

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE

PERCEPTIONS AND DIFFICULTIES OF STUDENTS IN EFL
LARGE CLASSES

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JUNE 6, 2013

ADDIS ABABA

PERCEPTIONS AND DIFFICULTIES OF STUDENTS IN EFL
LARGE CLASSES: GRADE 11 STUDENTS IN FOCUS

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A THESIS PRESENTED TO THE DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTERS OF ARTS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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Acknowledgements

Beyond and above, I would like to thank God, the most gracious, the almighty and the most merciful, for the guidance, compassion, and mercy which He has bestowed upon me throughout my entire life and in particular while working on this thesis.

Next to the almighty God, I would like to express my deepest gratitude to my advisor, Dr. Anteneh Tsegaye, for his invaluable comments, suggestions, his patience in re-evaluating my work, for his unreserved guidance and counsel rendered from the very beginning to the completion of the study. Without his constructive comments, feedback and suggestions the study would not have been a success. I am very much indebted to the kindness, patience and warm-welcome he has shown me in the course of time under difficult circumstances.

My gratitude also goes to my best friends Belay, Abreham and Emily for their material and moral support, especially Emily who provided me many reference materials. Their consistent encouragement has been with me from the beginning to the end. The contributions of Yaekob W/semayat who had shown me a lot in using SPSS software in analysing the data in a meaningful way and supporting me to be aware of its applications at large and Nega who coordinated the students and teachers in filling out the questionnaires at Firehiwot preparatory school. I would like to thank Nefas Silk Lafto Sub-city Education Office for its financial support.

Last but not least, I wish to acknowledge grade eleven students of Firehiwot and Higher 23 Preparatory schools for providing me the necessary and relevant information and their friendly approach. Really, they were willing and cooperative with me and sacrificed their precious time even during class time. I would like to say thank you to the English language teachers for filling out the questionnaire taking their valuable time.

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Abstract

The major objective of the study was to assess students' perceptions towards EFL large classes in terms of its instructional, psychological and social aspects and their perceived challenges. To this end, two preparatory schools were selected owing to their convenience for the study, the researchers' familiarity with the situation and the serious situational constraints related to EFL large class size with special reference to grade eleven.

To achieve the purpose of the study, a descriptive research method was employed because the main objective was just to gather information about students' perceptions and their perceived difficulties. Likert-scale type questionnaires and semi-structured interviews were employed to gather adequate data from the student respondents, but only open-ended and close-ended questionnaires were distributed to eight randomly selected EFL teachers to confirm data obtained from their students. The instruments were piloted before the main study on 20 students and some modifications were made on their grammar and wordings, but six items were rejected. Out of 1545 students, 155 were selected as samples through simple random sampling technique and ten of them were voluntarily selected and interviewed. The data collected through likert type questionnaires were analysed through descriptive statistics like frequency, percentages and means. Data gathered through interview were analysed through descriptive statements. The data gathered through questionnaires were substantiated by the data obtained through interview.

The findings revealed that most of the student participants had a clear picture of the situational challenges and benefits of EFL large class. The majority of the respondents' perceived large EFL class negatively in general. Most of the student respondents perceived the instructional and psychological aspects negatively, but they perceived the social aspects positively and favourably. It was also found that the majority of them believe that learning in EFL large class affects their English learning negatively because of its constraints. Most of the student interviewees expressed their opinion that class size matters beyond quality of teaching and their teachers too! The findings indicated that the perceived difficulties of most of the participants were: lack of continuous assessment, getting immediate feedback, avoidance of practical skills (writing and speaking) focus on usage than language use, low active student involvement, less students learning, problems of rapport, no use of teaching aids, failure of teachers to effectively various use active learning and motivational strategies, lack of motivation, concentration, confidence and student-teacher interaction. The results revealed that EFL large class related constraints can be alleviated through changing style of teaching flexibly, class size reduction, effective use of teaching strategies, and use of competent and potential EFL teachers, communicating and working cooperatively with students.

Finally, it was suggested that EFL teachers should be provided conferences and special training regarding how to teach large class, change their approach to EFL large class and their own as well as their students' negative perceptions towards such classroom situation!

Chapter One:Introduction

1.1.Background of the Study

In the actual classroom context, it is naturally obvious that there exist some situational factors related to the school system that influence the effectiveness of teachers' classroom practices and even the teaching-learning process. Among some of the classroom-based variables, large class is an important issue which deserves a serious attention as there is a widely held view suggesting that teachers of overcrowded classes come across various challenges. In connection with this, teachers' class room practices in general; their instructional time and classroom management in particular are influenced by overcrowded classes Wilson (2006).

As compared to smaller classes, large classes also impede teachers' choice and use of various methods. Regarding this, Harmer (1995) says that recent trends in second language or foreign language pedagogy lay greater emphasis on learners and shifting authority away from the teacher and handing it to the students that encourages active students' involvement in the teaching and learning process; however, Harmer (1991), for example, stated that teachers cannot carry out practical activities, problem solving or other learner-centered approaches to overcrowded classes; moreover, Tudor (1996) confirmed that class size will inevitably have an influence on the form of interaction between teachers and students upon which learner-centered teaching is based; it is hardly viable to directly interact with everyone in classes having large number of students squeezed together.

Some home research findings also indicated that large class size is one of the significant classroom-based variables that influence English language instruction. In line with this, Berhanu (1999), for instance, has showed that the quality of English language instruction suffers mainly from overcrowded classes, in appropriate methodology, lack of sufficient materials and lack of proficient teachers and facilities. Besides, Haimanot (1996) stated that large class was the most serious obstacle for the English teachers posing many constraints that impeded their teaching effectiveness.

Contrary to all these, few other foreign researchers such as Hess (2001) and Ur (2000) argue that large classes can provide richer human resources and greater opportunities for creativity than smaller class. Hess contends that more communication and interaction can occur in a large classroom where students benefit from peer-teaching through group tasks; furthermore, He showed that in a large class, there are always enough students for interaction sharing the rich variety of human resources.

Additionally, Todd (2006) focused on the relevance of the quality of teaching and the types of tasks to be used over class size; moreover, Kumar (1992) emphasized on the significance

of the nature of teaching-learning tasks and the teacher's role that influences students' active involvement and interaction rather than class size.

One can obviously understand from all these, the issue of large class size seems to be very controversial since some of the researchers/scholars noted that it is a serious situational constraint, but others say that it is the quality of teaching that matters over class size.

Consequently, whatever controversy existed in line with overcrowded classes, it is significant and reasonable to investigate this arguable issue from students' point of view because considering their perceptions is very important in the context of this study.

Regarding the relevance of considering students perceptions about the instructional process and in improving the teaching-learning process, Nunan (1986) stressed that students' perception about the teaching-learning process is very significant and it is mandatory to give emphasis to their perceptions; moreover, students' views are valuable in educational improvement and complement other participants' views, e.g. teachers, principals and planners (Hill, 1995). This shows the significance considering perceptions of students in improving the educational system. It is not difficult to understand from this point that attention must be given to perceptions of the students in the various aspects of the teaching process, most specifically, in the context of EFL large classes, in this study.

1.2. Statement of the Problem

The secondary second cycle is a preparatory school level leading to higher education and the world of work. At this level, English language has a key role to play as students prepare themselves for the tertiary level. This is because English language appears to be a particular challenge for the majority of the students (MOE, 2001). This implies that the ministry of education by itself knows the existence of the problem and the difficulties students encounter in using the target language because of a number of reasons.

