down during the second semester when third year diploma program students from the college are assigned to share the load of teachers. In this research, however, teachers' teaching load is likely great as it refers to only the teaching load that teachers have been assigned to teach during the first semester which have an impact on the teaching and learning of English language in large classes.

On the other hand, most teacher respondents (see item No. 7 and 8 part I, at appendix-C) did not have a chance to take any training, workshop or seminar that is related to the teaching and learning of English language in large classes. Only three teachers respondents had got chances to be participated in trainings: Improving Your English a Course for Ethiopian Teachers (Grade 1-4, and Grade 5-8) in 1999 E.C., and Teach English for Life Learning (TELL) for Grade 6,7 and 8 in 2001 E.C. which were conducted in Gambella City. However, these trainings do not have coherent relations to the teaching and learning of the English language in large classes as well as significant contributions in helping teachers to maximize teaching and learning in large classes at elementary school.

4.1.2. Actual Class Size

Table 5 below shows that, the actual large class size which teacher respondents teaches are greatly similar from one school to other. Generally, it can be possibly observed from Table 5 that the actual large class size teachers teach ranges from 83 up to 95 in each sample governmental elementary school.

4.1.3. Teachers' Perceptions of Class Size

According to Table 5, teachers' perceived that a class size which is between 40 and 55 is more suitable to the teaching and learning process. In contrast to this, a class size which is between 60 and 75 is perceived as large class, a class size which is between 75 and 95 students is considered as a class size which present challenges, and a class size which is between 85 and 100 students is also regarded as a class size which become more difficult to manage.

It is also interesting to note that the class size which is perceived as 'large' and 'small' is more or less similar from one sample governmental elementary school to the other. However, there is a minor variation on the class size that is perceived as the large class size which present challenges and the large class size which become more difficult to manage. This is especially observed in the case of teachers' perceptions at Ras Gobena elementary school and Chankoar elementary school on one side, and Wibure elementary school and Jejebe elementary school on the other side.

4.1.3.1.1. Actual Class Size in the Sample Governmental Elementary Schools and Teachers' Perceptions of Class Size

Table-5: Actual Class Size in the Sample Governmental Elementary Schools and Teachers' Perceptions of Class Size

No	Name of the Sample Governmental Elementary Schools	Actual class size	Perceptions of class size			
			Number of students in small classes	Number of students in large classes	Number of students which present challenges	Number of student which become more difficult to manage
1	Wibure Elementary school	83-89	50-55	60-70	75-80	95-100
2	Ras Gobena Elementary School	85-94	40-45	65-75	80-85	90-95
3	Jejebe Elementary School	80-85	45-50	65-70	75-90	85-90
4	Chankuar Elementary School	90-98	40-50	70-75	90-95	85-95
5	Elaye Elementary School	80-90	40-50	60-65	80-90	85-100
6	Dalcoach Elementary School	92-95	45-50	70-75	85-95	90-100

4.1.4. Teachers' Attitudes Towards Large Classes

According to the data of this research, 11 teacher respondents shared the idea that large classes are a great challenge to the English language teaching and learning process. In addition to this, only 4 teacher respondents have an attitude that large classes are not challenges; rather they are additional factors which aggravate the other problems to the English language teaching and learning, while 7 teacher respondents did not accept this idea. On the other hand, 11 teacher respondents said that, in addition to the high number of students in classrooms other factors highly contributes to make large classes to be difficult places to teachers to teach and to students to learn.

Seven teacher respondents agreed with the idea that large classes are a particular issue in many developing countries, such as Ethiopia, where teachers' recruitment has not kept with the rapid increases in school enrollments. Interestingly, 12 teacher respondents believe that in Ethiopia context it is important to acknowledge that large classes are a reality and the chance of reducing large classes into small classes in near future is very slight as long as the existence of too many hindrances to the teaching and learning process such as shortage of resources, trained and qualified manpower, construction of classrooms as well as absence of trainings for teachers on how to maximize teaching and learning in large classes, and the like.

The data of this research also indicates that, only 4 teacher respondents believe that the increasing students' enrollment is the only factor that makes large classes to be very challenging, however, 8 teacher respondents did not shared this view. Regarding the idea that reducing students' enrollment is the only alternatives to maximize teaching and learning in large classes, the majority of teacher respondents -8- did not accept it, only 2 teacher respondents shared this idea.

In relation to tackling the problems that teachers faced in large classes, the majority of teacher respondents -10- agree with the idea that teachers can tackle the problems or the challenges presented by large classes effectively if they get constant trainings on the strategies, methods as well as techniques or procedure on how to maximize teaching and learning the English language in large classes.

4.1.5. The Challenges Presented by Large Classes

From the various challenges that are presented by large classes, the data of this research (See at Table 12, Appendix A) indicates the major challenges that teachers faced while they teach in large classes. The challenges that are presented by large classes were listed by teacher respondents from the major one to the list according to their difficulty to teachers.

According to the data of this research, teachers faced a major challenge to use a student centered method of teaching in large and overcrowded classrooms. Teachers also faced major difficulties that are caused by the existence of high temperature condition in the school area that have a direct impact in reducing students learning motivation. In addition to these, teachers also described the limited opportunity for learners to express themselves in English as a major challenges that is presented by large classes.

On the contrary, teachers considered time constraints to organize group works; inability to move round in a classroom in order to monitor individual, pair and group activities; and inability to address individual students by name as minor challenges that are presented by large classes.

4.1.6. Strategies, Methods as well as Techniques and Procedures that Teachers Used to Maximize Teaching and Learning In Large Classes

This part becomes the core focus of this research which aimed at to explore the major strategies, methods and/or procedures that elementary schools English language teachers used in order to maximize the English language teaching and learning in large classes. These strategies, methods and/or procedure have been categorized under five major parts. These are: Assessment and feedback in large classes, increasing students' involvement in large classes, managing large classes, maximizing the use of resources in large classes, and how to cope with large classes found in hottest places of the country.

4.1.6.1. Assessment and Feedback Strategies

According the data of this research, in order to maximize the challenges of large classes in regarding assessment and feedback -7- teacher respondents used clear assessment criteria and explain what to focus on to improve assessment as a strategy to improve assessment in large classes. In addition to this, the data reveal that most teachers respondents -10and 6- using peer-

feedback and self-reflection to improve assessment, and discuss with students the value of peer-assessment and the importance of doing it well, respectively as major strategies to maximize the difficulties associated with assessment and feedback in large classes.

The data of this research also show that, most teacher respondents- 8 always, 3 sometimes-monitoring the process of self-assessment by visiting different groups, checking their assessment and listening to the way they give feedback. Also, the majority of teacher respondents -7- always, 3 sometimes-making students to compare their class work or homework in pairs or in groups. Based on the data, 10 teacher respondents providing model answers to make students to self-assess their class work or homework.

The data of this research further indicate that, 8 teacher respondents using a strategy of collecting a few examples of homework from each large class and choose different students each time to see the individual students' work and to identify any difficulties that the students in general are having. The data of this research also show that, out of the total teacher respondents population, 9 teacher respondents shared the idea of changing the type of question, for instance from subjective to objective, to make marking easier.

Seven teacher respondents considered the idea of preparing, ideally in collaboration with students, a marking guide by writing it on the blackboard, or distribute it to students for peer-correction and allocate clearly on the guide the marks for each item in order to promote transparency; on the contrary 3 teacher respondents did not accept this strategy. In addition, 10 teachers respondents uses oral question for feedback purpose in the class; 7 teacher respondents considered the giving of an extra mark to the group or individual student (s) who corrects accurately using the given criteria; and 5 teacher respondents never checking their students' work only when grading their students; as strategies to maximize the challenges that are related to assessment and feedback in large classes.

4.1.6.2.Strategies to Increase Students' Involvement in Large Classes

4.1.6.2.1. Increasing Students' Involvement by Enlarging the Action Zone

The data of this research reveal that, the majority of teacher respondents -8- relay on the strategy that advocates the changing of the teaching style by focusing less on lecturing and more on

students doing activities in pairs or in small groups so as to winding or enlarging the action zone to include the whole classroom. The data also indicates that, 7 teacher respondents using a variety of activities that will interest and involve all students, while 3 teacher respondents sometimes uses this as a strategy to increase the involvement of students in large classes.

According to the data of this research, most teacher respondents -9- getting their students to change their seat, by making, for example every Monday having the front row move to the back and all other rows move forwards, in order to give all students to have a chance to sit in the action zone so as to in turn to maximize lack of students involvement in large classes. In addition to these, 11 teacher respondents said that, based on the availability of space in the classroom, they move around the class and conduct whole class activities from different places (front, back, middle of the class). These respondents also added that, if this is difficult, they move around the class and move up each row of learners.

4.1.6.2.2. Increasing Students' Involvement by Creating a Positive Classroom Culture.

Based on the data of this research, it is observed that teachers used the strategy of creating a positive classroom culture to increase students' involvement in large classes. The data shows that, most respondents -10- said that, in order to increase the involvement of students in large classes, at the start of the course, with students, establishing a set of classroom 'rules of participation' that emphasize respect for other students and value making mistakes as part of the learning process. Seven teacher respondents used activities (icebreakers) at the beginning of the course that help students to get to know one another. Furthermore, most teacher respondents-7 always, and 2 sometimes-use more pair and group work to allow students to practice the language in a less threatening environment, as strategies to maximize lack of students involvement in large classes.

4.1.6.2.3. Increasing Students' Involvement by Improving Question and Answer techniques.

The data of this research also indicates that, teacher respondents used the techniques of improving question-answer to increase students' involvement in large classes. From the total teacher respondents, 11 of them frequently used the strategy of improving question-answer

techniques by beginning with some straight forward questions that all students should be able to answer and follow with more complex questions. And, 8 teacher respondents shared the idea of allowing more thinking time and time for students to exchange ideas with their partners. In addition to these, 9 teacher respondents said that, ensuring that everyone has heard and understood the questions by reinforcing the question posed orally by writing it on the board is one of the strategy they employed to increase students' involvements in large classes. Further more, 8 teacher respondents also said that, for more complex questions they encourage students to write down their answers before they raise their hands. And the same number of teacher respondents used the strategy of encouraging students to back up their responses with evidence.

4.1.6.2.4. Increasing Students' Involvement through Participatory Decision-Making.

Teacher respondents also used another strategy to increase students' involvement in large classes, that is, participatory decision-making strategy. In connection to this strategy, 10 teacher respondents shared the view that ensuring all students understand the purpose of the class and the learning objectives they are aiming to achieve helps to increase students' involvement in large classes. In addition to this, 6 of the teacher respondents using learning contracts by making students to state their specific learning objectives, the resources they need and the actions they will take to achieve their objectives, and 7 teacher respondents did not accept the idea of sharing assessment criteria with students or involve them in setting the assessment criteria.

4.1.6.2.5. Increasing Students' Involvement by Using More Pair and Group work.

According to the data of this research, teacher respondents using pair and group work to maximize the lack of students' involvement in large classes. From the total teacher respondents- 6 always, 3 sometimes-used groups of no more than 6 students, and 9 teacher respondents set tasks that require group members to interact and work collaboratively together-tasks that create interdependence amongst group members.

4.1.6.3. Methods of Managing Large Classes

According to the data of this research, 9 teacher respondents considered the idea of establishing ground rules with students for reducing noise levels. And, the majority of teacher respondents -6- always, 5 sometimes- giving individual reminders to keep noise levels low. From the total teacher respondents, 8 teacher respondents accepted the view of giving clear instructions to avoid the disruptive noise that results when students fail to hear instructions clearly.

In the case of selection of those students who help the teacher, 10 teacher respondents select students who liaise with the teacher in keeping classroom discipline, while 7 teacher respondents making the whole class to be responsible in keeping the classroom discipline.

4.1.6.4. Strategies to Maximize Resources in Large Classes

4.1.6.4.1. Using Students as a Resources

To maximize the limited resource in large classes teachers used a variety of strategies, the data of this research reveals that, most teacher respondents -7- most of the time, and 4 sometimes-using students as a resource to support learning in large classes. Teachers are using the students' different abilities, interests, experiences and backgrounds as a resource to language learning in large classes.

4.1.6.4.2. . Using Students-Generated Resource

According to the data of this research, the majority of teacher respondents -6- always, 4 sometimes-using students-generated learning resource by encouraging students to provide teaching and learning materials in the form of newspapers, story books, magazines, to bring different materials in order to construct different instructional materials or encouraging students individually, in pairs or in groups to generate different stories and write them on a variety of themes.

4.1.6.4.3. Using Students to Tutor one another and Give Feedback

In addition to the above strategies, teachers used students to tutor one another and give feedback. According to the data, 8 teacher respondents most of the time using those students who

understand a concept or skill well to help another weaker students as a strategy to maximize the problem of resources in large classes.

4.1.6.4.4. Using the Classroom and the School Environment as a Resource

The data also indicates that, 9 teacher respondents give emphasize for using the classroom as well as the wider school environment as a resource to compensate some resources that are limited in large classes. These teachers are using the wall of the classroom as a place to celebrate students' work, for example a good essay, poem or story, which in turn used to motivate students as well as to create a healthy sense of competition among the students and using to teach further reading or writing activities. Furthermore, most teacher respondents used the wider school environment as a resource. Here, for example, teacher respondents used the playground in order to create an outdoor space for activities as well as to use it as a resource for some materials that support teaching and learning in large classes.

4.1.6.4.5. Using Recourses outside the Classroom

According to the data of this research, most teacher respondents -10- using resources outside the classroom by asking students to bring different materials to the classroom on which instructions are written in English which teachers used them to encourage real life reading and writing activities. These teacher respondents also make students to report to the class, orally or in writing, on articles they have read in a newspaper or magazines or programs from the radio or televisions, or asking students to write down slogans from billboards in order to make students to identify grammar points or miss-spelt words from billboards or to teach students pronunciation or vocabulary.