The policy issued by the MOE (1995), the class size should not exceed 40 students at secondary level; however, in practice the number of students per class is far more than the average class size in the secondary schools indicating that there exists a gap between the policy and the actual class size. Substantiating this, the Ethiopian secondary school system is characterized by large class sizes Ayalew (1991).

In the context of the current study too, the school enrolment is increasing year after, but the available space and the number of students seems to be unbalanced and from the researchers own experience and informal discussion with teachers teaching large class, in the settings of the current study, became difficult and they were heard of complaining in providing demanding written assignments to their students.

Regarding this, Mendida (2001) also noted that one of the sources of teachers' common complaints for encountering challenges in teaching English language is the reflection of large class size. Substantiating this, teaching overcrowded classes may impact teachers' motivation and job satisfaction Fin et.al (2003).

Teaching in such overcrowded school system appears to be overwhelming for teachers. Concerning this, an overcrowded class is a source of problem in the teaching-learning process in Ethiopian educational context Amare (1998) as quoted in Tesfaye (2009). In line with this, Tsegaye (1982) and Marew (1994), for instance, argue that it seems that some of the complaints about the decline in the standard of education in Ethiopia from different sources such as researchers, university teachers even employers are the reflection of large class size.

With regard to teachers choice and methodology use in overcrowded class in teaching English language in particular, Surafel (2002); for example, pointed out that large class size is a common problem that impedes teachers' action in realizing the communicative language teaching methods. Hedlud (1975) also noted that large class made Ethiopian teacher rely on lecture method implying that it impedes the use of interactive teaching strategies that provide opportunities for students to make active efforts in their learning; furthermore, Betel (2011) also argues that large class size is one major situational constraint that impedes English language teachers classroom actions in realizing the use of active learning strategies.

Concerning the teaching of English language in an overcrowded class, Kassie (1995) concluded that English language teachers encountered a serious problem because of large class and Taggase (1990) claimed that due to the overcrowded classes, English language teachers failed to teach effectively and efficiently.

Furthermore, Fasil (2011) concluded that EFL teachers believe that large class constraints can be solved neither through the use of appropriate techniques nor class size reduction and he expressed his doubt that the constraints attached to it may affect the students learning and the effectiveness of the overall teaching and learning process.

Obviously, most of the local studies at masters' level, focused on English language teachers' large class management techniques, skills, perceptions and classroom practice (Tagase, 1990, Kassie, 1995; Nega, 1990; Haimanot, 1996; Zelalem, 1996 & Fasil 2011). They examined the issue of class size from teachers' point of view and their findings proved that still the problem of large class size remained unresolved.

However, the question to be raised in the context of the current study is: How do students perceive learning in such overcrowded? Attention must be given to students perceptions and there is a need to address the issue of large class size from students point of view because assessing the issue of class size only from teachers point of view doesn't seem to be effective in improving the educational system.

In showing the importance of beliefs and perceptions in educational system, Wright (1987) noted that the whole educational process is acutely influenced by beliefs and attitudes. Consequently, assessing the learners' perception and difficulties appears to be very essential.

This is because considering their views, difficulties and the possible ways they may suggest appears to be relevant as they can provide their valuable information. Supporting this, as it has been already noted, considering students perceptions/views about the teaching-learning process is valuable Nunan (1986). Adding to this, learners' views are valuable in improving the quality of education, and supplement other participants' views, e.g. teachers, principals and planners Hill (1995). In fact, as far as the researchers understanding and knowledge is concerned, students' perceptions and perceived difficulties are the areas which have not been given serious attention. Their voice must be counted in such contexts!

Therefore, the study was mainly aimed at investigating students' perceptions in terms of the instructional, social and psychological aspects and perceived difficulties with special a reference to EFL large class. Such information is believed to be significant for teachers to understand and respond to students' views and difficulties in the context of EFL large class accordingly.

1.3 Objectives of the Study

1.3.1. General Objective

The overall objective of the study was to investigate the students' perception towards learning in EFL large class and their perceived difficulties they encounter in EFL large classes.

1.3.2 Specific Objectives

Most specifically it is aimed at answering the following specific research questions:

1. How do EFL students perceive large EFL class in terms of the instructional, psychological and social aspects?
2. What are the major difficulties in EFL large class that may hamper their learning?
3. What possible ways do students suggest to minimize the difficulties they encounter in the context of EFL large classes?

1.4. Significance of the Study

It appears to be sound that such kind of study can add a little insight into the process of responding to the situational constraints in the actual classroom context. The findings of the study can have the importance of addressing large class size issues related to students' perceptions and their perceived difficulties to English language teachers, material designers, and policy makers. Its findings may raise the awareness of the English language teachers about the students' perceived impacts of large classes on their learning to adjust their teaching approach and strategies use for a better educational value by improving the class room practices in teaching large classes. It adds some knowledge to the existing literature. It also serves as a reference for other researchers for further comprehensive and in-depth study with large number of participants in a wider context.

1.5. Scope of the Study

It is unlikely to include all aspects of large class size in a single study because of many reasons, so the purpose limits the scope of the study under investigation to be focused. Accordingly, for the purpose of keeping the study in a more manageable size, it has been delimited to assessing student's perceptions towards learning English and their perceived difficulties at grade eleven level, with respect to large EFL class at two preparatory schools found in Nefas silk lafto sub-city, Addis Ababa. More specifically, the study was restricted to

investigating the students' perception towards learning in EFL large class in line with its instructional, psychological and social aspects.

1.6. Limitations of the Study

Its comprehensiveness would have been maximized if greater number of schools and participants were included in the study for gathering sufficient amount of information for obtaining better results, but because of serious time and/or budget constraints, the study was limited to only two schools and 155 student respondents and eight English language teachers . Furthermore, it is somewhat natural for human beings that being interviewed or investigated could be a stressful situation and may lead to adjustment of their behaviour and this in turn could cause certain amount of limitation to the study. The researcher also felt that demonstrating all aspects of large class size could not be carried out with in a short period of time and with this much sample size. Therefore, the tools used to gather data were limited to assess students' perceptions towards EFL large class size and their perceived difficulties by considering three aspects.

1.7. Organization of the Study

This paper is organized into five chapters. The first chapter discusses the background, the statement of the problem, the objective and the significance, the scope, the limitations of the study. The second chapter deals with related literature to discuss various issues related to the topic. Chapter three deals with the methodology of the research work including the subjects, the study areas and population, instruments, and the procedures employed. The fourth chapter is concerned with the data analyses, discussion of the research findings in details. The last one, chapter five presents the conclusions and recommendations. Lastly, lists of bibliography and appendices were included.

Chapter Two: Review of Related Literature

In this part of the study, an attempt was made to assess some of the related literatures on the various aspects of class size. It is so vital that reviewing the literature strengthens the study under consideration from various perspectives and it also offers the opportunity to have a deeper understanding about the topic at hand. Keeping this in mind, the researcher tried to assess the various issues related to large class size from different viewpoints.

2.1. Definition and Nature of Large Class

As far as class size is concerned, the question how 'large' is that large seems to lack a universally accepted quantitative answer that is why perception of class size appears to be more or less subjective.

Pertaining to this issue, Hayes (1997) says there is no quantitative definition of what constitutes a large class, as people's perception of this concept varies from context to context. Hayes assumed the ideal size of language class to be thirty students as this size provides them enough chances to communicate with each other effectively.

On the other hand, Ur (1996) noted that what is relevant to the class considered as large class is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it, so large class is one with more students than the teacher prefers to manage and available resources can support, from this point of view, large classes usually are considered to create awesome problems for teachers.

In pointing out the subjectivity of class size perception, Watson (2006) states the perceptions of large class size are subjective and also depend on a number of variables. Firstly, teachers rely on the largest size of classes that they regularly teach when making judgments concerning what makes a large class. Secondly, what is being taught influences teachers' judgments of the size of the large class.

Basically, the conception of large class size depends on the teachers' opinion. This in turn, depends on the size of the class relative to other classes or districts, the size of the class relative to the teachers experience, the subject to be taught and the total workload of the teacher Green Field in (Coleman,1989).

It is obvious that learning English language requires students active involvement since its learning necessitates practice; it is not direct transfer of knowledge to the students. The nature of the content to be taught and the number of students per class may influence their

teachers' preference to involve the learners. Regarding this, in teaching English language, most English language teachers would view the minimum size of what would be considered a large class for teaching speaking to be smaller than for teaching reading (LoCastro, 1989). This shows that teachers' class size judgment is influenced by the nature of the content to be taught in the actual classroom context.

Despite the fact that class size definition varies from context to context, in the literature, there are conventions that show the number of students to be considered large class for English language teaching in particular.

The Authors name (Source)	The large class size stated by the Authors
Nolasco and Arthur (1986), Dixon (1986)	40 students as large class
Hollyday(1996),Li(1998),Chimombo (1986)	50 students as large class
Barker(1976), Baker(2005)	55 students as large class
George(1991),Safnil (1991),Touba (1999)	60 students as large class

One can obviously understand from the above table that large class size has no commonly agreed upon quantitative definition even among the Authors, but it ranges from 40-60 students per class. Large class size has been described differently in different educational contexts across the globe in terms of its quantitative perspectives.

2.2. The Class Size Debate

The debate over class size related issues remained controversial. This is because on one side of the debate, there exists a very strong view among some researchers supporting that smaller classes lead to better teaching in bringing more effective learning. On the other side of the debate, there is an opposition for this by stating that it is the quality of teaching well that matters, but not the size. Some others again argue that class size is not an independent variable and other things should be considered together.

Teachers complain that their achievement, moral and their students' academic achievement are negatively affected by large class (Galton, 1996) in Mendida (2001);furthermore, it is the fear and worry of parents that the future of their children will be affected by large class leading to loss of jobs in their future lives.

Despite the fact that teachers will vary in their effectiveness, the size of the class and the size of the groups in the class necessarily affect what a teacher has to deal with, and can present her/him with choices and the need for compromises (Blatchford, 2003). One possibility is that teachers can have a clearer and more visible picture of children in smaller

classes. Galton et al.(1996) claim that in smaller classes there are more sustained interactions between teacher and child, more time on task than routine management, and more feedback on work.

Children in larger classes engage in more child-child task-related contacts, more social interactions and also more off-task behaviours. Adding to this, Blatchford et al (2003) hypothesized that as class size increased distractible and inattentive behaviour would also increase, Wilson (2006) reports that larger classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller; moreover, children in large classes are more likely to be off-task, particularly in terms of not attending to the teacher and not attending to their work when on their own and commented that there is a slight tendency for children in larger classes to be rated as more inattentive, showed that children in large classes are more likely to interact with their peers, and interact less with the teacher (Blatchford,2003).

Considering large class related constraints, Zhao et al. (2004) argues that language teachers sometimes avoid specific activities because they are difficult to implement in larger classes. These findings are based on language teachers' experiences; however, teachers of all subjects may experience most of these difficulties as well when working with a large number of students. In conclusion the analysis shows that large classrooms provide a challenging learning environment for both the students and the teacher.

On the other hand, educationalists and policy makers argue that as long as research provide unqualified support for smaller classes with regard to pupils' achievement, it is not wise to invest money on reducing class size. The money to be invested for class size reduction can be used for other purposes like improving the teaching materials or facilities (Day et al, 1996) quoted in Mendida (2001).

On one side, on common sense ground or opinion it is possible to say that the argument for the policy makers and educationalists to argue that it is not the class size that matters but the quality of teaching might be because of their desire to push away and attach the responsibility down on the teachers, but on the other side, they may argue on the point that there are other more cost-effective strategies for improving educational standards rather than class size reduction.

Research has proved that class size should not be seen as the only variable which impact classroom processes and students' learning outcomes (Blatchford et al., 2003). As it has been noted by Hattie (2005) those who claim there is systematic evidence that reducing class size enhances learning outcomes are correct, but considering this message alone is

misleading. Hattie found out 50 educational interventions including class size that can impact the learning outcomes. Adding to this, Achilles and Finn (2000) in Blatchford (2003) strongly argue that it is not advisable to consider class size reduction as the only solution to the challenges posed by large class. Additionally, the idea of class size reduction may not be the possibility for educators (Allwright, 1989).

However, Costello (1992) argues that if small class size does improve achievement, it should be considered no matter how costly it can be. All students have the right to the best educational setting that can be provided. The continued search for providing the best educational environment is the responsibility of all.

Goettler-Sopko (1990) indicated that class size is a complex problem that depends on many factors.). Regarding this, studies indicate that class size is not an independent variable as it is connected with other variables such as the nature of the teachers and students, quality of teaching methods/methods, the subject matter, the teaching methods all these plays their own roles along with the class size that affects the teaching and learning practices in the classroom (Robbinson and whittenbols, 1986) .This implies that in considering class size related issues other variables should be taken in to consideration

Furthermore, class size should not be considered as the only variable that negatively affect students learning because there are some other mediating factors including students' age and motivation Todd (2006), space, resources, teaching focus and methodology Shamim et al.(2007) feedback, direct instructions, behavioral issues, quality teaching, peer assessment Hattie (2005) and higher quality teachers Hanushek (2002).

Generally speaking, whatever the debate might be, it seems to be logical to note that the contextual constraints in the large classroom setting should be taken in to consideration. This is because any factor that may influence the teachers' actions in turn can have an impact on the students learning and students in many aspects. One should not leave aside the importance of quality of teaching and benefits of class size at all.

2.3. Problems of Large Class Size

There is a widely held view that schools with large classes are considered as more challenging as compared to small classes. A large amount of literature shows that the challenge of large class is not singular but plural as it influence teachers actions, students and the teaching-learning process in different educational contexts. In line with this, Christensen (1994) argues that the problems of large class may also exist in smaller classes, but large class simply escalates the constraints, Blatchford et al. (2003) also notes that as compared to smaller class, larger classes offer less optimal and appropriate teaching-learning environments.

2.3.1 Problems of Students' Active Involvement in Large Class

It is believed that students active involvement in the teaching and learning process matters a lot, more specifically in language classes because students develop their skills through practice such as group discussions, debating, writing, actively doing the tasks. Such kind of students' involvement on various tasks helps them to internalize the lessons with a better understanding.

Regarding this, active learning provides the learners' personal satisfaction, more interaction with peers, promote shared activities and team work, greater opportunities to work with a range of students (Capel et al., 1995).

Students learn most effectively when they are physically or mentally engaged and, therefore, significantly more active thinking and problem-solving takes place during discussion groups than in lectures (McKeachie, 1999); moreover, active thinking and problem-solving activities assist memory and learning by maintaining attention with constant changes to the learning environment. Techniques to promote active learning in large classes include student questioning, learning cells, buzz groups and problem posting have been effectively used in large lectures (McKeachie, 1999).