4.1.7. Methods to Cope With Large Classes Found in Hottest Places of the Country

The data of this research shows that, teachers employed a variety of methods in order to maximize teaching and learning in large classes found in hottest places and suggested different options that will be used as inputs to maximize the problems teachers faced while they teach in large classes that are found in hottest places of the country.

4.1.7.1. Proper Sitting Arrangement

According to the data, the majority of teacher respondents -4 always, 6- shared the idea that arranging students to sit in double-circling will make the classroom well-ventilated. In addition to this, most teacher respondents -7- considered the idea of advising students not to wear thicker clothes will prevent students from being influenced by the existing hot temperature in large, overcrowded and savocated classrooms.

4.1.7.2. Arranging the day's Lesson or Weekly Periods

The data also indicate that, 9 teacher respondents were accepted the idea that if it is possible, in collaboration with the schools directors, arranging the day's lesson or the weekly English language periods to be conducted on the first or second period before the temperature in the school area as well as within the classroom become very hot as an important method to maximize teaching and learning in large classes found in hottest places. On the other hand, 11 teacher respondents say that, giving students a short break, for example for five minutes, to go outside the classroom and take a rest or relax themselves will help to tackle the problems that are posed by large classes found in hottest area of the country.

4.1.7.3.. Conducting Make-up Classes

The data also reveal that, to maximize the teaching and learning of English language in large classes found in hottest places of the country, 8 teacher respondents considered the idea of conducting make-up classes after the regular classroom periods, for example between 5:30 pm to 6:30 pm, when the hot temperature in the school area becomes cool or before the regular classroom periods, for example between 7:00 a.m. to 8:30 a.m. before the temperature in the school area becomes very high.

Furthermore, 7 and 9 teacher respondents respectively accepted the ideas of conducting make-up classes during the weekends on Saturday and Sunday mornings; and conducting interesting and motivating activities in pairs or in groups that will attract the attention of students from the feeling created by hot temperature in the school area as well as in the classroom towards their learning, will help teachers to maximize teaching and learning in large classes under high temperature condition.

4.1.7.4. Providing Warming-up Activities

According to the data of this research, most teacher respondents -7- shared the idea of providing warm-up activities, such as language games, puzzles, jocks , etc, during the beginning, middle and end of the day's lesson that will interest students, used as a means of language teaching and learning as well as become an important method to maximize teaching and learning in large classes found in hottest places, and 4 teacher respondents always, and 5 teacher respondents sometimes, considered the view of discussing with students on ways that may help to maximize teaching and learning and learning in large classes found in hottest places of the country will solve the problems created by hot temperature.

4.1.7.5. Issues and Options to Maximize Teaching and Learning in Large Classes Found in Hottest Places

The data also shows that, 10 teacher respondents shared the view of exchanging ideas with other English language teachers about the challenges or difficulties that teachers faced while they teach in large classes under found in hottest places and forwarding ideas that may be used to maximize teaching and learning in large classes in a such temperature condition.

Regarding teacher respondents suggestions on the issues and options to maximize teaching and learning in large classes under very high temperature condition, 5 teacher respondents suggested initiating the school community to have discussions on the issues of teaching in large classes under very high temperature conditions and to generate options to maximize teaching and learning in large classes under such temperature condition.

Moreover, 4 and 8 teacher respondents respectively shared the ideas of insisting the schools administration to report to the regional education bureau about the difficulties or challenges that teachers faced while they teach in large classes under very high temperature condition, the problems students faced by emphasizing the constructions of classrooms that considered the existing of high temperature condition in the region; and asking the school directors to facilitate trainings for teachers on how to maximize teaching and learning in large classes as well as trainings on how to cope with large classes under high temperature condition, respectively as methods to maximize teaching and learning in large classes found in hottest places of the country.

4.1.8. Students Responses on the Strategies, Methods as Well as Techniques and Procedures to Maximize Teaching and Learning in Large Classes

The data of this research indicated that, regarding with the sex of students respondents among the 36 student respondents, 12 students respondents are females and 24 students respondents are male students.

In the case of the total number of students that are found in each student's respondents classroom, the data of this research showed that the total number of Grade 8 students that are found in the student's respondents classrooms ranges between 85 to 95 students.

4.1.8.1. Assessment and Feedback Strategies

The data of this research reveal that, in relation to assessment and feedback 25 student respondents were of the opinion that teachers are using clear assessment criteria and explain what to focus on to improve assessment, 19 students respondent said that teachers are using peer-feedback and self-reflection in order to improve assessment in large classes, and 17 student respondents explained that teachers are discussing with students the value of peer-assessment and the importance of doing it well.

The data also show that, 15 and 22 student respondents respectively accepted the ideas that teachers monitoring the process of peer-assessment by visiting different groups, checking their assessment and visiting to the way students give feedback; and teachers making students to compare their class work or homework in pairs or in groups. According to the data of this research, 26 student respondents shared the idea that teachers providing model answers to make students to self-assess their class work or homework and only 14 student respondents shared the idea that teachers are collecting a few examples of homework from the class and choosing different students each time to see the individual students' work and to identify any difficulties that the students in general are having.

From the data, it is also observed that 26 student respondents believe that, to make marking easier, teachers are changing the type of question, for example from subjective to objective; and 18 student respondents said that, teachers, in collaboration with students, are preparing a marking guide by writing it on the blackboard or distribute it to the students for peer- correction and in

order to promote transparency, teachers allocate the marks for each item clearly on the marking guide. On the other hand, 23 and 27 student respondents respectively accepted the ideas that teachers using oral questions for feedback purpose in the class; and giving an extra mark to the group or individual student (s) who corrects accurately by using the given criteria. However, 15 students respondents said that, teachers never checking students' work only when grading students. Where as, 12 student respondents showed a position on this side.

4.1.8.2. Strategies to Increase Students' Involvement in Large Classes

4.1.8.2.1. Enlarging the Action Zone

In addition to the above strategies, 24, 20 and 18 student respondents respectively said that, teachers using a variety of activities that will interest and involve all students; getting students to change their seat in order to give all students the chance to sit in the action zone; based on the availability of space in the classroom, teachers move around the classroom and conduct whole class activities from different places. In relation to the strategies that teachers employed in order to increase students' involvement in large classes by enlarging the action zone, most student respondents- 17 always, 13 sometimes-teachers changing the teaching style to focus less on lecturing and more on students doing activities in pairs or small groups to widen the action zone so as to include the whole classroom.

4.1.8.2.2. Increasing Students' Involvement by Creating A positive Classroom Culture and by Improving Question-Answer Techniques

In addition to the above, 29 student respondents were of the opinion that at the start of the course, with students, teachers are establishing a set of classroom 'rules or participation' that emphasize respect for other students and value making mistakes as part of the learning process.

Furthermore, 28 student respondents did not accept the idea that teachers are sharing the assessment criteria with students or involve students in setting the assessment criteria; only 14 student respondents said that teachers, most frequently, using groups which are not more than 6 students; and the majority of student respondents -25- showed that teachers set tasks that require group members to interact and work collaboratively together and using tasks that create interdependence amongst group members.

The data also indicates that, the majority of student respondents -23 always, 13 sometimes- said that at the start of the course, teachers use activities (icebreaks) that help students to get to know each other; 22 student respondents believe that teachers using more pair and group works to allow students to practice the language in a less threatening environment; and 19 student

respondents showed that teachers begin the lesson with some straight forward questions and follow with more complex questions.

It is also observed from the data that, 16, 18, and 20 student respondents respectively said that teachers allowing more thinking time and time for students to exchange ideas with a partner; teachers ensuring that everyone has heard and understood the questions by reinforcing the question posed orally by writing it on the blackboard; and for more complex questions, teachers encouraging students to write down their answers before students raise their hands.

On the other hand, 29 student respondents accepted the idea that teachers are encouraging students to back up their responses with evidence; 26 student respondents showed that teachers are ensuring all students understand the purpose of the class and the learning objectives they are aiming at to achieve; and 28 student respondents indicated that teachers are using learning contracts by making student to state their specific learning objectives, the resources they need and the actions they will take to achieve their objectives.

4.1.8.3. Methods of Managing Large Classes

Regarding classroom management, the data of this research show that, 32 ,22 ,20 ,31 and 22 student respondents respectively accepted the ideas that teachers establish ground rules with students for reducing noise levels; give individual reminders to keep noise levels low; give clear instructions to avoid the disruptive noise that results when students fail to hear instructions clearly; select students to liaise with the teacher in keeping the class room discipline and making the whole classroom to be responsible in keeping the classroom discipline.

4.1.8.4. Strategies Teachers Used to Maximize Resources in Large Classes

In the case of maximize resources in large classes, most student respondents- 16 always, and 14 sometimes-teachers using students as a resource to support learning by exploiting the students' different abilities, interests, experiences and backgrounds to language learning in large classes. Also, 27 student respondents accepted the idea that teachers using students-generated resources by encouraging and asking students to provide teaching and learning materials that can be used to construct teaching aid materials and making students individually, in pairs or in group to generate and write stories on variety of themes. On the other hand, 15 student respondents said that

teachers using students to tutor on another by selecting those students who understand a concept or skill well to help weaker students; 25 student respondents also shared the view that teachers using the classroom as well as the wider school environment by using the classroom walls, floor, ceiling, seating, blackboard and the playground outside the classroom to form an outdoor space for activities as well as to use it as a source of materials.

Furthermore, 26 student respondents were of the opinion that teachers using resources outside the classroom by asking students to bring different materials on which instructions are written in English language to encourage real life reading and writing activities, making students to report, orally or in writing, on articles they have read from different sources, and by asking students to write down slogans from billboards in order to make students to identify grammar points or miss-spelt words or to teach students pronunciation or vocabulary.

4.1.8.5. The Methods Teachers Used To Maximize Teaching and Learning in Large Classes Found in Hottest Places

In relation to students' responses to wards the methods teachers used to maximize teaching and learning in large classes found in hottest places, from the data of this research it was found that the majority of student respondents shared the idea that teachers are advising their students not to wear thicker clothes that are not suitable with the existing hot temperature in the school area. According to the data of this research, many student respondents accepted the view that their teachers, in collaboration with schools directors, arrange the day's lesson or the weekly English language periods to be conducted on the first or second period before the hot temperature in the school area becomes too hot.

From the data of this research, it was also found that the majority of student respondents believe that their teachers used Saturday and Sunday mornings to conduct make-up classes; conducting interesting and motivating activities in pairs or in groups that will attract the attention of students from the feelings created by hot temperature to their learning; during the beginning, middle and end of the day's lesson providing warm-up activities, such as jocks, language games, puzzles, etc. that will interest students as well as used as a means of language teaching and learning; and discussing with students on ways to maximize teaching and learning in large classes found in

hottest places, as methods to maximize the effects of hot temperature on the teaching and learning of the English language in large classes.

4.1.9. Results of Classroom Observations

To examine how English language teachers in elementary schools maximize teaching and learning in large classes, consecutive classroom observations were conducted by taking three English language teachers from the selected three sample governmental elementary schools that are found in Gambella city. Based on the consecutive classroom observations, the following major points were observed:

4.1.9.1. Teachers' Teaching Style

In all the three classrooms, the three English language teachers mainly follow a student-centered teaching style by writing a lecture note on the blackboard and making students to copy the lecture note from the blackboard. After the students completed copying the lecture note, teachers were observed to give explanations based on the lecture note from the blackboard which mainly focused on teaching students about some of the grammatical rules of the English language. In one classroom, a teacher was seen to select some voluntary students to read passages from the textbook and made the rest of the class to listen to the students' reading. After the reading was completed, the teacher wrote lists of words selected from the reading text on the blackboard with their similar meanings and gave explanations about the meaning of the words with their examples. Then, the teacher made the students to copy the listed words with their meanings from the blackboard on their exercise books. After this, the teacher asked the students to give the answers for the meanings of words that they were copied from the blackboard without being referred from their exercise books or from the blackboard.

In order to teach the English language skills, all the three English language teachers were used different strategies.

In Wibure elementary school, to teach speaking and listening skills the teacher wrote a short dialogue on the blackboard, made all students to copy the dialogue and rehearse it for sometime. Then, the teacher selected three students who were voluntary to take part in the dialogue and

demonstrated it in front of the classroom. After this, the teacher made the rest of students to make a group of three students and perform the dialogue in the same way in their respective groups.

To teach reading and writing skills, on the blackboard the teacher draw a Venn diagram, two big overlapping circles that intersect each other at one point, and named the circles as circle 'A' and circle 'B'. At circle 'A' the teacher wrote a person's name and the person's personal characteristics and did the same at circle 'B'. At the point that the two circles were intersect each other, the teacher wrote the personal characteristics that the two persons in circle 'A' and circle 'B' have in common and made students to copy the Venn diagram on their exercise book. Then the teacher made students to write a short paragraph about the personal characteristics that the two persons in circle 'A' and circle 'B' are differs each other as well as have in common. After this, the teacher selected some voluntary students to read their paragraphs to the class.

In Jejebe elementary school, the teacher used different methods to teach the English language skills. In order to teach listening and speaking skills, first, the teacher selected a short story paragraph from the textbook and made two students to read aloud the paragraph for two times to the class while students were listen to the story. Then, the teacher asked some students to re-tell what they heard with out worried about pronunciation and grammar.

To teach the skills of reading and writing, the teacher used a paragraph completion method. First, the teacher wrote a paragraph of three to four sentences on the blackboard and made students to copy it. Then, the teacher asked students to complete the paragraph on their own way using their own language, after this, the teacher select some students and made them to read their completed paragraphs to the class.

In Dalcoach elementary school, the teacher used another techniques to teach the English language skills. To teach speaking and listening skills, first, the teacher selected a story passage from the textbook and read the first paragraph of the story passage. After this, the teacher made students to guess what will come next in the story passage.

To teach reading and writing skills, the teacher randomly selected some students from each row and asked them to read one paragraph from the textbook. And, based on the reading paragraph the teacher also asked the whole class to write one short paragraph about their families, their school environment as well as their classmates, etc.

4.1.9.2. Issues of Noise and Discipline

In all the three observed classrooms, there was a problem of noise and discipline. This was especially occurred when the teachers were delivered the lesson and during pair and group activities. For example, it was observed that, when the teachers started the lesson some big boys and girls sitting at the back started making noises. When the teachers turned around, these students stopped making noises and the teachers did not know who was disturbing the class.

Some students were also asked the teachers to go out of the classroom because they said that they feel too hot because of the existing hot temperature.

In the process of dealing with the issues of noise and keeping the classroom discipline, the three teachers used different strategies.

In Wibure elementary school, the teacher involved students in solving the problem of noise and discipline. When a particular student or group of students is/are making a noise while the teacher turned away, the teacher asked the classroom if the behavior was acceptable.

In Jejebe elementary school, the teacher asked those students sitting at the back and disturbing the classroom to give the answer to one of the questions. Each of them said they did not know the answer because they were not heard the teacher's explanation. Those students around them were laughing, this made those students who were disturb the class to be quieter and listen attentively to what the teacher was said until the end of the day's lesson.

In Dalcoach elementary school, the teacher was used another different strategy to keep the noise level low and to make students to be disciplined. In the classroom, it was observed that when the teacher was discussing the homework, only kids in the front rows were raising their hands and participated and some big girls and boys at the back rows were doing something else; they did not realized that they were making too much noise, the teacher was moved close to them and remained them, politely but firmly, they need to keep low the disruptive noise levels they were made.

4.1.9.2.1. Level of Students' Involvement

In the three observed classrooms, it was observed that interactions were mainly took place between teachers and those students who manly sit in the front rows of the classroom and between teachers and only those most interested students who tend to sit mainly in the front rows and those few dominant students who probably sit at the middle and back rows of the classroom.

It was also observed that, some students seemed arrived in classrooms with an agenda other than learning, because they were positioned themselves at the back where they think they will not be seen by their teachers and becomes passive. They were seen reading a book or doing homework for another class. Some students were also seen anxious and seems feel uneasily to speak, and perhaps making mistakes in front of their peers.

In the three observed classrooms, during classroom discussions, (particularly, in Wibure and Dalchoch elementary schools) interactions in the classrooms were dominated by the teachers and a few high performers because it seemed that the classrooms cultures dictated that those who know should speak and the other received. This 'asymmetry' in the classrooms interactions seemed created a kind of atmosphere in which may student feels too afraid to speak and excluded and more likely to be distracted and turned to an agenda other then learning.

Some students (especially, in Jejebe elementary school) seemed lack involvement because they are probably unclear about purpose or the objectives of the class. Because, it was observed that some students have not heard the teachers' instructions clearly.

Generally, it was observed that in classrooms were large number of students found (particularly, in Wibure an Dalcoach elementary schools) the majority of students seemed lack involvement in the classroom activities. Where as, in Jejebe elementary school, in spite of the existence of large number of students in the classroom, at least half of the class seemed involved in the classroom activities.

4.1.9.2.2. Assessment and Feedback

In all the three observed classrooms, activities and exercise from the textbook were provided in the form of class work and home work. In providing assessment and feedback, the three teachers were used different strategies.

In Wibure elementary school, the teacher made students to exchange their work with student sitting with them and give feedback to each other. Then, the teacher made the whole class to check their answers against the teacher's on the blackboard.

In Jejebe elementary school, the teacher selected some voluntary students to write their answers on the blackboard and made other students to give feedback on the students' answers. Finally, the teachers, together with the whole class, gave the correct or the final answers.

In the case of Dalcoach elementary school, first the teacher made some voluntary students to gave their answers orally to the class. Then, the teacher asked the class to comment on the students' answer and finally the teacher orally gave the right answers with their explanations to the class.

4.2. DISCUSSIONS

4.2.1. Actual Class Size and Perception of Class Size

The findings of this research indicate that, there is a great similarity in the size of the classes which teacher respondents have come across. In this regard, the 'largeness' of the class depends on the problems, challenges or difficulties that teachers' faced in their respective classrooms.

According to the data, there is a common understanding among teachers about small class size. The findings of this research show that, classrooms between 40 up to 55 students are considered as small and presenting minor difficulties or challenges for teachers. However, there is a great variation between the actual large class in which teachers teaches and the perceptions that teachers have towards large classes. In this case, the number of students in the actual large classes ranges between 80 to 98 students. All teacher respondents considered the classrooms they teach as large classes. This is because, teachers teach in the classrooms larger than the classroom size that they considered as small as well as that they perceived large classes. In addition to these, from the finding of this research it would be possible to conclude that, there is a consensus among teacher respondents. That is all of them were considered the classroom size with students between 75 up to 95 as a classroom size which present challenges or difficulties, and a classroom size with students between 90 up to 100 students as a classroom size which become more difficult to manage.

4.2.2. Teachers' Attitudes Towards Large Classes

The findings of this research also show that, the majority of teacher respondents -11- believe that large classes are a great challenge to the teaching and learning of English language and most of teacher respondents -7- did not accept the idea that large classes are not challenges by themselves, rather large classes are additional factors that aggravate the other difficulties or problems that teachers faced while they teaches large number of students in overcrowded classrooms.

In addition to these, all -12- teacher respondent believe that as long as the existence of too many challenges to the teaching and learning process, the chance of reducing large classes in near future is very slight. Therefore, in the context of Ethiopia, it is important to acknowledge that large classes are the existing reality.

According to the findings of this research, 10 teacher respondents shared the view that constant trainings for teachers on the strategies, methods as well as techniques and procedures on how to maximize teaching and learning in large classes have a great role in making English language teachers to handle effectively the problems or the challenges that are presented by large classes.

Eight teacher respondents did not considered the idea that reducing students' enrollment to schools as the only means to maximize teaching and learning in large class and the same number of teacher respondents did not accept the view that the increasing students' enrollment is the only factor that makes large classes to be difficult to teach.

Seven, teacher respondents believe that large classes are a particular issue in many developing countries, such as Ethiopia, where teachers' recruitment has not kept with the rapid increases in school enrolments, and 11 teacher respondents shared the view that in addition to the high number of students in classrooms too many other factors highly contribute to make large classes to be a difficult place to teachers to teach and to students to learn.

Table-6: Description of Teachers' Attitudes Towards Large Classes

No	Items	Number of teacher respondents		
		Disagree	Undecided	Agree
1	Large classes are a great challenge to the English language teaching and learning process.	1	-	11
2	Large classes are not challenges, rather they are additional factors which aggravate the other problems to the English language teaching and learning.	7	2	4
3	In addition to the high number of students in classrooms, other factors highly contributes to make large classes to be a difficult place to teachers to teach and to students to learn.	-	1	11
4	Large classes are a particular issue in many developing countries, such as Ethiopia, where teachers recruitment has not kept with rapid	3	2	7

	increases in school enrolments.			
5	In Ethiopian context, it is important to acknowledge that large classes are a reality and the chance of reducing large classes in to small classes in near future is very slight as long as the existence of too many hindrances to the teaching and learning process such as shortage of: resources, trained and qualified manpower, construction of classrooms, absence of trainings for teachers on how to maximize teaching and learning in large classes, and the like.	-	-	12
6	The increasing of students' enrollment is the only factor that makes large classes to be very challenging.	8	-	4
7	Reducing students' enrollment is the only alternative to maximize teaching and learning in large classes.	8	2	2
8	Teachers can tackle the problems or the challenges that are presented by large classes effectively if they get trainings on strategies, methods as well as techniques and procedures on how to maximize teaching and learning English language in large classes.	1	1	10

4.2.3. The Major Challenges Presented by Large Classes

According to the data of this research, it was found that teacher respondents mentioned the challenges presented by large classes from the major one to the minor one, based on their difficulty to the while they teaches in large classes.

Based on the data of this research, difficulties to use student-centered teaching method; the existence of hot temperature in the school area that have a direct impact on the teaching and

learning of English in large and overcrowd classrooms; the limited opportunity for learners to express themselves in English are the major challenges from the various that teacher respondents described as they faced while they teach in large classes.

4.2.4. Strategies Methods as well as Techniques and Procedures Teachers Used to Maximize Teaching and Learning in Large Classes

4.2.4.1. Assessment and Feedback to Maximizing Teaching and Learning in Large Classes

According to the research findings, 7 and 9 teacher respondents respectively considered using clear assessment criteria and explains what to focus on; and using peer-feedback and self-reflection to improve assessment in large classes will maximize the problems of assessment and feedback in large classes. And, 6 teacher respondents accepted the idea that teachers should discuss with students the value of peer-assessment and the importance of doing it well, and 8 teacher respondents suggested that teachers should monitoring the process of peer-assessment by visiting different groups, checking their assessment and listening to the way they give feedback.

Based on this research findings, in order to maximize the challenges that are related to assessment and feedback in large classes, 7 teacher respondents and 10 teacher respondents respectively making students to compare their class work home work; and providing model answer to make students to self-assess their work or home work.

Eight teacher respondents said that, collecting a few example of home work from each large classes and choose different students each time to see the work of individual students' as well as to identify any difficulties that the students in general are having, and 9 teacher respondents shared the idea of changing the type of question, for instance from subjective to objective or vice versa, in order to make marking easier.

Furthermore, 7 teacher respondents shared the view that in collaboration with students preparing a marking guide by writing it on the blackboard or distribute it to the students for peer-correction and in order to promote transparency on the marking guide clearly allocate the marks for each item. On the other hand, 10 teacher respondents considered the use of oral questions for feedback purpose in the classroom; 7 teacher respondents giving an extra mark for those groups or to an individual student (s) who corrects accurately by using the given marking criteria; and only 2

teacher respondents considered the idea of only checking students' work when grading students; will maximize the problems that are related with assessment and feedback in large classes.

Table-7: Assessment and Feedback Strategies

No	Items	Number of Teacher Respondents		
		Never	Sometimes	Always
1	Using clear assessment criteria and explain what to focus on to improve assessment	3	2	7
2	Using peer-feedback and self-reflection to improve assessment	2	1	9
3	Discuss with students the value of peer-assessment and the importance of doing it well.	2	4	6
4	Monitoring the process of peer-assessment by visiting different groups, checking their assessment and listening to the way they give feedback.	1	3	8
5	Making students to compare their class work or homework in pairs or in groups.	3	2	7
6	Providing model answers to make students to self-assess their class work or homework.	1	1	10
7	Collecting a few examples of homework from each large class and choose different students each time to see the individual students' work and to identify any difficulties that the students in general are having.	2	2	8
8	Change the type of question, for example from subjective to objective, to make marking easier.	1	2	9
9	Prepare, ideally in collaboration with the students, a marking guide by writing it on the blackboard or distribute it to the students for peer-correction and allocate clearly on the guide the marks for each item in order to promote transparency.	3	2	7

10	Use oral questions for feedback purpose in the class.	-	2	10
11	Giving an extra mark to the group or individual student (s) who corrects accurately using the given criteria.	2	3	7
12	Only check students' work when grading students.	5	4	2

4.2.4.2. Increasing Students' Involvement in Large Classes

4.2.4.2.1. Increasing Students Involvement by Enlarging the Action Zone

The findings of this research show that, the majority of teacher respondents accepted the idea that changing the teaching style to focus less on lecturing and more on students doing activities in pairs or in small groups in order to widen the action zone-the front of the class which is the two major resources-the teacher and the blackboard, so as include the whole classroom, and most teacher respondents considered the use of a variety of activities that will interest and involve all the students.

According to the research findings, to increase students' involvement in large classes majority teacher respondents believe that getting students to change their seat, for example every Monday having the front row move to the back and all other rows moves forwards, will give all students to have a chance to sit in the action zone. Moreover, almost all teacher respondents considered the idea that based on the availability to space in the classroom, moving around the classroom and conducting whole classroom activities from the different places, front, back and middle, of the classroom or move around the class or move up each row of learners.

4.2.4.2.2. Increasing Students' Involvement by Creating a Positive Classroom Culture

This is about changing the classroom culture at which interaction in the classroom is dominated by the teacher and a few high performer students and which creates an atmosphere in which many students feel too afraid to speak, makes them to feel excluded and to become more likely to be distracted and turn to an agenda other than learning.

In this regard, most teacher respondents supported the idea that at the beginning of the course, with student, establishing a set of classroom 'rules of participation' that emphasizes respect for

other students and value making mistakes as part of the learning process; and many teacher respondents believe that using activities (icebreakers) at the start of the course will help students to get to know each other; and the same number of respondents shared the view that using more pair and group work will allow students to practice the language in a less threatening environment.

4.2.4.2.3. Increasing Students' Involvement by Improving Question and Answer Techniques

The findings of this research indicates that, in large classes not all students will be able to respond to the class, however, techniques can be used to ensure that all students in large classes think about question before the teacher selects those students who will respond to the question.