Active learning impacts on behavioural changes and social interactions in the learning environment and it also has some affective effects on students learning. These emotional effects include psychological notions such as feelings, emotions, moods, interest, motivation and values Zan and Mortino, (2007) in Birehane (2010) revealed that active learning strategies help teacher to identify their students emotional states and enables them to be aware of their students emotions in interaction, involvement, in organizing group work, and respond to them accordingly so as to run the teaching and learning process effectively.

In spite of the fact that active involvement of students' promotes meaningful learning, there are variables that hinder their active engagement in the teaching and learning process. Supporting this, Nunan (1996); for example, contends that large classes influences students' active participation and engagement in the teaching and learning process implying that it impedes student active learning.

In the context of large class, students do not get sufficient attention and interaction with their teachers and the teachers may not be able to address the needs of all the students.

Their focus is on active participants than on the introverts; more specifically students may show off-task behaviors while working in groups as the teachers couldn't make sure that all students show on-task behavior (Blatchford et al., 2003).

Through active learning, students interact with their teacher and among themselves and even with the tasks using the target language. In doing so, interaction can be facilitated implying that the students focus on use of language rather than usage. Language is a means of communication through which interaction is facilitated. Accordingly, Brown (1994) notes that in the time of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning whereas Blatchford et al. (2007) pointed out that there is a general agreement that as the class size increase, the number of interactions with individual pupils decreased, and this adversely affected pupils' progress.

As compared to large classes, small classes lead to have more interaction, individualized instructions, high quality instruction, greater scope for innovation and student-centered teaching, increased teacher morale, fewer disruptions, less student misbehavior, and greater ease in involving students in academic activities which are for most research attributes of effective teaching (Blatchford et al., 2003)

Similarly, Yazedjian et al. (2007) found that teachers of large classes face various challenges such as students' uncertainty and lack of motivation to engage in the learning process, lack of individual attention, and the impossibility for teachers to attend to students' personal needs.

In reviewing studies that identified the relationship b/n learners' involvement and class size, Finn (2003) conceptualizes student engagement in two forms: social engagement and academic engagement. Social engagement refers to how a student interacts socially with other students and teachers in either pro- or anti-social ways. Academic engagement refers to a student's attitude towards schooling and the learning process.

It seems to be natural that in the classroom students interact with each other on both social and academic issues by sharing their ideas, supporting one another, providing advice and some other things. This, in turn, promotes their learning in the mini-social classroom context.

As compared to large classes, students in smaller classes are actively engaged both academically and socially and they showed a strong social and academic engagement arguing that this maximizes students' academic achievement (Finn, 2003); moreover, as language is a subject of interaction and expression it lends itself directly to this idea of a more shared perspective of learning. Adding to this, the social aspect provides a richer and more diverse experience for the student, including a higher sense of self-effectiveness (Nie & Lau, 2010).

Students' attention and time on task are very much important for effective teaching and learning process, but in the context of large class, time-on-task, researchers have shown that students tend to spend less time on class assignments (Blatchford & Mortimore, 1994) whereas in smaller classes teachers can cater their instruction in ways that engage individual students and they are able to pay closer attention to all students, thereby holding them accountable for participation.

One can understand from these points that large class size impedes the students' active involvement, time spend on task and attention necessitating that there is a need to improve the situation for a better learning.

2.3.2 Assessment and Feedback Problems in Large Class

It is strongly believed that assessing the learners' performance and providing the desired feedback at the right moment plays a vital role for an effective teaching and learning process and to identify the learner's educational progress and their weakness.

Regarding this, Pollard and Tann (1987) recommends that teachers should analyse their students' written work and provide feedback to children continuously by putting diagnostic advices, encouragements, and comments for improvement. This is significant for students' better learning helping them identify their progress.

Similarly, Darasawang & Srimavin (2006) noted that interactions and feedback are considered as the compass in language teaching and learning and they argued that acquiring a language needs interaction between learners and teachers and interaction among learners so that the language points learned will be practiced and the success of communication helps learners measure their language competency.

Moreover, feedback can be considered as an important element in motivating students to learn better. Children need to know how they are doing as soon as possible and the feedback the teacher gives can motivate them to further effort. Kyriacou (1986) notes that helpful and supportive feedback is seen to be an important characteristic of effective teaching, while hostile and deprecating feedback is not. He also suggests that feedback should be quick and constructive whether given collectively or individually. There is a need to establish the root of any problem; for example, initial inattentiveness, not being able to understand the task, a lack of interest in the topic, an application of a faulty learning strategy.

Though feedback and assessment are highly significant in teaching, large class size makes it difficult for teachers to do so. In line with this, Shamim et al. (2007) identified that with a large class size, teachers are unable to evaluate students' work continuously. According to

them, due to this lack of on-going assessment of students' performance, teachers are unable to identify the learners' problems, know their progress, provide them with appropriate feedback and finally provide them with remedies based on feedback from their assessment (Blatchford et al., 2007).

Additionally, Blatchford et al. (2003) pointed out that class size is related to the quality of teaching as teachers are expected to provide immediate feedback to their students. They claimed teachers are not able to provide appropriate and immediate feedback to every individual in the context of large class. They stressed the importance of assessment as a significant process for increasing students' learning, it was found to be challenging in large class. They emphasized the impact of class size on time to mark, plan and assess; an increase in the class size systematically leads to an increased marking load which puts a lot of constraints on the teachers.

It seems that large classes are considered to be problematic for providing the desired feedback and assessment for students at the desired moment with the desirable amount which requires a serious attention because assessment and feedback are significant for identifying students' progress and the effectiveness of the teaching and learning process.

2.3.3. Problems of Large Class Management

Classroom management is one important aspect of the teaching and learning process for creating an environment where instruction and learning can occur efficiently. Classroom management refers to the actions and strategies teachers use to maintain order Doyle (1986). It plays a vital role for creating conducive classroom environment for a better teaching and learning process.

Additionally, Cotton (1990) says that effective classroom managers are those teachers whose classrooms are orderly, who have a minimum of student misbehavior and have high levels of time on task and Harmer (1983) states that the effectiveness of the teacher and the learning activities depend on how successfully classroom is managed. In relation to this, positive correlations between effective classroom management and student achievement have been found Emmer, (1997). Therefore, classroom management seems to be a key issue in the ELT class in Ethiopian schools where the classes are overcrowded the countries educational system.

However, the case of large classes, creating healthy conditions of learning in large classes is a serious challenge for the teachers of English as a foreign language (Harmer, 1991); moreover, Blatchford et al. (2007) showed that there is a close link between class size and the grouping of students in the classroom, as they argued it is important educationally to consider the mediating role of within-class groupings. According to them, as the class size increases, the size or the numbers of groups grow as well and these large groups lead to

more off-task behavior hiding the particular needs of individuals within the groups and encourage absenteeism of students. This in turn leads to the problem of classroom management influencing the teachers' action.

Additionally, Yazedjian et al (2007) identified that teachers face problems of managing group work in large class and difficulties to see the physical process of moving around to facilitate group work as too unorganized or time consuming and awkward. They also mentioned the constraints of organizing students into groups and organizing engaging activities that lead most teachers of large classes to rely on a teacher-centered approach to teaching. Classroom management is a very challenging aspect of the teaching and learning process in the context of large class.

These researchers found that students placed in large classes focused largely on anti-social behavior such as disruptiveness and misbehavior. They discovered that, as compared to their peers in large classes, students in small classes engaged in more social interactions with their teachers but did not behave inappropriately; they also engaged in fewer anti-social interactions with their peers.