In relation to this, teacher respondents were agreed with the various ideas to increase students involvement in large classes by improving question and answer techniques. Almost all of teacher respondents considered the idea of beginning with some straightforward questions that all students should be able to answer and following with more complex questions. And most teacher respondents shared the idea of allowing more thinking time for the questions and time for students to exchange ideas about the questions and with their partners. In addition to these teacher respondents considered the idea that ensuring that everyone has heard and understood the question by reinforcing the question posed orally by writing it on the blackboard will be increase the involvement of students in large classes. Moreover, many teacher respondents believe that for more complex questions encouraging students to write down the answers before they raise their hands to answer the questions and more than half of teacher respondents encouraging students to back up their responses with evidences.

4.2.4.2.4. Increasing Students' Involvement Through Participatory Decision-Making

According to the findings of this research, generally there is a consensus among teacher respondents that involving students in making decision about teaching and learning can increase the involvement of students in large classes. This is to mean that, to make learning in large classes to be effective, students must understand what is happening in the classroom, why it is

happening and how that leads to their learning. In other words students must understand the purpose of what they are learning and they must understand the learning objectives.

In connection to this, the majority of teacher respondents shared the idea that ensuring all students understand the purpose of the class and the learning objectives they are aiming to achieve and half of teacher respondents believe that using learning contracts such as making students to state their specific learning objectives the resources they need and the actions they will make to achieve their objectives as strategies to increase students involvement in large classes. However, more than half of teacher respondents did not accept the idea of sharing assessment criteria with students or involving students in setting the assessment criteria, as a strategy to increase student's involvement in large classes.

4.2.4.2.5. Increasing Students' Involvement by Using Pair and Group Work

The findings of this research indicate that, in large classes where the teacher is 'scarce resource' students can learn collaboratively in pairs or in groups, giving each other feedback and providing peer-coaching. In addition to this, in large classes when students work in mixed ability groups, it tests the competence of stronger learners while building up confidence in slower learners. Furthermore, in large classes group work also encourages learners to take charge of their own learning and gives the teacher more time to give individual feedback when the teachers moves between the groups as they are working.

In case of this, half of teacher respondents suggested the idea of using of groups which are not consists of more than six students, while the majority of teacher respondents considered the idea of setting asks that require group members to interact and work collaboratively together and providing tasks that create interdependence amongst group members.

Table-8: Strategies to Increase Students' Involvement in Large Classes

No	Items	Number of Teachers Respondent		
		Never	Sometimes	Always
1	Increasing students' involvement by enlarging the action zone:			
	1.1. Changing the teaching style to focus less on lecturing and more on students' doing activities in pairs or in small groups so as to widen the action zone to include the whole classroom.	1	2	8
	1.2. Using a variety of activities that will interest and involve all the students.	2	3	7
	1.3. Getting students to change their seat, for example every Monday having the front row move to the back and all other rows move forwards, in order to give all students to have a chance to sit in the action zone.	1	2	9
	1.4. Based on the availability of space in the classroom, move around the class and conduct whole class activities from different places (front, back, and middle of the class). If it is difficult move up each row of learners.	-	1	11
2	Increasing students' involvement by creating a positive classroom culture:			
	2.1. At the start of the course, with students, establishing a set of classroom 'rules of participation' that emphasis respect for other students and value making mistakes as part of the learning process.	1	1	10
	2.2. At the start of the course, using activities (icebreakers) that help students to get to know one another	2	7	3

	2.3. Use more pair and group work to allow students to practice the language in a less threatening environment.	3	3	7
3	Increasing students' involvements by improving question and answer techniques:			
	3.1. Begin with some straight forward questions that all students should be able to answer and follow with more complex questions.	-	1	11
	3.2. Allow more thinking time and time for students to exchange ideas with a partner.	-	4	8
	3.3. Ensuring that everyone has heard and understood the questions by reinforcing the question posed orally by writing it on the blackboard.	2	1	9
	3.4. For more complex questions encourage students to write down their answers before they raise their hands.	3	1	8
	3.5. Encouraging students to back up their responses with evidence. For example, by asking students what makes them to say yes/no or true/false	1	4	7
4	Increasing students involvement through participatory decision-making:			
	4.1. Ensuring all students understand the purpose of the class and the learning objectives they are aiming at to achieve.	2	2	10
	4.2. Using learning contracts: making students to state their specific learning objectives, the resources they need, and the actions they will take to achieve their objectives.	4	2	6
	4.3. Share assessment criteria with students or involve them in setting the assessment criteria.	7	2	3
5	Increasing students involvement by using pair and			

	group work:			
	5.1. Using groups of no more than 6 students.	3	3	6
	5.2. Setting tasks that require group members to interact and work collaboratively together-tasks that create interdependence amongst group members.	2	1	9

4.2.4.3. Methods of Managing Large Classes

As it was mentioned in chapter two of this research “Large classes are not only large but they are inevitably diverse-diverse in terms of students’ level of knowledge, learning needs, learning styles and expectations. This diversity, often coupled with a lack of resources, contributes significantly to the challenge of managing a large class.

It was also mentioned in chapter two that “Management problems in large classes manifest themselves in a variety of ways. These includes: noise, disciplinary problems and lack of cooperation.”

According to the findings of this research, teacher respondents employed varieties of methods in order to maximize the management problems posed by large classes. The findings of this research reveal that, most teacher respondents believe that in large classes establishing ground rules with students will help teachers to reduce the high noise levels. This is to mean that, before starting to teach the lesson, during the first day of the class at first semesters, discussing with students the problem caused by excessive noise and together with students, establishing a series of classroom ground rules for reducing noise levels and displaying the ground rules on the classroom wall and reminding students of the classroom ground rules from time to time will be an important method for teachers to reduce noise levels in large classes. In addition to this, half of teacher respondents shared the view that giving individual reminders will keep noise levels low. For example, if a group or individual student (s) makes unnecessary noise, reminding them the need to keep noise levels low.

Further more, the majority of teacher respondents accepted the idea of giving clear instructions to students will be important to maximize the problems of management in large classes. This can be done, for example, by giving instructions both orally and in written form- on the blackboard or a

apiece of paper handed to each group during group work; by speaking clearly with simple, unambiguous English; after giving instructions, check whether ever one has understood and clarify anything that is unclear; and if instructions are complex, give an example of what is expected or ask a small number of students to demonstrate it in the front of the class.

To avoid the problems of noise and to keep the classroom discipline, the majority of teacher respondents considered the idea of selecting some students who liaise with the teacher in keeping classroom discipline. On the other hand, more than half of teacher respondents suggested that making the whole classroom to be responsible in keeping the classroom discipline will maximize the problems the management in large classes.

Table-9: Methods of Managing Large Classes

No	Items	Number of respondents		
		Never	Sometimes	Always
1.	Establishing ground rules with students to reduce noise levels	-	3	9
2.	Giving individual reminders to keep noise levels low	1	5	6
3.	Giving clear instructions to avoid the disruptive noise that results when students fail to hear instructions clearly.	2	2	8
4.	Selecting students to liaise with the teachers in keeping the classroom discipline	1	1	10
5	Making of the whole class to be responsible in keeping the classroom discipline	3	2	7

4.2.4.4. Maximizing Resources in Large Classes

The findings of this research show that, teacher respondents identified the lack of too many resources as a constraint to the teaching and learning of the English language skills in large classes. The findings of this research reveal that, whilst all of the identified resources are valuable

resources in a language classes, it is possible, with creativity, to teach the English language skills in large classes where the valuable resources are unavailable or in limited supply.

According to the findings of this research, more than half of the teacher respondents considered that using students as a resource to support learning will maximize the problems of resources in large classes. Teachers can use the students' different abilities, interests, experiences and backgrounds to language learning. In addition this, half of teacher respondents accepted the idea of using students-generated learning resources. This will include encouraging students to provide teaching and learning resources; and to bring different materials as well as asking students to generate different stories and write on a variety of themes.

The majority of teacher respondents shared the idea of using students to tutor one another will maximize the problems of resources in large classes. This can be done by selecting those students who understand a concept or skill well to help weaker students. On the other hand, most of the teacher respondents considered the idea of using the classroom walls, floor, ceiling, seating, blackboard, etc. and the wider school environment such as the playground in order to form an outdoor space for activities as well as to use it as a source of materials.

Moreover, many of the teacher respondents believe that using resources outside the classroom will maximize the problems that are related to resources. This can be done by asking students to bring different materials on which instructions are written in English, in order to encourage real life reading and writing activities; by making students to report, orally or in writing, on articles they have read in news papers, or magazines or programs from the radio or television, and by asking students to write down slogans from billboards in order to make students to identify grammar points or miss-spelt words or to teach students pronunciation or vocabulary.

Table-10: Strategies to Maximize Resources in Large Classes

No	Items	Number of teacher respondents		
		Never	Something's	Always
1	Using students as a resource to support, learning: using the students' different abilities, interests, experiences and background to language learning	1	4	7
2	Using students generated learning resources: encouraging students to provide teaching and learning materials in the form of old news papers, story books and magazines. Asking students to bring cartons, ropes, pegs and other materials that can be used to construct items such as instructional materials. Or, encouraging students to generate stories and making them individually, in pairs or in groups to write stories on a variety of themes	2	4	6
3	Using students to tutor one another and give feedback: using those students who understand a concept or skill well to help weaker students.	2	5	8
4	Using the classroom and the school environment as a resource: using the classroom walls (to celebrate students' work), floor, ceiling, seating, blackboard, etc. and the wider school environment such as the play grounds (in order to form an out door space for activities as well as to use it as a source of materials) as resource.	1	5	9
5	Using resources outside the classroom: asking students to bring, for example empty boxes, packets, tins or wrappers, on which instruction are written in English in order to encourage real life reading and writing activities; making students to report, orally	1	1	10

	<p>or in writing, on articles they have read in a newspaper or magazines or programs from the radio or television and asking students to write down slogans from billboards in order to make students to identify grammar points or miss-spelt words or teach students pronunciation or vocabulary.</p>			
--	---	--	--	--

4.2.4.5. Methods on How to Maximize Teaching and learning in Large Classes Found in Hottest Places

This is the part at which this research particularly aimed at to investigate the methods that teachers used to maximize teaching and learning in large classes that are found in the hottest places of the country.

Regarding the issues and the options on how teachers maximize teaching and learning in large classes found in hottest places of the country, the data of this research shows that the majority of teacher respondents were of the opinion that arranging students to sit in double-circling will make the classroom to be well-ventilated. Most teachers respondents accepted the idea that advising students not to wear thicker clothes that are not suitable to the existing hot temperature in the school area. Many teacher respondents considered the view that if it is possible, in collaboration with the school directors, arranging the day’s lesson or the weekly English language periods to be conducted before the temperature in the schools area becomes high. In addition to this, almost all teacher respondents said that giving students a short break, for example for five minutes, to go outside the classroom and take a rest or to relax themselves will maximize the problems created by hot temperature condition.

The data of this research also indicates that, the majority of teacher respondents accepted the idea of conducting a make-up classes before the regular classroom periods, for example between 7:00 am to 8:30 am before the temperature in the school area becomes hotter or after the regular classroom periods, for example between 5:30pm to 6:30pm, when the hot temperature becomes cooler. Many teacher respondents shared the view that conducting make-up classes during the weekends on Saturday and Sunday mornings and conducting interesting and motivating activities will maximize the problems of large classes created by hot temperature.

Providing warm-up activities during the beginning, middle and end of the day's lesson; discussing with students and other teachers on ways of maximize teaching and learning in large lasses with the presence of hot temperature; initiating the school community to have discussion on the issues of teaching and learning in large classes under hot temperature and emphasizing the constructions of classrooms that suit the existing hot temperature; and asking the school administrators to facilitate trainings for teachers on how to cope with large classes found in hottest places of the country; were the methods that the majority of teacher respondents considered to maximize teaching and learning in large classes found in hottest places of the country.

Table-11: Methods to maximize teaching and learning in large classes found hottest places

No	Items	Number of Teachers Respondents		
		Never	Sometimes	Always
1	Arranging students to sit in double circling to make to classroom well ventilated	2	6	4
2	Advising students not to wear thicker clothes	2	3	7
3	If it is possible, in collaboration with school directions, arrange the day's lesson or the weekly English language periods to be conducted on first or second period before the temperature in the school area as well as within the classroom become very high	1	2	9
4	Giving students a short break, for example for five minutes, to go outside the classroom and take a rest or relax themselves.	-	1	11
5	Conducting make-up periods after the regular classroom periods, for example between 5:30P.M. to 6:30P.M. when the high temperature becomes cool or between 7:00 a.m. to 8:30 a.m. before the regular class periods before the temperature becomes very high.	1	1	8
6	Conducting make-up periods during the weekends: Saturday and Sunday morning	3	2	7
7	Conducting interesting and motivating activities in pairs or in groups that will attract the attention of students from the feeling created by high temperature towards their learning.	2	1	9
8	During the beginning, middle and end of the day's lesson providing warm-up activities, such as jocks,	2	3	7

	language games, puzzles, etc. that will interest students as well as used as a means to language teaching and learning.			
9	Discussing with students on ways that may help to maximize teaching and learning in large classes under the existence of high temperature in the classroom.	3	5	4
10	With other English language teachers, exchanging ideas about the challenges or difficulties that teachers faced while they teach in large classes under very high temperature conditions and forwarding ideas that may be used to maximize teaching and learning in large classes under the existing high temperature conditions.	1	1	10
11	Initiating the school community to have discussion on the issues of teaching and learning in large classes under high temperature and to generate options for maximize teaching and learning in large classes under such temperature conditions.	4	3	5
12	Insisting the school administration to report to the regional education bureau about the difficulties or challenges that teachers faced while they teach in large classes under very high temperature, the problems students posed by emphasizing the constructions of classrooms that considered the existing high temperature condition in the region.	3	5	4
13	Asking school directors to facilitate trainings for teachers on how to maximize teaching and learning in large classes as well as trainings on how to cope with large classes under high temperature conditions.	1	3	8

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

In this study an attempt was made to find out how elementary schools English language teachers maximize teaching and learning in large classes. It was also particularly aimed at examining teachers' perceptions of class sizes; assessing teachers' attitudes towards large classes; investigating the major challenges that are presented by large classes according to their degree of difficulty to teachers; finding out the most frequently used strategies, methods as well as techniques and procedures which elementary schools English language teachers used in order to maximize teaching and learning in large classes. Particularly, this research aimed at examining the strategies that elementary school English language teachers, were elementary schools are found in areas that are characterized by high temperature condition, such as Gambella, employed to maximize teaching and learning in large classes under high temperature condition.