2.3.4. Affective Challenges in Large Class

As individuals, students need sufficient attention and the desired support and rapport with their teachers and other students; having the necessary relationship with them plays its own role in realizing the objectives of the teaching and learning process. Supporting this, although some teacher characteristics such as personal warmth and rapport seem universally valued by all students (Hudak & Anderson 1984), other traits appear to be valued differentially as a function of student experience in school.

Furthermore, Wright (1987) argues that it is likely that teachers who are approachable, inclined and liable to communicate with others, interested in their students as people and for their learning, are more likely to succeed in their classroom management; moreover, those whose teaching style is centered on personal relationships, but it should be done very carefully and it should be for the sack of the students learning! Similarly, working well with others and developing meaningful personal relationships-are often associated with positive academic achievement (Asher & Rose, 1997). Then again, students who develop social skills become team players and team builders, which is important both inside and outside of the classroom. Teachers can facilitate positive relationships and effective group interactions when they encourage a commitment to working as a group, valuing each other's participation, being mindful and caring of others, and showing appreciation for team members (Preskill & Torres, 1999).

In the context of large class, Blatchford et al. (2003) noted that affective considerations include some of the additional efforts and works teachers of large classes should perform in order to provide their students with effective teaching; moreover, all these extra workload may affect a teacher's professional satisfaction and enthusiasm.

According to Blatchford et al. (2007), as compared to large classes, in small classes it can be easier for teachers to detect problems and give feedback, identify specific needs, set individual targets for pupils, and be flexible and seeking/courageous in the use of different styles of teaching.

In the large class context, it seems to be difficult for teachers to provide more individualized attention, a situation that affects teachers' morale; since there is lack of what they called teacher support for learning. Yazedjian and Kolkhorst (2007) argued that lack of rapport that students feel with the teacher or instructor and with other students can prevent students' motivation to engage in the learning process.

Research also revealed that in addition to their workload, teachers' attitude towards students and teachers' morale are negatively impacted by the large class size (Blatchford et al., 2007). This clearly confirms that in large classes, affective concerns, do have negative effects on both the teachers and their students; these needs to be considered by teachers who teach in large classes, if not they can have their own influence on the teaching and learning process.

One can reach a conclusion from these findings that again in large classes, lack of good rapport between students and teachers may affect the teaching and learning process because if students face insufficient attention and support, they may not learn in the absence of these and this may in turn influence their learning in large and crowded classes, so this needs to get attention.

2.3.5. Resource Related Constraints

It is obvious that having the desired resource with its appropriate amount is significant in realizing the objectives of the teaching-learning process. In the case of large class, shortage of the necessary resources can be a challenge creating a situation that influence teachers' actions in terms of teaching practices. Time is one problem in this context. The amount of teaching time plays its own roles to provide feedback, to have individual interaction, to discuss with groups of students, to give individual attention to students, but large class influence teachers' time use in various ways. Supporting this, the amount of time teachers' use with every individual for various purposes is unfavorably affected by the large class size (Bennett, 1994).

Space is another significant resource that becomes a challenging issue in the case of large class. As the class becomes overcrowded, the space available for that large class can't accommodate all the students, this may lead to a situational problem because students can't get seats individually instead they sit very close to each other (Shamim et al. 2007). The students can't feel comfortable in such kind of physical situation. This mismatch between the increase in the class size and the size of the classroom has a negative impact on the teachers' teaching.

Furthermore, Hayes (1997) notes that classrooms with large numbers of desks and chairs often prevent teachers from doing the kind of interactive activities that they would like to do. Shamim et al. (2007) also agreed with that thought as they reported that teachers in their project stressed the difficulty of promoting active learning in large and heterogeneous classes when resources are limited.

In addition to the overcrowded conditions in large classes, the lack of adequate materials is also said to be pervasive mainly in developing countries (Shamim et al., 2007).

Generally, in large class, there is a need to have more resources and this use of resource is becoming more demanding implying that supplying the adequate resource to fulfill the demand could be serious problem.

2.4. The Impacts of Large Class Size

As the literature shows, there is no common agreement among researchers and scholars for the effect of class size on learning. They come up with inconsistent outcomes because of the various extraneous variables that could affect the research outcomes in relation to class size and even some others argue that class size is inseparable from other variables.

In line with this issue, in small classes, various active learning strategies can be easily used and students can get individual attention (Wilson, 2006). Finn (1997) also argues that as compared to large class, students in small class are more likely to get involved in the learning process; moreover, Krieger (2003) added that teachers in small-size classes' use more facial expressions, more eye contact, more positive remarks, spend more time on direct instruction than on classroom management and work more often in small groups than they do in the regular-size classes. Considering large classes, Cuseo (2007) contends that large class negatively affect student learning by lowering students active involvement, academic performance, active students involvement, students satisfaction, the quality and frequency of student-teacher interaction, depth of thinking inside the classroom, breadth and depth in objectives of tasks.

By exploring the literature review and conducting interview with second language teachers from schools and community-based organizations indicated that small classes are beneficial in teaching and learning second languages for communication purposes (Diamantidis,1998);however, in developing nations, the survey of the 96 studies of school effectiveness pointed out that the role of the teacher and of the facilities supplied by the school in determining pupil achievement, no significant correlation between class size and achievement was found (Hanusheck,1995).

There is some agreement, drawing on the experiment Finn and Achilles, (1999) and naturalistic studies Blatchford (2003) showed that smaller classes do have positive impact on pupil academic performance.

In general terms it is better not to consider the effect of smaller and larger class sizes in terms of academic achievement of the students because other variables should be considered as they do have their own impact in the teaching and learning process.

2.4.1. Impact of Large Class on Teachers

According to Smith & Glass (1980) who reviewed 59 studies and found a substantial relationship between class size and teacher attitudes as well as instruction. They examined the relationship between class size and measures of outcomes such as student attitudes and behavior, classroom processes and learning environment, and teacher satisfaction. Small class size was associated with higher quality classroom environments, better student attitudes, and greater teacher satisfaction; nevertheless, counter argument indicates that there is little educational outcome and great monetary expense in small reductions in class size.

In a classroom reduction program in the Detroit Public Schools, Thomas (2001) reported that over half of teachers and administrators agreed that student achievement and teacher morale improved as a result of the classroom reduction. Program teachers, administrators, and parents appreciated that class size reduction resulted in individualized instruction, decreased discipline problems, and better monitoring of student progress.

Teacher's perception towards teaching a large number of students differs from individual to individual. Some teacher feel happy for managing and teaching large classes and some many others may feel the opposite. In line with this, it is not surprising to find some teachers enjoy teaching in large classes (Felder, 1997). These teachers think that if proper strategies are adopted, students may achieve more. He adds those large class instructors' great satisfaction and self-pride that they can teach this great number of students.

In addition to these, Shamim et al (2007) found that there are various challenges for teaching English in large classes. These difficulties were: insufficient involvement of students in learning, classroom management problems affecting learning and providing feedback and limitations of resources in teaching. The teacher can't give individualized attention to students and feedback and get it difficult to monitor students (Christensen, 1994).

Studies; for example, Bennet (1994) found that large class size affects not only students' achievement but also teachers' and students morale and the crowded class causes distress and teachers find it difficult to motivate their students in the large class.

On the other hand, there is also some evidence that pointed out large class affects the teaching and learning process. Regarding this, Bennett (1994) concluded that there is a consensus that increased class size adversely affects the teaching and learning, gradually resulting in a low standard of education; moreover, Robinson and Whittenbols (1986) as cited in Mendida (2001) argued that large class size affects the teaching and learning process.

2.5. Students View in Large Class

As the literature points out the problem of large class size appears to be not singular but plural in that it affects: the teaching and learning process; for instance, Robinson and Whittenbols (1986) claims that large class size affects the teaching and learning process, Bennett, (1994) concluded that there is a common agreement that increased class size adversely affects the teaching and learning, gradually resulting in a low standard of education, it affects teachers motivation and job satisfaction (Fin et al, 2003), furthermore, students find large classes poorly organized, noisy and sometimes lacking a clear sense of direction and structure (Biggs, 1999).

Large class size poses many challenges to students learning. Regarding this idea, Austin, (1993) notes that a high student teacher ratio is negatively related to students' satisfaction; furthermore, Gibbs & Jenkins, (1992) pointed out that students learning in large class report that it appears to be hard to meet other students, hard to approach staff, they find themselves afraid to ask or answer questions, and they feel that they have little chance for feedback on their work.

In the teacher-centered classroom, students sitting at the back side or out of the action zone miss out important opportunities for learning as they find it difficult to hear the teachers and see the notes on the blackboard properly (Shamim, 1996).

In the large classes, lots of students feeling of anonymity are increased and students often report that they are less encouraged to ask questions, talk to other students and approach their teachers Biggs, (1999), Gibbs and Jenkins, (1992).The lack of opportunities for

interaction with others (both students and teachers) may decrease the students intrinsic motivation to learn and subsequently increase the risk of dropout Tito, (1987).

It should be noted that all students do not perceive large classes negatively as some of them perceive it positively. For instance, some students report that they prefer large classes Gibbs & Jenkins, (1992, because they are “safe” or “relaxing”: the anonymity of a large crowd may ensure that individuals will not be called upon to answer questions or make comments.

Furthermore, in spite of the fact that many students report that they do not like large classes emphasizing the various difficulties in asking questions, getting to know other students, approaching lecturers, and getting enough feedback on work (Gibbs and Jenkins, 1992), some others report that they enjoy learning in large classes, this may be because they find the anonymity safe (Gibbs and Jenkins, 1992) rather than that they find the environment conducive to learning.

Generally speaking, one can easily understand from the above foreign research findings, large class poses many challenges on students learning in those particular situational contexts with a varying degree, but it is not possible to conclude that all students view large class size in a similar way.

2.6. Local studies on large class size

Assessing and considering locally conducted studies helps researchers to see gaps and investigate issues from various perspectives. In light of this, the local studies conducted on class size indicate that large class size is a challenging problem in Ethiopian educational system and still it seems to remain unresolved and demanding.

As far as the researchers’ knowledge is concerned, more of the studies gave more focus from teachers’ point of view. Kassie (1995), for instance, conducted a study on how do teacher cope up with large class and come up with her own conclusion that noting that large class is a serious problem faced by teachers in Addis Ababa. Adding to this, Haimanot (1996) in Mendida (2001) stated that large class was the most serious obstacle for the English teachers of Addis Ababa in making their teaching effective by paying attention to individual needs, correcting students work and maintaining discipline.

In addition to these, Fasil (2011) also identified that though teachers reported that they used various strategies and techniques in large class the problem was still prevalent; moreover, he noted that that English language believe that problems of large class could not be solved whether they implement the appropriate methods or techniques.

In his dissertation on ESL teachers’ classroom practice in overcrowded classes, Mendida (2001) pointed out that the challenges of ESL teachers are not caused by only large classes,

but also by economic causes. He further asserts that class size is not as such easy to be solved with in a short period of time and he added that most of the teachers perceive large class as a serious source of problem. It was also noted that large class size affect English language teachers' class room practice, causes teachers distress.

It is obvious the findings of the previous studies indicated and primarily focused on teachers, not from the students' point of view. It can be easily seen that the findings of these studies indicate the need for further work, especially from Fasil's findings; it is possible to see that if teachers do believe that problems of large class can't be resolved though they used the appropriate strategies and even by reducing class size how could it be solved? The researcher believes that it is of paramount importance to see this issue from students' point of view because their view helps to have theoretical understanding for teachers about the situation and to respond to it accordingly.

2.7. Some Strategies to Cope up with Large Class

Responding to the ever increasing students' enrolment by class size through reducing class size seems to be difficult for third world countries like Ethiopia, so searching another possible means of coping with large class seems to be logical and reasonable. In line with this, there are some strategies or techniques that worked better under particular large class size contexts that were effective in that particular settings and being assumed to be effective in another context, but this doesn't mean that one can use them as a formula because all strategies may not fit different educational conditions in the same way.

In line with this, Ives, (2000) argues that there is no single way to teach large classes, but to be effective in different using various techniques or strategies, one has to consider ones teaching style, the characteristics of the students and the goals and the objectives of the course to be taught in context to use different strategies.

Some of the various strategies suggested to cope up with large class size for a better attainment of educational objectives in minimizing the constraints are explained below.

2.7.1 Instructional Strategies for Improving Problems of Large class

Approaching class size from class size reduction point of view seems to be difficult, so pedagogical approach is very important for the third world countries like Ethiopia where the school enrolment is getting large year after year. In line with this, Allwright (1989) noted that it is impossible for educators to reduce classes justifying that it is a matter of politics, so finding instructional strategies may mitigate this situational constraints.

Pair work and group work are believed to be effective strategies to deal with large class size contexts. Olaofe (1994) also suggested that use of group work and pair work can be used to mitigate large class related constraints because students may help each other when working in pairs and/or groups. Adding to this, Ur (1996) notes that large class is usually heterogeneous; more proficient students can be used to help lower level ones (Ur, 1996).

Students may help each other by interacting freely and sharing ideas (Ur, 1996). It is the researchers believe that Ur's argument works if the teachers' role as a classroom manager, facilitator, controller, supporter and organizer are displayed in the classroom contexts to the desired level at the desired moment.

It is believed that use of small group work/group work is one strategy to respond to large class related constraints. Regarding this, pair work and group work immediately increases the amount of talking time providing the students with the opportunity to communicate

with each other to share suggestions, hypothesis, insights, feedback even success and failures (Harmer,1998); moreover, group work generates interactive language and creates a learning classroom climate and promotes learner's responsibility for their own learning (Brown,2001); Cooper and Robinson (2000) believe that use of small group helps student in helping each other, promoting social and emotional progress.

In providing his valuable advice, Tuba (1999) quoted in Mendida (2001) suggests that teachers should feel confident in using new ways teaching or learning like peer tutoring, cooperative learning and group work while teaching large classes, they should not resist using such strategies as they could be effective in their teaching.

Through exploring the literature, Watson (2006) also suggests that large classes' problems can be mitigated through: use of pair work, group work, use of students' leaders, plenary feedback, student-centered consultation, self-assessment, peer assessment, project work, teamwork, teaching, and use of assistant teachers.

In addition, Hayes (1997) proposes that, teachers of large class size can use names of students so as to draw their attention and help students feel responsible for their learning. Hayes added that for it is advisable to trust students in providing feedback to each other commenting on their peers work. He also suggests that it is advisable for teachers of large class to use student-centered approaches than teacher-centered ones.

Adding to this, Passigna (1997) suggests several methods to effectively manage a large classroom. She suggests setting simple rules for acceptable group behavior. Such behaviors include how to speak softly, how to take turns; how to work together; moreover, certain classroom chores can be reutilized, including, how to including how to enter and leave

classroom when classes start; at recess and when classes end; how to assist in handling out books and papers and other materials, how to keep classroom neat. By performing these tasks effectively, more time can be spent on instruction and school assignments, rather than on managing disruptions.