Questionnaire and classroom observation were the two types of data collection instruments which were used in order to collect the relevant data for this study.

5.2. Conclusions

Based on the findings of this study the following results were found:

1. The result of this research showed that, the actual class size which teachers teach more or less similar from one elementary school to the other. The same holds true for teachers' perceptions towards small class size and the large class size which teachers perceived as a large class size which presents challenges as well as the large class size which teachers considered as a class size which becomes more difficult to manage. However, there is a minor variation on teachers' perceptions towards large classes.
2. In the case of teachers' attitudes towards large classes, it was found that teachers considered large classes as a great challenge to the English language teaching and learning. They were also the opinion that in Ethiopian context it is important to acknowledge that large classes are a reality and the chance of reducing large classes in to small classes in near futures is very slight as long as the existence of too many hindrance

to the teaching and learning process. In addition to these, the majority of teachers respondents were in favor of the idea that in addition to the high number of students in classrooms, other factors highly contributes to make large classes to be a difficult place to teacher to teach and to student to learn. Furthermore, it was also found that teachers can tackle the problems or the challenges presented by large classes effectively if they get trainings on the strategies, methods as well as techniques and procedures on how to maximize teaching and learning of the English language in large classes.

3. Among the difficulties or challenges that English language teachers faced while they teach in large classes, teachers mentioned inability to use students-centered teaching approach; presence of high temperature in the classrooms and its effect on teaching and learning; limited opportunity for learners to express themselves in English; difficulties in ensuring everybody's participation in activities; and difficulties to manage the classroom effectively due to problems related to high level of noise and discipline, as the major challenges or difficulties strategies, presented by large classes.
4. To maximize the problems associated with assessment and feedback in large classes, most teacher respondents used peer-feedback and self-reflection in order to improve assessment; monitoring the process of peer-assessment by visiting different groups, checking their assessment and listening to the way the give feedback. In addition to these, most teacher respondents stressed that providing model answers to make students to self-assess their class work or homework, and changing the type of question, for example for subjective to objectives, to make marking easier will have important contributions to maximize the problems of assessment and feedback in large classes. Furthermore, in order to maximize the problems of assessment and feedback in large classes the majority of teacher respondents most frequently used the strategies of preparing, ideally with students, a marking guide by writing it on the black board or distribute it to the students for peer-correction and clearly allocate on the marking guide the marks for each item in order to promote transparency; and using oral questions for feedback purpose in the class. However, the problems that are related with assessment and feedback seemed unresolved.
5. This research revealed that, in order to maximize the problems that are associated with students' involvement in large classes teachers employed various strategies. Most teacher respondents were the opinion that, enlarging the action zone increases students'

involvement in large classes. These includes, changing the teaching style to focus less on lecturing and more on students' doing activities in pairs or in small groups so as to widen the action zone, which consists of the two major resources-the teacher and the blackboard, to include the whole classroom; getting students to change their seat, for example sometimes having the front row move to the back and all other rows move forwards, in order to give all students to have a chance to sit in the action zone; based on the availability of space in the classroom, move around the class and conduct whole class activities from front, back and middle of the class. Creating a positive classroom culture; improving question and answer techniques; using participatory decision making; and using more pair and group work are some of the strategies that most teacher respondents employed in order to increase students involvement in large classes.

6. To manage large classes, teacher respondents used different methods. Most teacher respondents were the opinion that establishing ground rules with students to reduce noise levels; giving individual reminders to keep noise levels low; giving clear instructions to avoid the disruptive noise that results when students fail to hear instructions clearly; and selecting students to liaise with the teachers in keeping classroom discipline. But it is observed that, these methods should carefully employed in order to making students to be aware of the benefits of classroom discipline.
7. In order to maximize the problems that are associated with resources in large classes, teacher respondents were using students as a resource to support learning. The students' different abilities, interests, experiences and backgrounds can be used as a resource to language teaching and learning. This research also revealed that, using students-generated teaching and learning materials, for example by encouraging students to provide teaching and learning materials and/or to generate and write stories on a variety of the themes, using students to tutor one another and give feedback; using the classroom walls, floor, ceiling, seating, blackboard, etc as well as the wider school environment such as the playground to form an outdoor space for activities and as source of materials; and using resources outside the classroom, for example, making students to bring different materials, encouraging students to report on articles they have read in newspapers or magazines or programs from the radio or television, or to write down slogans from

billboards, have a paramount contributions to maximize the limited resources in large classes.

8. The following strategies were found to maximize teaching and learning in large classes found in hottest places. Particularly, to solve the problems that are caused due to the existence of high temperature in large and overcrowded classrooms found in hottest places, it was found that arranging the sitting arrangements by making students to sit by double circling the classroom; advising students not to wear thicker clothes; arranging the day's lesson or the weekly English language periods to be conducted on the first or second period before the temperature in the school area becomes very hot; giving students a short break to go outside the classroom to take a rest; conducting the lesson between 5:30 pm to 6:30 pm after the regular periods when the hot temperature in the school area becomes cool or before the regular periods between 7:00 a.m. and 8:30 a.m. before the temperature becomes very hot; conducting a morning make-up classes during weekends and conducting interesting and motivating activities that will direct the attention of students from the feeling created by hot temperature to their learning; during the beginning, middle and end of the day's lesson providing warming-up activities such as jokes, language games, puzzles and the like; and with other fellow English language teachers as well as with students discussing the issues of teaching and learning in large classes under very high temperature condition and generating options that may help to maximize teaching and learning in large classes in such temperature condition and forwarding options that may help teachers to maximize teaching and learning under the existence of hot temperature condition are of the significant strategies to maximize teaching and learning in large classes found in places that are characterized by hottest temperature conditions.
9. Generally, this research showed that even though teachers employed variety of strategies, methods as well as techniques and procedures to maximize teaching and learning in large classes, these strategies, methods as well as techniques and procedures seemed to be influenced by the presence of large number of students in the classroom. These strategies, methods as well as techniques and procedures did not seem to be that much used in an organized and systematic way to maximize teaching and learning in large classes. In this

case, teachers were found to be unaware of the issues of large classes and develop their own options which could be adopted to maximize teaching and learning in large classes.

5.3. Recommendations

Based on the findings of this research, the following recommendations were made:

1. Trainings on how to maximize teaching and learning in large classes should be given for teachers to make them aware of the various strategies, methods as well as techniques and procedures so as to enable them to choose and use the appropriate ones according to the challenges or difficulties which they faced in large classes.
2. The constructions of classrooms should consider the existing temperature conditions in a given area or region so as to make the classrooms suit the existing temperature condition.
3. The classrooms that are presently found in areas that are characterized by hottest temperature condition, such as Gambella, should be made in order to make the classrooms suit the existing high temperature.
4. Curriculum designers should consider the high number of students in Ethiopian classrooms and should design teaching and learning materials in accordance with this.
5. Further research studies dealing with the issues and options on how to maximize teaching and learning in large classes as well as research studies pertinent to maximize teaching and learning in large classes found in hottest places of the country from teachers' and students' perspectives needs to be conducted in a large scale.

BIBLIOGRAPHY

- Atkins, et al (1996). **Skills Development Methodology**. Part-2 a course material. Department of Foreign Language and Literature, Institute of Language Studies, Addis Ababa University. Addis Ababa: Berhanena Selam Printing Enterprise.
- Biddle, B.J. and Berliner, D.C. (2002). **What Research Says about Small Classes and Their Effects**. Educational Policy Reports Project. San Francisco: WestEd.
- Biddle, B.J. and Berliner D.C. (2002). **Studies in Class Size Reduction**. Indiana, USA: USDE.
- Blatchford, P. and Mortimore, P. (1994). **The Issue of Class Size in Schools: What Can We Learn from Research**. Oxford Review of Education:
<http://www.smallschools.com>
- Colman, H. (1989). **The Study of Large Classes**. (Project Report No.2) Leeds: Lancaster-Leeds Language Learning in Large classes research project.
- Coleman, H. (1991). **What primary ELT teachers think of in large classes?** In Javis, J & Kennedy, C. (Eds), Ideas and Issues in primary ELT. London: Nelson.
- Fauzia, S. et al. (2007). **Maximizing Learning in Large Classes: Issues and Options**. British council. Addis Ababa: united printing press.
- Frederic, M. (1995). **The Tennessee Study of class Size in the Early Schools Grades**. USA: American Academy of Arts and Science
- Goldstein, H. and Blatchford, P. (1998). **Class Size and Educational Achievement: a review of Methodology with Particular reference to Study Design**. British Educational Research Journal: <http://www.nwrel.prg/scpd/publications.shtml>
- Hanushek. E.A (1999). **Some Findings from and Independent Investigation of the Tennessee STAR Experiment and from other Investigations of Class Size Effects Educational Evaluation and Policy Analysis**.
<http://www.principalspartnership.com/sponsored> by union pacific foundation.
- Hayes, D.(1997). **Helping Teachers to Cope with Large Classes**. ELT journal, pp. 106-115. Oxford: oxford university press.
- Krueger, A.B. and Whitmore, D.M. (2001). **Would Smaller Classes Help the Black-white Achievement Gap?** Princeton; NJ: Princeton University.
- Kumar, Y.S. (2007). **Research Methodology**. Ruchika, N (ed). New Delhi: APH publisher.
- McGrea, R. (1989). **Coping with Large Classes**. English language forum

- McLeod, N. (1989). **What Teachers can not do in large classes** (project report NO.7) Leeds: Lancaster-Leeds language learning in large classes' research project.
- McRobble, J., Finn, J.D and Harman, P. (1998). **Class Size Reduction: Lessons Learned from Experience.** <http://www.ed.gov/pubs/Reducingclass/class-size.html>.
- Mendida, B (2001). **Teachers Behaviors in Large ESL Classes of Bhar Dar Secondary School.** Unpublished Doctorial Dissertation in partial fulfillment for doctor of philosophy Dergee in Teaching English as a Foreign Language (TEFL). Department of foreign Language and Literature: Addis Ababa University.
- Naidu, B. (1991). **Coming to Terms with the Problem of Large Classes by Reflecting on Classroom Particle.** Paper presented at the International conference of the Malaysia language Teaching Association (MELTA)
- Nega, W. (1990). **Language Teaching in Large Classes.** The Ethiopian journal of education. Vol.11, No.2, sept.pp. 50-84
- Nolasco, R & Arthur is. (1988). **Language Classes.** London: Macmillan.
- Nye, B. Hedges, L.V. and Konstantopoulos, S. (200). **The Effects of Small classes on Academic Achievement:** the Results of the Tennesse Class Size Experiment. American Educational Research Journal, 37, 1, 123-151. <http://www.principalspartnership.com>
- Shamim, F. (1993). **Teacher-learner Behavior and Classroom Processes in Large ESL Classes in Pakistan.** Unpublished doctorial dissertation University of Leeds, UK.
- Shamim, F (1994). **Teachers and Learners Belief about Large and Smaller Size Classes in Pakistan.** Journal of English language teaching and studies, 1, (2).
- Silverman, D. (1995). **Interpreting Qualitative Data.** Methods for analyzing talk text and interaction. London: sage.