Teachers teaching in large class may use various strategies and work harder than in small class to maximize their students learning. Benbow et al (2007) noted some teaching practices for large class such potential classroom practices for effecting large class teaching include: use of small groups, pupil to pupil support and mentoring, effective use of existing space using the most effective teachers in the largest classes, use of volunteers and teaching aids and use of team teaching and shift of instruction.

Benbow et al.(2007) suggested use of teaching aids is one significant teaching practice in the large classes. Teaching aids can be defined as the various resources teachers can make use of them to facilitate their pupils learning. They can be influenced by the effective use of teaching aids in the teaching and learning process (Amare, 1999) as quoted in Tesfaye (2009).These makes the teaching and learning process concrete, effective, interesting, personal and meaningful and lively.

In some cases, students may be expected to search some possible ways for their own learning, but the role of the teacher s so vital in creating awareness for his students to take responsibilities for their own learning than being dependent only on the teachers. Supporting this; for instance, Allwright (1989) notes that problems of large class may let students search for other possible ways solutions like taking responsibility for their own learning.

Blatchford (2003) argues that it is better to shift from concern on class size to identify what techniques or strategies best work in large and small classes making practical differences. In line with this point, McKeachie (1999) has also mentioned some of the teaching techniques that can be utilised in large class. The most common instructional concerns in teaching large classes include: stimulating active learning and higher order thinking; maintaining interest and varying teaching strategies; selecting the appropriate pace and content for lectures; performing' versus teaching coordinating and managing assessment and feedback, and developing valid and reliable assessment that is also manageable.

In general terms, large class related problems can be approached and mitigated using some effective teaching strategies recommended for large class contexts rather than approaching it from the point of class size reduction; pedagogic approach is preferable than class size reduction especially in developing nations like Ethiopia.

2.7.2. Use of Good Rapport in Large Class

The other strategy to be considered as a solution in mitigating the problems of large class context is attempting to improve rapport system at large as much as possible in large and classes in doing so knowing students individually, treating them well, paying close attention to them and supporting them in different ways can play a vital role.

In line with this issue, Shamim et al., (2007) emphasized the significance of showing concern for both the strong and the weak learners and helping them both these groups so that no one feels marginalized and embarrassed. Thus, according to the researchers can be realized through designing different tasks for students of different abilities to offer them equal opportunities, and make them feel safe and motivated to learn better. The teachers role again is undeniable very much significant in doing so as long as they are responsible to shape and educate their students.

In addition to showing them concern, it is also possible to help students by motivating them well. It might be difficult for teachers to exactly know what motivates individual students; however, they may understand their motivation and motivational issues from their students' actions or behaviour in the classroom settings. Students are motivated by teachers who know, support, and challenge and encourage them to act independently from each other and from the teacher (Midgley *et al.*, 1989) in Susan et al, (2005).

Hayes (1997) suggests that using students name in the classroom may help teacher of large class in getting their attentions and reduce noise but increase control; moreover, addressing students by their name is strongly advisable for reducing problems of discipline by improving classroom control (Nolasco and Arthur, 1988).

As it has been noted by Prodromou(1991) calling students by name, checking students written work, making eye-contact in teaching students have been suggested as techniques' for effective teaching in heterogeneously mixed ability classes. In addressing the significance of checking students written work, Prodromou, noted that: encourages reluctant students to complete their work, discourages them from using only their mother tongue, gives better students more to do while the teacher goes around helping other weaker ones and gives the teacher something to discuss with early finishers for doing something better. It should be noted that this would be plausible if the teacher creates such a conducive classroom atmosphere that lets students to work cooperatively.

It is also significant to note that calling students by name helps to have a better relationship with the students and get them involved directly when necessary to do so, but it should be noted that: teachers should be systematic and encouraging in using and calling students

name, it is of no use to give more emphasis on active participants and volunteers as it may reduce the opportunity for others to get involved actively.

Teachers can foster positive relationships with their students by conveying respect and compassion for students, by listening carefully to them, and by responding to their needs and feelings. It is also important that students feel that teachers will manage the classroom environment and relationships among students in ways that protect their integrity and right to learn without fear of ridicule or humiliation (e.g., where classroom norms for interacting include respect rather than put-downs). Strife or fear in the learning process can create a negative affective filter that interferes with students' abilities to process new information and to perform (Pennington, 1996).

Additionally, Asher & Rose (1997) notes that, in line with positive social relationships in school, working well with others and developing meaningful personal relationships-are often associated with positive academic achievement. In addition, students who develop social skills become team players and team builders, which is important both inside and outside of the classroom. Teachers can facilitate positive relationships and effective group interactions when they encourage a commitment to working as a group, valuing each other's participation, being mindful and caring of others, and showing appreciation for team members (Preskill & Torres, 1999).

One can understand from these suggestions, concern for students play a vital role in minimizing the situational constraints by maximizing the students learning as well; teachers of large class should be aware of these in implementing in the classroom context.

Generally speaking, large class size related problems may be mitigated through use of desirable rapport and makes the teaching and learning process effective by creating a smooth relationship among the classroom community.

2.7.3. Solving Management Problems in Large Class

The management of large class can be approached in three ways (Coleman, 1991).These approaches are: the plenary approach, the interactive approach and the compromise approach.

The plenary approach that is similar to 'lock step approach' to the management of large class is under the teachers' control where the class is teacher-centered in which the students remain passive information recipients and no more chance for interaction and language practice. Adding to this, Harmer (1983) argues that the 'lock step' method is the simplest and commonly practiced method to the management of large class. Practically speaking, this is what teachers of large class apply in the actual classroom context as practice shows, but it doesn't provide students the opportunity to do things interactively.

Though the teacher dominates the class, the interactive approach is different from the plenary one in that, the learners get the opportunity to interact with the teacher or among themselves in case the need arises. This seems to be somewhat better than the first one because students get chance to make their own effort to practice.

The other approach, as to Coleman (1991), is an approach to the management of large class where more learning is expected from the students; students are expected to take responsibility for their own learning. They are provided tasks and get feedback from the teacher. It is more preferable for students at higher levels.

Additionally, Shamim et al. (2007) notes that communicating with the students about the possible ways of working with them collaboratively and setting classroom rules minimizes noise improving classroom discipline; moreover, Shamim et al. (2007) contends that small groups working together helps them to get involved in the learning process avoiding off-task behavior. This, in turn, helps to manage the class effectively.

Despite the fact that studies indicated managing large class seems to be challenging, more especially for inexperienced teachers, Shamim et al. (2007) suggest that making fix groups helps the teacher to reduce the noise, save time and help the teacher monitor the class and identify how students are behaving. This is for the reason that it assists the teacher as he/she is not expected to organize the class from time to time, so it is a remedy for effectively managing large class.

Additionally, McGreel (1989) quoted in in Kassie (1995) proposes that grouping, team teaching, peer-teaching and organizing learning centre as techniques of managing large classes; this helps teacher and students for a better class management in assisting the teaching and learning process effectively.

2.8. Group Work and Large Class

Since language is a means for interaction and communication group work plays a significant role in providing the chance for the students to interact. In line with this, the social interactionist view of learning emphasizes that learning is a dynamic process through which the teacher, the students and the tasks interact providing a view of learning arising from interactions with others (Williams and Burden, 1997). This necessitates the need to encourage interactions among the participants in their learning.