Appendix A

Table-12: Lists of the Major Challenges Presented by Large Classes

No	The challenges presented by large classes	Order of the listed challenges
1	Inability to use a student-centered teaching approach.	1
2	Presence of high temperature in the classroom.	2
3	Limited opportunity for learners to express themselves in English.	3
4	Difficulties in ensuring everybody's participation in activities.	4
5	Difficulties to manage the classroom effectively due to problems related to high level of noise and discipline.	5
6	Time constraints to organize group works	6
7	Inability to move round in a classroom in order to monitor individual, pair and group activities.	7
8	In ability to address individual students by name.	8

Appendix B

2.1.1.1. Students' Responses

Table-13: Summary of Students' Response

No	Items	Number of Students Respondents		
		Never	Sometimes	Always
1.1	Using clear assessment criteria and explain what to focus on to improve assessment	4	7	25
1.2	Using peer-feedback and self-reflection to improve assessment	5	11	19
1.3	Discuss with students the value of peer-assessment and the importance of doing it well	7	12	17
1.4	Monitoring the processes of peer-assessment by visiting different groups, checking their assessment and listening to the way they give feedback.	3	1	15
1.5	Making students to compare their class work or homework in pairs or groups	6	8	22
1.6	Providing model answers to make students to self-assess their class work or home work	7	3	26
1.7	Collecting a few examples of homework from the class and choose different students each time to see the difficulties that the students in general are having.	6	13	14
1.8	Changing the types of question, for example from subjective to objective to make marking easier.	7	3	26
1.9	In collaboration with the students, preparing a marking guide by writing it on the blackboard or distribute it to the students for peer-correction and on the marking guide allocate the marks for each items clearly in order to promote transparency.	9	6	18
1.10	Using oral question for feedback purposes in the class.	4	9	23

1.11	Giving an extra mark to the group or individual student (s) who corrects accurately using the given criteria.	3	6	27
1.12	Checking students' work only when grading students.	15	13	9
2.1	Changing the teaching style to focus less on lecturing and more on students doing activities in pairs or in small groups to widen the action zone in order to include the whole classroom	6	13	17
2.2	Using a variety of activities that will interest and involve all students	6	6	24
2.3	Getting students to change their seat, sometimes, for example, having the front row move to the back and all other rows move forwards, to give all students to have a chance to sit in the action zone.	4	12	20
2.4	Based on the availability of space in the classroom, move around the class to conduct whole class activities from different places (front, back, middle of the class) or move around the class or move up each row of learners.	6	12	18
2.5	At the start of the course, with students establish a set of classroom 'rules of participation' that emphasize respect for other students and value making mistakes as part of the learning process.	3	4	29
2.6	At the start of the course using activities (icebreakers) that help students to get to know one another.	-	13	23
2.7	Using more pair and group work to allow students to practice the language in a less threatening environment	5	9	22
2.8	Beginning with some straight forward question that all students should be able to answer and follow with more complex questions.	11	6	19
2.9	Allowing more thinking time and time for students to exchange ideas with a partner	8	12	16

2.10	Ensuring that every one has heard and understood the questions by re-enforcing the question posed orally by writing it on the blackboard.	2	16	18
2.11	For more complex questions, encouraging students to write down the answers before they raise their hands.	6	10	20
2.12	Encouraging students to back up their responses with evidence. For example, by asking students what make them to say yes/no or true/false	1	6	29
2.13	Ensuring all students understand the purpose of the class and the learning of objectives they are aiming at.	6	4	26
2.14	Using learning contracts by making students to state their specific learning objectives, the resources they need and the actions they will take to achieve their objectives.	5	3	28
2.15	Sharing assessment criteria with students or involve students in setting the assessment criteria	28	3	5
2.16	Using groups no more than 6 students	12	10	14
2.17	Setting tasks that require group members to interact and work collaboratively together and using tasks that create inter dependence amongst group members.	6	5	25
3.1	Establishing ground rules with students for reducing noise levels.	2	2	32
3.2	Giving individual reminders to keep noise levels low.	4	10	22
3.3	Giving clear instructions to avoid the disruptive noise that results when students fail to hear instructions clearly.	9	7	20
3.4	Selecting students to liaise with the teacher in keeping the classroom discipline	2	3	31
3.5	Making the whole class to be responsible in keeping the classroom discipline	2	12	22
4.1	Using students as a resource to support learning by	6	14	16

	using the students' different abilities, interests, experiences and backgrounds to language learning.			
4.2	Using students-generated learning resources by encouraging students to provide teaching learning materials, asking students to bring different materials that can be used to construct materials, and making students individually, in pairs or in groups to generate and write stories on a variety of themes.	3	6	27
4.3	Using students to tutor one another by using those students who understand a concept or skill well to help weaker students.	8	13	15
4.4	Using the classroom and the wider school environment as a resource. Such as using the classroom walls, floor, ceiling, seating, and the playground to create an outdoor space for activities as well as to use it as a source of materials.	4	7	25
4.4	Using resources out side the classroom by asking students to bring different materials on which instructions are written in English to encourage real life reading and writing activities, making students to report, orally or in writing, on articles they have read from different sources; asking students to write down slogans from billboards to make students to identify grammar points or miss-spelt words or to teach students pronunciation or vocabulary.	2	8	26

APPENDIX-C
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH

TEACHER'S QUESTIONNAIRE

DEAR, TEACHER RESPONDENT

This questionnaire is a part of a research study. The research study attempt to study the issues and options on how elementary English language teachers maximizing teaching and learning in large classes (classes consisting of large number of students).

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

Thank you very much for you help.

Part I

Personal information

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

1. School: _____
2. Sex: Male Female
3. Educational status: _____
4. Teaching experience: _____
5. Number of sections you teach per-week _____
6. Number of periods you teach per-week _____
7. Training, workshop, seminars, etc (related to your teaching profession) you have attended:

Topic: _____

Where: _____

When: _____

purpose: _____

Your role: _____

What was gained:

8. Also, by following the same procedure, specify if you have attended any more trainings, workshops, seminars, etc.:

PART II

ACTUAL CLASS SIZE AND PERCEPTIONS OF CLASS SIZE

INSTRUCTIONS

The following questions are related to the actual large size (Number of students) you teach and the perceptions you have about class size (large class size and small class size). Insert an "X" mark in the appropriate box.

1. Number of students you teach in the actual large classes

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

2. What class size do you consider as small?

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

3. What class size do you consider as large

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

3.1. At which number do the class size present challenges?

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

3.2. At which number do the class size become more difficult to manage?

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

Part III

Attitudes towards large classes

Instructions

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

D=Disagree;

U= Undecided;

A= Agree

No	Items	D	U	A
1	Large classes are a great challenge to the English language teaching and learning process.			
2	Large classes are not challenges, rather they are additional factors which aggravate the other problems to the English language teaching and learning.			
3	In addition to the high number of students in classrooms, other factors highly contributes to make large classes to be a difficult place to teachers to teach and to students to learn.			

4	Large classes are a particular issue in many developing countries, such as Ethiopia, where teachers recruitment has not kept with rapid increases in school enrolments.			
5	In Ethiopian context, it is important to acknowledge that large classes are a reality and the chance of reducing large classes in to small classes in near future is very slight as long as the existence of too many hindrances to the teaching and learning process such as shortage of: resources, trained and qualified manpower, construction of classrooms, absence of trainings for teachers on how to maximize teaching and learning in large classes, and the like.			
6	The increasing of students' enrollment is the only factor that makes large classes to be very challenging.			
7	Reducing students' enrollment is the only alternative to maximize teaching and learning in large classes.			
8	Teachers can tackle the problems or the challenges that are presented by large classes effectively if they get trainings on strategies, methods as well as techniques and procedures on how to maximize teaching and learning English language in large classes.			

Part IV

The challenges presented by large classes

Instructions

Which of the following are the major challenges presented by large classes? Based on your teaching experience, rank them in the order of their difficulty starting from the major challenge to minor.

- | | Rank |
|--|-------|
| 1. Inability to use a student-centred teaching approach. | _____ |
| 2. Presence of high temperature in the classroom. | _____ |
| 3. Time constraints to organize group works. | _____ |
| 4. Difficulties in ensuring everybody's participation in activities. | _____ |
| 5. Inability to address individual students by name. | _____ |
| 6. Difficulties to manage the classroom effectively due to problems related to high level of noise and discipline. | _____ |
| 7. Inability to move round in a classroom in order to monitor individual, pair and group activities. | _____ |
| 8. Limited opportunity for learners to express themselves in English. | _____ |

PART V

STRATEGIES, METHODS AND PROCEDURES THAT TEACHERS USED TO MAXIMIZING TEACHING AND LEARNING IN LARGE CLASSES

INSTRUCTIONS:

This part focuses on the strategies, methods and procedures used to maximizing teaching and learning in classes. Put an “X” mark below your choice that fits your actual teaching experience.

N= Never;

S=Sometimes;

A= Always

No	Items	N	S	A
1	Using clear assessment criteria and explain what to focus on to improve assessment			
2	Using peer-feedback and self-reflection to improve assessment			
3	Discuss with students the value of peer-assessment and the importance of doing it well.			
4	Monitoring the process of peer-assessment by visiting different groups, checking their assessment and listening to the way they give feedback.			
5	Making students to compare their class work or homework in pairs or in groups.			
6	Providing model answers to make students to self-assess their class work or homework.			
7	Collecting a few examples of homework from each large class and choose different students each time to see the individual students' work and to identify any difficulties that the students in general are having.			
8	Change the type of question, for example from subjective to objective, to make marking easier.			
9	Prepare, ideally in collaboration with the students, a marking guide by writing it on the blackboard or distribute it to the students for peer-correction and allocate clearly on the guide the marks for each item in order to promote transparency.			
10	Use oral questions for feedback purpose in the class.			
11	Giving an extra mark to the group or individual student (s) who corrects accurately using the given criteria.			
12	Only check students' work when grading students.			

13	Establishing ground rules with students to reduce noise levels			
14	Giving individual reminders to keep noise levels low			
15	Giving clear instructions to avoid the disruptive noise that results when students fail to hear instructions clearly.			
16	Selecting students to liaise with the teachers in keeping the classroom discipline			
17	Making of the whole class to be responsible in keeping the classroom discipline			
18	Arranging students to sit in double circling to make to classroom well ventilated			
19	Advising students not to wear thicker clothes			
20	If it is possible, in collaboration with school directions, arrange the day's lesson or the weekly English language periods to be conducted on first or second period before the temperature in the school area as well as within the classroom become very high			
21	Giving students a short break, for example for five minutes, to go outside the classroom and take a rest or relax themselves.			
22	Conducting make-up periods after the regular classroom periods, for example between 5:30P.M. to 6:30P.M. when the high temperature becomes cool or between 7:00 a.m. to 8:30 a.m. before the regular class periods before the temperature becomes very high.			
23	Conducting make-up periods during the weekends: Saturday and Sunday morning			
24	Conducting interesting and motivating activities in pairs or in groups that will attract the attention of students from the feeling created by high temperature towards their learning.			
25	During the beginning, middle and end of the day's lesson providing warm-up activities, such as jocks, language games, puzzles, etc. that will interest students as well as used as a means to language teaching and learning.			
26	Discussing with students on ways that may help to maximizing teaching and learning in large classes under the existence of high temperature in the classroom.			
27	With other English language teachers, exchanging ideas about the challenges or difficulties that teachers faced while they teach in large classes under very high temperature conditions and forwarding ideas that may be used to maximizing			

	teaching and learning in large classes under the existing high temperature conditions.			
28	Initiating the school community to have discussion on the issues of teaching and learning in large classes under high temperature and to generate options for maximize teaching and learning in large classes under such temperature conditions.			
29	Insisting the school administration to report to the regional education bureau about the difficulties or challenges that teachers faced while they teach in large classes under very high temperature, the problems students posed by emphasizing the constructions of classrooms that considered the existing high temperature condition in the region.			
30	Asking school directors to facilitate trainings for teachers on how to maximize teaching and learning in large classes as well as trainings on how to cope with large classes under high temperature conditions.			
31	Arranging students to sit in double circling to make to classroom well ventilated			
32	Advising students not to wear thicker clothes			
33	If it is possible, in collaboration with school directions, arrange the day's lesson or the weekly English language periods to be conducted on first or second period before the temperature in the school area as well as within the classroom become very high			
34	Giving students a short break, for example for five minutes, to go outside the classroom and take a rest or relax themselves.			
35	Conducting make-up periods after the regular classroom periods, for example between 5:30P.M. to 6:30P.M. when the high temperature becomes cool or between 7:00 a.m. to 8:30 a.m. before the regular class periods before the temperature becomes very high.			
36	Conducting make-up periods during the weekends: Saturday and Sunday morning			
37	Conducting interesting and motivating activities in pairs or in groups that will attract the attention of students from the feeling created by high temperature towards their learning.			
38	During the beginning, middle and end of the day's lesson providing warm-up activities, such as jocks, language games, puzzles, etc. that will interest students			

	as well as used as a means to language teaching and learning.			
39	Discussing with students on ways that may help to maximize teaching and learning in large classes under the existence of high temperature in the classroom.			
40	With other English language teachers, exchanging ideas about the challenges or difficulties that teachers faced while they teach in large classes under very high temperature conditions and forwarding ideas that may be used to maximize teaching and learning in large classes under the existing high temperature conditions.			
41	Initiating the school community to have discussion on the issues of teaching and learning in large classes under high temperature and to generate options for maximize teaching and learning in large classes under such temperature conditions.			
42	Insisting the school administration to report to the regional education bureau about the difficulties or challenges that teachers faced while they teach in large classes under very high temperature, the problems students posed by emphasizing the constructions of classrooms that considered the existing high temperature condition in the region.			
43	Asking school directors to facilitate trainings for teachers on how to maximize teaching and learning in large classes as well as trainings on how to cope with large classes under high temperature conditions.			

APPENDIX-D

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH

Students' Questionner

Dear Respondents,

This questionnaire is designed to assess students' views concerning how Grade 8 English language teachers teach in large classes (classes consisting of large number of students).

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

Thank you very much for your help.

Part I

Please write down the required information or put an 'X' mark in the box

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

Part II

The following statements are the major strategies, methods as well as techniques and procedures used by English language teachers in order to maximizing teaching and learning in large classes. Put an 'X' mark below your choice that fits your English language teacher's actual teaching experience by using the following scales.

A= Always;

S=Sometimes;

N= Never

No	Items	N	S	A
1	Using clear assessment criteria and explain what to focus on to improve assessment			
2	Using peer-feedback and self-reflection to improve assessment			
3	Discuss with students the value of peer-assessment and the importance of doing it well			
4	Monitoring the processes of peer-assessment by visiting different groups, checking their assessment and listening to the way they give feedback.			
5	Making students to compare their class work or homework in pairs or groups			
6	Providing model answers to make students to self-assess their class work or home work			
7	Collecting a few examples of homework from the class and choose different students each time to see the difficulties that the students in general are having.			
8	Changing the types of question, for example from subjective to objective to make marking easier.			
9	In collaboration with the students, preparing a marking guide by writing it on the blackboard or distribute it to the students for peer-correction and on the marking guide allocate the marks for each items clearly in order to promote transparency.			
10	Using oral question for feedback purposes in the class.			
11	Giving an extra mark to the group or individual student (s) who corrects accurately using the given criteria.			
12	Checking students' work only when grading students.			
13	Changing the teaching style to focus less on lecturing and more on students doing activities in pairs or in small groups to widen the action zone in order to include the whole classroom			
14	Using a variety of activities that will interest and involve all students			
15	Getting students to change their seat, sometimes, for example, having the front row move to the back and all other rows move forwards, to give all students to have a chance to sit in the action zone.			
16	Based on the availability of space in the classroom, move around the class to conduct whole class activities from different places (front, back, middle of the			

	class) or move around the class or move up each row of learners.			
17	At the start of the course, with students establish a set of classroom 'rules of participation' that emphasize respect for other students and value making mistakes as part of the learning process.			
18	At the start of the course using activities (icebreakers) that help students to get to know one another.			
19	Using more pair and group work to allow students to practice the language in a less threatening environment			
20	Beginning with some straight forward question that all students should be able to answer and follow with more complex questions.			
21	Allowing more thinking time and time for students to exchange ideas with a partner			
22	Ensuring that every one has heard and understood the questions by re-enforcing the question posed orally by writing it on the blackboard.			
23	For more complex questions, encouraging students to write down the answers before they raise their hands.			
24	Encouraging students to back up their responses with evidence. For example, by asking students what make them to say yes/no or true/false			
25	Ensuring all students understand the purpose of the class and the learning of objectives they are aiming at.			
26	Using learning contracts by making students to state their specific learning objectives, the resources they need and the actions they will take to achieve their objectives.			
27	Sharing assessment criteria with students or involve students in setting the assessment criteria			
28	Using groups no more than 6 students			
29	Setting tasks that require group members to interact and work collaboratively together and using tasks that create inter dependence amongst group members.			
30	Establishing ground rules with students for reducing noise levels.			
31	Giving individual reminders to keep noise levels low.			
32	Giving clear instructions to avoid the disruptive noise that results when students fail to hear instructions clearly.			
33	Selecting students to liaise with the teacher in keeping the classroom			

	discipline			
34	Making the whole class to be responsible in keeping the classroom discipline			
35	Using students as a resource to support learning by using the students' different abilities, interests, experiences and backgrounds to language learning.			
36	Using students-generated learning resources by encouraging students to provide teaching learning materials, asking students to bring different materials that can be used to construct materials, and making students individually, in pairs or in groups to generate and write stories on a variety of themes.			
37	Using students to tutor one another by using those students who understand a concept or skill well to help weaker students.			
38	Using the classroom and the wider school environment as a resource. Such as using the classroom walls, floor, ceiling, seating, and the playground to create an outdoor space for activities as well as to use it as a source of materials.			
39	Using resources out side the classroom by asking students to bring different materials on which instructions are written in English to encourage real life reading and writing activities, making students to report, orally or in writing, on articles they have read from different sources; asking students to write down slogans from billboards to make students to identify grammar points or miss-spelt words or to teach students pronunciation or vocabulary.			
40	Arranging students to sit in double circling to make to classroom well ventilated			
41	Advising students not to wear thicker clothes			
42	If it is possible, in collaboration with school directions, arrange the day's lesson or the weekly English language periods to be conducted on first or second period before the temperature in the school area as well as within the classroom become very high			
43	Giving students a short break, for example for five minutes, to go outside the classroom and take a rest or relax themselves.			
44	Conducting make-up periods after the regular classroom periods, for example between 5:30P.M. to 6:30P.M. When the high temperature becomes cool or between 7:00 a.m. to 8:30 a.m. before the regular class periods before the temperature becomes very high.			

45	Conducting make-up periods during the weekends: Saturday and Sunday morning			
46	Conducting interesting and motivating activities in pairs or in groups that will attract the attention of students from the feeling created by high temperature towards their learning.			
47	During the beginning, middle and end of the day's lesson providing warm-up activities, such as jocks, language games, puzzles, etc. that will interest students as well as used as a means to language teaching and learning.			
48	Discussing with students on ways that may help to maximizing teaching and learning in large classes under the existence of high temperature in the classroom.			
49	With other English language teachers, exchanging ideas about the challenges or difficulties that teachers faced while they teach in large classes under very high temperature conditions and forwarding ideas that may be used to maximizing teaching and learning in large classes under the existing high temperature conditions.			

Appendix- E

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የእንግሊዘኛ ቋንቋ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀበት ዋነኛ ዓላማ፡ የ8ኛ ክፍል የእንግሊዘኛ ቋንቋ መምህራን በጣም ብዛት ያላቸው ተማሪዎች በሚገኙባቸው የመመሪያ ክፍሎች ውስጥ እንዴት እንደሚያስተምሩ፡ የ8ኛ ክፍል ተማሪዎችን አስተያየት ለመገምገም ነው።

ስለሆነም የእንግሊዘኛ ቋንቋ ትምህርትን ስትከታተሉ ባላችሁ ወይም ባገኛችሁት ልምድ ላይ በመመርኮዝ ትክክለኛውን መረጃ እንዲተላለፉ በትህትና ትጠየቃለችሁ።

ስለ ትብብራችሁ እጅግ በጣም አመሰግናለሁ።

ክፍል አንድ

እባክሽ/ እባክህ ትክክለኛውን መረጃ ባፊ/ ባፍ ወይም በሳጥኑ ውስጥ የጸጋ ምልክት አድራጊ /አድርግ።

1. የትምህርት ቤትሽ/ የትምህርት ቤትህ ስም፡-----
2. ያታ : ወንድ ሴት
3. በምትማሪበት /በምትማርበት ክፍል ውስጥ ያለው አጠቃላይ የተማሪዎች ብዛት -----

ክፍል ሁለት

የሚከተሉት አረፍተ ነገሮች ወይም ገለጻዎች የእንግሊዘኛ ቋንቋ መምህራን በጣም ብዛት ያላቸው ተማሪዎች በሚገኙባቸው የመምሪያ ክፍሎች ውስጥ የመማር ማስተማር ሒደቱን በተገቢው መንገድ ለማከናወን የሚጠቀሙባቸው ስልቶች፣ መንገዶች፣ ቴክኒኮች እና የሚከተሏቸው አካሄዶች ናቸው። የአንቺን /የአንተን እንግሊዘኛ ቋንቋ መምህር/ መምህርት ትክክል የሚመጥኑትን ላይ በምርጫ/መምርጫ ትይዩ የX ምልክት አስቀምጪ/ አስቀምጥ ለምርጫ / ለምርጫ የሚከተሉትን መለኪያዎች ተጠቀሚ/ ተጠቀም፡

በ = በፍፁም አ = አልፎ አልፎ ዘ = ዘወትር

ተ.ቁ	ስልቶች ፣ መንገዶች፣ ቴክኒኮችና አካሄዶች	በ	አ	ዘ
1	ምዘናን ለማሻሻል ግልፅ የሆነ የምዘና መስፈርትን በመጠቀም ብሎም ተማሪዎች ምን ላይ ማተኮር እንዳለባቸው ገለጻ ያደርግል/ ታደርጋለች?			
2	ምዘናን ለማሻሻል የቡድን እርማትን እና የግል አስተያየትን ይጠቀማል /ትጠቀማለች?			
3	ስለ ቡድን ምዘና ጥቅምና የቡድን ምዘናን በአግባቡ መስራት ያለውን አስተዋፅኦ ከተማሪዎች ጋር ይወያያል/ ትወያያለች?			
4	የተለያዩ ቡድኖችን እየተዘዋወረ/ እየተዘዋወረች በማየት ምዘናውን እንዴት እርማት እንደሚሰጣጡ በመስማት የቡድን ምዘና ሒደትን ያስተባብራል / ታስተባብራለች?			
5	ተማሪዎች የክፍል ወይም የቤት ስራቸውን እርስበእራሳቸው እንዲያነፃፅሩ ያደርጋል/ ታደርጋለች?			
6	ተማሪዎች የክፍል ወይም የቤት ስራቸውን በግል እንዲገመገሙ ሞዴል መልሶችን ይሰጣል /ትሰጣለች?			
7	የእያንዳንዱን ተማሪ ስራ ለማየትና ተማሪዎች በአጠቃላይ			

	ያለባቸውን ማናቸውም ችግር ለመለየት ጥቂት ምሳሌ የሚሆኑ የቤት ስራዎች ይሠበስባል / ትሠበስባሉ? የተለያዩ ተማሪዎችን ይመርጣል/ ትመርጣሉ?			
8	የማርክ አሠጣጥን ለማቅለል የጥያቄዎች አይነት (ለምሳሌ ከማብራሪያ ስጦ ወደ ትክክለኛውን መልስ ምረጡ) ይቀያይራል/ ትቀያይላች?			
9	ለቡድን ምዘና ከተማሪዎች ጋር በመተባበር የማርክ አሠጣጥ መመሪያ ያዘጋጃል/ ታዘጋጃለች? የማርክ አሠጣጥ መመሪያውን በጥቁር ሠሌዳ ላይ ያሰፍራል/ ታሠፍራለች? አልያም ለእያንዳንዱ ተማሪ በፅሁፍ ይሠጣል/ ትሠጣለች? ግልፅነትን ለማስፈን እያንዳንዱ ጥያቄ የሚይዘውን የማርክ መጠን በማርክ አሠጣጥ መመሪያው ላይ ያሠፍራል / ታሠፍራለች ?			
10	በክፍል ውስጥ የቃል ጥያቄዎችን ለእርማት ይጠቀማል/ ትጠቀማለች?			
11	በተቀመጠው መመሪያ መሠረት በትክክል ለረመ/ ላረሙ ተማሪ/ ተማሪዎች ወይም ቡድን ተጨማሪ ማርክ ይሰጣል/ ትሰጣለች?			
12	የተማሪዎችን ስራ የሚገመግመው/ የምትገመግመው ለተማሪዎች ውጤት በሚሠጥበት/ በምትሠጥበት ወቅት ብቻ ነው?			
13	የመምህሩ /የመምህርቷን እና የጥቁር ሠሌዳውን ተደራሽነት ለማስፋት ብሎም ሁሉንም ተማሪ ተሳታፊ ለማድረግ የማስተማር ሰልፍን /ስልቷን ገለጻ ብቻ ከማድረግ በላይ ተማሪዎች በጥንድ ወይም በቡድን በሚሠሯቸው ስራዎች ላይ ያተኩራል/ ታተኩራለች?			
14	ሁሉንም ተማሪ የሚሰቡና የሚያሳትፉ የተለያዩ ስራዎችን ይጠቀማል/ ትጠቀማለች?			

15	<p>ሁሉም ተማሪ መምህራን/ መምህርቷ እና ጥቁር ሠሌዳው በሚገኙበት አካባቢ የመቀመጥ ዕድል እንዲያገኝ ተማሪዎች የሚቀመጡበትን ቦታ እንዲቀያይሩ (ለምሳሌ ዘወትር ሠኞ ፊት ለፊት የሚቀመጡ ተማሪዎች ኃላ እንዲቀመጡ፤ ኃላ የሚቀመጡትን ፊት ለፊት እንዲቀመጡ) ያደርጋል/ ታደርጋለች?</p>			
16	<p>በክፍል ውስጥ ባለው ክፍት ቦታ መሠረት በክፍሉ-ውስጥ በመዘዋወር ሁሉንም ተማሪ የሚያሳትፉ ስራዎችን ከተለያዩ የክፍሉ አቅጣጫዎች (ከፊት፣ ከመሀል እና ከኃላ) ያከናውናል/ታከናውኑለች?ይህ ካልሆነ በክፍሉ ውስጥ ወይም በእያንዳንዱ እረፍፍ ይዘዋራል /ትዘዋወራለች?</p>			
17	<p>ትምህርት መጀመሪያ ሲጀመር ከተማሪዎች ጋር በመሆን ተማሪዎች እርስ በእርሳቸው እንዲከባበሩ አፅንኦት የሚሠጥና ስህተት መስራት የትምህርቱ ሒደት አንድ አካል መሆኑን የሚያሳውቅ የክፍል ውስጥ የተሳተፎ ህግ ያቋቁማል/ ታቋቁማለች?</p>			
18	<p>ትምህርቱ መጀመሪያ ሲጀመር ተማሪዎች እርስ በእርሳቸው እንዲተዋውቁ የሚረዱ ዘዴዎን ይጠቀማል/ ትጠቀማለች?</p>			
19	<p>ተማሪዎች የእንግሊዘኛ ቋንቋ ችሎታቸውን ከፍርሐት ነፃ በሆነ ሁኔታ ውስጥ እንደያዳብሩ የሚያስችል በዛ ያሉ የጥንድና የቡድን ስራዎችን ይጠቀማል/ ትጠቀማለች?</p>			
20	<p>ሁሉም ተማሪዎች ሊመልሷቸው በሚችሏቸው ቀጥተኛ ጥያቄዎች በመጀመር ወስብሠብ ወይም ከበድ ያሉ ጥያቄዎችን ያስከትላል/ ታስከትላለች?</p>			
21	<p>በቂ የማሠቢያ ጊዜ እና ተማሪዎች ከክፍል ጓደኞቻቸው ጋር ሀሳባቸውን እንዲለዋወጡ በቂ ጊዜ ይሠጣል/ ትሠጣለች?</p>			
22	<p>በቃል የጠየቀውን/ የጠየቀችውን ጥያቄ በጥቁር ሠላዳው ላይ በመፃፍ ሁሉም ተማሪዎች ጥያቄውን እንደሠሙ እና</p>			

	እንደተረዱ ያረጋግጣል/ ታረጋግጣለች?			
23	ከበድ ወይም ወሠብሠብ ላሉ ጥያቄዎች ተማሪዎች መልስ ለመስጠት እጃቸውን ከማውጣታቸው በፊት መልሶቻቸውን እንደፅፉ ያበረታታል/ ታበረታታለች?			
24	ተማሪዎች መልሶቻቸውን በማስረጃ እንዲያስደግፉ ያበረታታል/ ታበረታታለች?			
25	ሁሉም ተማሪዎች የትምህርቱን ዓላማ እና ዓላማ አድርገው የያዟቸውን የትምህርት ዓላማዎች እንደተረዱ ያረጋግጣል/ ታረጋግጣለች?			
26	ትምህርታዊ ግንኙነቶችን በመጠቀም ተማሪዎች የራሳቸውን የትምህርት ዓላማ በተናጠል እንዲገልፁ፣ የሚፈልጋቸውን የትምህርት መርኝ መሣሪያዎች እንዲያሳውቁ እና ዓላማቸውን ለማሳካት የሚወስዷቸውን እርምጃዎች እንደጋለጡ ያበረታታል/ ታበረታታለች?			
27	የምዘና መመሪያዎችን ወይም መስፈርቶችን ለተማሪዎች ያጋራል/ ታጋራለች? አልያም የምዘና መስፈርቶችን በሚያዘጋጅበት / በምታዘጋጅበት ወቅት ተማሪዎችን ተሳታፊ ያደርጋል / ታደርጋለች?			
28	በአንድ ቡድን ውስጥ ከ6 በላይ ተማሪዎች እንዲኖሩ አያደርግም/አታደርግም?			
29	የቡድን አባላት እርስ በእርሳቸው እንዲገናኙና በትብብር እንዲሠሩ የሚያደርጉ ስራዎችን ያዘጋጃል/ ታዘጋጃለች? በቡድን አባላት መካከል የእርስ በእርስ ትብብርን የሚፈጥሩ ስራዎችን ይጠቀማል/ ትጠቀማለች?			
30	በክፍል ውስጥ የሚፈጠሩ አላስፈላጊ ድምፃችን ለመቀነስ የክፍል ውስጥ መመሪያ ወይም ህግ ያቋቁማል/ ታቋቁማለች?			
31	በክፍል ውስጥ የሚፈጠሩ አላስፈላጊ ድምፃችን ለመቀነስ			

	የተናጠል መመሪያ ይሠጣል/ ትሠጣለች ?			
32	ተማሪዎች መመሪያዎችን በአግባቡ ካለመስማት የተነሳ የሚፈጠሩ ጫጫታዎችን ለማስወገድ ግልፅ የሁኑ መመሪያዎችን ይሠጣል/ ትሠጣለች?			
33	የክፍሉን ስነ- ስርዐት ለማስጠበቅ መምህሩን/ መምህርቷን የሚያግዙ ተማሪዎችን ይመርጣል/ ትመርጣለች?			
34	የክፍሉን ስነ- ስርዐት ለማስጠበቅ ሁሉም ተማሪ ሀላፊነቱን እንዲወስዱ ያዳርጋል/ ታደርጋለች?			
35	የመማር ማስተማር ሐይቱን ለመደገፍ የተማሪዎችን የተለያዩ ችሎታዎችን፣ ዝንባሌዎችን ወይም ፍላጎቶችን፣ ልምዶችንና ያሉዋቸውን የኃላ ታሪኮችን በመጠቀም ተማሪዎችን እንደ ጋብፅት ይጠቀማል/ ትጠቀማለች?			
36	ተማሪዎች የማስተማሪያና የመማሪያ ቁሳቁሶችን እንዲያመጡ በማበረታታት፣ የትምህርት መርጃ መሣሪያዎችን እንዲያመጡ በመጠየቅና ተማሪዎች በተናጠል፣ በጥንድና በቡድን የተለያዩ ታሪኮችን አመንጭተው በተለያዩ ጭብጦች ላይ ታሪኮችን እንዲፅፉ በማድረግ በተማሪዎች የሚመነጨ የትምህርት ግብዓቶችን ይጠቀማል/ ትጠቀማለች?			
37	አንድን ሃሳብን ወይም ክህሎትን በደንብ የተረዱ ተማሪዎችን በትምህርታቸው ደክም ያሉትን እንዲያስጠኑ በማድግ ተምሪዎች እርስ በእርሳቸው እንዲያስጠኙ ተማሪዎችን ይጠቀማል/ ትጠቀማለች ?			
38	የመማሪያ ክፍሉን ለምሳሌ የክፍሉን ወላጅ፣ ግድግዳ፣ ጣሪያ፣ መቀመጫ፣ ጥቁር ሠሌዳና የትምህርት ቤቱን ሠፊ ቦታ ለምሳሌ የመጫወቻ ሜዳውን ከክፍል ውጪ ለሚሠሩ የትምህርት ስራዎች ቦታ ለመፍጠርና ግብዓት ለማግኘት የመማሪያ ክፍሉንና የትምህርት ቤቱን ሠፊ ቦታ ይጠቀማል/ ትጠቀማለች?			

39	<p>ተማሪዎችን መመሪያዎች በእንግሊዘኛ ቋንቋ የተጻፉባቸውን ቁሳቁሶችን እንደያመጡ በመጠየቅ ከነባራዊህይወት ጋር የሚዛመዱ የንባብና የፅሁፍ ስራዎችን እንዲሰሩ ያበረታታል/ ታደርጋለች? ታደርጋለች? ተማሪዎች ከተለያዩ ምንጮች ያነበቧቸውን ፅሁፎች በቃል ወይም በፅሁፍ እንዲያቀርቡ ደርጋል/ ታደርጋለች? ተማሪዎች የሠዋሠው ነጥቦችን እንዲለዩ አልያም ግድፈት ያለባቸውን ቃላትን እንዲያውቁ ወይም ተማሪዎችን በትክክለኛው መንገድ እንግሊዘኛ ቋንቋን እንዴት መናገር እንዳለባቸው ወይም የእንግሊዘኛ ቃላትን እስከ ትርጉሙቸውለተማሪዎች ለማስተማር ከመማሪያ ክፍል ውጪ የሚገኙትን ግብዓቶች ይጠቀማል/ ትጠቀማለች?</p>			
40	<p>የመማሪያ ክፍሉ ነፋሻ እንዲሆን ለማድረግ ተማሪዎች በክብ በክብ እንደቀመጡ ያደርጋል /ታደርጋለች?</p>			
41	<p>ተማሪዎች በትምህርት ቤቱ አካባቢ ካለው ክፍተኛ የሆነ ሙቀት ጋር አብረው የማይሔዱ ወፈፍራም ልብሶችን እንዳይለብሱ ይመክራል/ ትመክራለች?</p>			
42	<p>ከትምህርት ቤቱ ዳይሬክተር ጋር በመተባበር በትምህርት ቤቱ አካባቢ ያለው የአየር ሙቀት ክፍተኛ ከመሆኑ በፊት የቀኑን ክፍለ ጊዜ አልያም የሳምንቱን ክፍለ ጊዜያት በመጀመሪያው ወይም በሁለተኛው ክፍለ ጊዜ እንዲካሄድ ያደርጋል /ታደርጋለች?</p>			
43	<p>ተማሪዎች ከክፍል ውጪ እንደወጡና ዕረፍት እንዲወስዱ አልያም ራሳቸውን እንዲያዝናኑ አነስተኛ የዕረፍት ጊዜ ይሠጣል/ ትሠጣለች?</p>			
44	<p>በትምህርት ቤቱ አካባቢ ያለው የአየር ሙቀት ክፍተኛ ከመሆኑ በፊት ለምሳሌ ከጠዋቱ አንድ ሠዓት እስከ ጠዋቱ ሁለት ሠዓት ተኩል ድረስ መደበኛው የትምህርት ክፍለ ጊዜ ከመጀመሩ በፊት ወይም በትምህርት ቤቱ አካባቢ ያለው</p>			

	የአየር ሙቀት መጠን ሲቀዘቅዝ ለምሳሌ ከቀኑ አስራ አንድ ሠዕት ተኩል እስከ ከቀኑ አስራ ሁለት ሠዕት ተኩል ድረስ ከመደበኛው የትምህርት ክፍለ ጊዜያት ውጪ ያስተምራል/ ታስተምራለች ?			
45	በዕረፍት ቀናት ቅዳሜ እና እሁድ ጠዋት የመማር ማስተማር ሒደቱን ያከናውናል/ ታከናውናለች?			
46	ተማሪዎች በትምህርት ቤቱ አካባቢ ያለው ከፍተኛ የሆነ የአየር ሙቀት ከሚፈጥርባቸው አሉታዊ የሆነ ስሜት ወደ ትምህርታቸው እንዲያተኩሩ ተማሪዎች በጥንድ ወይም በቡድን ሆነው የሚሰብኑ የሚያዝኑ ብሎም የሚበረታቱ የክፍል ውስጥ ስራዎችን እንዲሠሩ ያደርጋል/ ታደርጋለች?			
47	ተማሪዎችን ወደ ትምህርታቸው እንዲያተኩሩ የሚያነሳሱና ለቋንቋ ማስተማሪያና መማሪያ የሚያገለግሉ ለምሳሌ ቀልዶች፣ የቋንቋ ጨዋታዎች፣ እንቅስቃሴዎች እና የመሳሰሉትን በቀኑ በክፍለ ጊዜ መጀመሪያ፣ መሀል እና መጨረሻ ላይ ያቀረባል/ ታቀርባለች?			
48	በርካታ ቁጥር ያላቸው ተማሪዎች በሚገኙበት ክፍል እና ከፍተኛ የሆነ የአየር ሙቀት ባለበት የመመሪያ ክፍል ውስጥ የመማር ማስተማሩን ሒደት በተገቢው መንገድ ለማከናወን በሚረዱ መንገዶች ላይ ከተማሪዎች ጋር ይወያያል / ትወያያለች?			

	ከመደበኛው የትምህርት ክፍለ ጊዜያት ውጪ ያስተምራል/ ታስተምራለች ?			
45	በዕረፍት ቀናት ቅዳሜ እና እሁድ ጠዋት የመማር ማስተማር ሒደቱን ያከናውናል/ ታከናውናለች?			
46	ተማሪዎች በትምህርት ቤቱ አካባቢ ያለው ከፍተኛ የሆነ የአየር ሙቀት ከሚፈጥርባቸው አሉታዊ የሆነ ስሜት ወደ ትምህርታቸው እንዲያተኩሩ ተማሪዎች በጥንድ ወይም በቡድን ሆነው የሚሰብኑ የሚያዝኑ ብሎም የሚበረታቱ የክፍል ውስጥ ስራዎችን እንዲሠሩ ያደርጋል/ ታደርጋለች?			
47	ተማሪዎችን ወደ ትምህርታቸው እንዲያተኩሩ የሚያነሳሱና ለቋንቋ ማሰተማሪያና መማሪያ የሚያገለግሉ ለምሳሌ ቀልዶች፣ የቋንቋ ጨዋታዎች፣ እንቅስቃሴዎች እና የመሳሰሉትን በቀኑ በክፍለ ጊዜ መጀመሪያ፣ መሀል እና መጨረሻ ላይ ያቀረባል/ ታቀርባለች?			
48	በርካታ ቁጥር ያላቸው ተማሪዎች በሚገኙበት ክፍል እና ከፍተኛ የሆነ የአየር ሙቀት ባለበት የመመሪያ ክፍል ውስጥ የመማር ማስተማሩን ሒደት በተገቢው መንገድ ለማከናወን በሚረዱ መንገዶች ላይ ከተማሪዎች ጋር ይወያያል / ትወያያለች?			

APPENDIX-F

Questionnaire for finding out learners' perceptions about large classes

Instructions: Please circle the answer of your choice (1=Highly important, 5= List important).

How important is it for you to do the following things in your class for learning English?

See the black board and the teacher	1	2	3	4	5
Hear the teacher clearly	1	2	3	4	5
Hear other students clearly	1	2	3	4	5
Get individual help from the teacher	1	2	3	4	5
Get help from your neighbors/friends	1	2	3	4	5
Have the teacher see/correct your work	1	2	3	4	5
Get opportunities to participate in the classroom activities	1	2	3	4	5
Get opportunities to practice your English	1	2	3	4	5
Get individual attention from the teacher	1	2	3	4	5
Pay close attention to the teacher during a lesson	1	2	3	4	5
Do the class work assigned by the teacher	1	2	3	4	5
Get opportunities to answer teacher's questions	1	2	3	4	5
Avoid being noticed by the teacher	1	2	3	4	5
Not get distracted by the noise in the classroom any other (Please specify)	1	2	3	4	5

Reflection

Think about your experience of being a learner in a large class. Where were you preferred seats (front, back, middle)?

Did this vary at the secondary or tertiary levels? Why did you change sets at different stages of for different classes? Why?

APPENDIX –G

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDENT

DEPARTMENT OF ENGLISH

CLASSROOM

OBSERVATION CHECKLISTS

- Name of the school selected for classroom observation: _____
- Grade and section of the observed classroom: _____
- Data of the observation: _____
- Period of the observation: _____
- Time duration of the observation: _____
- Round of the observation: _____

Observation Activities and situations	Remark
1) Teachers' teaching style	
1.1) How the Teacher Teaches the English language skills as well as Grammar and Vocabulary	
1.1.1) How the teacher teaches listening and speaking skills	
1.1.2) How the teacher teaches writing and reading skills	
1.1.3) How the teachers teaches grammar	
1.1.4) How the teacher teaches vocabulary	
2) Level of students' involvement	
2.1) What strategy (strategies) do the teacher employed to increase students' involvement in large size classrooms	
3) Issues of noise and discipline	
3.1) How the teacher manages the large size classroom	

4) Assessment and feedback	
4.1) What kind of technique (s) do the teacher used to manage assessment and feedback in large size classroom	

DECLARATION

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

Name: Habtamu Alebachew

Signature: 

Place: Addis Ababa university, Department of English

Date of Submission: 24 May 2011