It is assumed that working in groups provides emotional, motivational and learning opportunities. Group work lets students interact, share common goal and develop team spirit (Brumfit, 1984). In stating its purpose, group work provides students with an opportunity to assimilate their knowledge through discussion with their peers; hence

supporting each other's learning (Moils,1994), it provides the students with the opportunity to communicate with each other to share suggestions, hypothesis, insights, feedback, success and failures (Harmer,1998).

Additionally, Nunan (1991) suggests that learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate in groups, furthermore, group work is more dynamic than pair work: there are more people to interact and there is a greater possibility of discussion among the students themselves (Harmer,1991).

Regarding the group size, larger groups are considered to be more challenging than smaller ones. Li (1998) contends that teachers find it difficult to manage group work for large class; moreover, Harmer (2000) noted that large classes bring difficulties to both teachers and students and process of teaching and learning and Harmer suggests that groups of more than seven students can be unmanageable as the amount of students participation obviously falls and the organization of the groups itself may start to disintegrate (Harmer, 1991).

In deciding the group size, the teacher should be aware that too small groups fail to cooperate and share more and too large groups fail to contribute to the group, so optimum group size should be assigned. Regarding this, Parker and Jarolimek (1997) suggests that groups of four to five are better. This indicates that the larger the group, the more experience, knowledge students share and interact, but the less the group size the less they share and exchange from their peers.

Group work in large class can be managed effectively using some strategies. These strategies are: training students in giving feedback and peer assessments, limiting group size, using familiar method for forming groups, ensuring that the group activity require working together and sharing, ensuring that both individual and group efforts are assessed identifying individual contributions, ensuring that the tasks required working together in a group, use creative ways to gain students attention on work (Shamim (1993).The teachers efforts and motivation may matter much more in making group work effective through these strategies because implementing the techniques may not be so easy.

2.9. Motivation for Learning and Large Class

According to Gardner (1985), language learning motivation by itself is a dynamic process throughout language learning, and hence, it refers to the extent to which the individual has a good role to learn the language because of the desire to learn the language, and the personal satisfaction obtained in the tasks. It is the desire to acquire a goal showing that it plays a vital role in language learning.

Moreover, Burden (2003) states that motivation is a process that can arouse and initiate students behavior, help behavior to persist, give direction and purpose to behavior, help the students to choose a particular behavior; motivation makes a student to move in the desired direction of the teaching and learning process, thereby, assisting to make the class room effective, it directs students to the desired goal. Motivation serves as a technique of bringing students attention towards the lesson.

It is believed that motivation plays a vital role for running the teaching and learning process effectively as it energizes students to learn better. In line with this, teachers can use various motivational strategies concerning instruction like capturing students' interest in the subject matter, increase the relevance of the subject matter, vary instructional strategies to maintain interest , group students for tasks, provide opportunities to learn, decide when to give feedback, and rewards, and select the type of feedback and rewards (Burden,2003).

In spite of the fact that motivation plays a vital role for effective and efficient teaching/learning, there are some variables that impede students' motivation. For example, in examining the motivational conditions in public classrooms in the United States, Brophy (1998) concluded that among the several factors made motivation difficult, classrooms usually have large groups of students making it difficult to meet students' individual needs and also because classrooms are social settings, failure, often produce personal disappointment and public embarrassment. Adding to this, teaching large classes do become more difficult when the students are demotivated (Cortazzi, 1996).

According to Harmer (2001), classroom physical conditions (bad lighting, overcrowding, visibility of the board etc.), availability of the learning materials and facilities ranging from textbooks to library and language laboratory and the methods of teaching by which students are taught that can be considered external factors plays their roles in students motivation.

It is true that not all students are motivated by the same value, needs, desire or wants. They are naturally different, so what motivates them also varies. Students' perception of the teachers support and involvement contributes significantly to increase students' effort,

attentiveness, interest and completion of classwork, increases happiness, and interest and decreases anxiety and anger in the class, increases self-regulation of learning and decreased disruptive behaviors (Ainley and Russel,2002).

Some students may be inherently motivated to learn, they may become demotivated or have low motivation because of a learning environment that does not meet the needs of their learning style or does not stimulate them, or a task being too difficult or a negative impact of some other factors. Students for whom the motivational climate is not right are more likely to become disinterested and misbehave. If the teacher does not manage the class and their behaviour effectively, the learning of all students in the class can be negatively affected Susan et al (2005).

Susan et al (2005) noted that the primary goal for a teacher as a teacher is to create a motivational climate that helps to stimulate pupils to learn and stated a range of techniques teachers can use to increase pupils' motivation to learn. These strategies are: showing your enthusiasm for a topic, subject or teaching; treating each pupil as an individual; providing quick feedback by marking work promptly and rewarding appropriate behaviour.

Additionally, Davis (1993) suggests that it is important to identify students' needs to sustain their motivation to learn. Students may come to classes with the need to complete a particular task or activity, the need to new experiences, the need to succeed and the need to do well, the need to become competent enough and to interact with other people. Satisfying such needs is rewarding in it and such rewards sustain learning.

Harmer (1991) confirms that the teacher is an important person who can affect students' motivation. Similarly, Dornyei (1994a) states that the teacher plays a great role in motivating the classes. This partly happens by providing interesting and motivating classes. Partly, this comes from such things aspirations paying more attention to the students. Dornyei (1994a) also stresses the importance of the teachers in developing motivation teachers skills in motivating students should be seen as central to the teaching and learning process and its effectiveness and teachers clearly need to be able to show very well know the subject they teach. If the teacher doesn't know what s/he is teaching in the classroom is clear that the students soon understand what is going on.

The methods of teaching can also be one source of motivation for students learning. Regarding this, despite various attempts, there is unfortunately no research where clearly shows the success of a single method over another in all educational contexts. When one can be sure of, however, is that if the student loses confidence in the method, she/he will become demotivated and the students' confidence in the method is largely in the hands of the most important factor affecting intrinsic motivation, the teacher (Harmer, 2001).

Harmer (1991) believes that much of the teachers work in the classroom should concern with getting the students to the right level of challenge: this involves the type of tasks set, the speed expected from the students etc. Ultimately, the students' success or failure is in their own hands, but the teacher can influence the course of events in the classroom in the students favor.

2.10. The Physical Classroom Environment

It is of paramount significance to note that a good and motivating classroom condition or environment may facilitate or hinder the effectiveness of the teaching and learning process. It is believed that the classroom layout, its appearance, air condition, with appropriate amount of learning resources helps students to feel secure and comfortable to learn.

Regarding this, Brown (2001) argues that what students see, hear, feel adversely affect students in the classroom. Unless the teacher is capable of ensuring these in his/her class, classroom management problems may occur. Adding to this, Harmer (1983) pointed out that over-crowded classrooms, which are badly lit are one of the bad physical conditions which affect learner's attitudes negatively. This implies that the physical classroom environment has its own impact on the students learning and even it may affect the teachers' action that may, in turn, influence students learning.

For creating smooth classroom climate, Brown (2001) suggests that, it is advisable for the teacher to see that: the classroom is neat, clean and orderly in appearance, chalkboards are erased and clean, the chairs are appropriately and orderly arranged and clean, make use of bulletins freely and acoustics at least with your classroom is at least neat and tolerable.

It is possible to note that a non-threatening and relaxing classroom situation helps a lot in promoting learning, so the teachers should try to establish such kind of classroom atmosphere as this helps teacher to get students attention on the lesson. Supporting this, Harmer (1983) argues that no matter how bad the conditions are, teachers could create an atmosphere of acceptance and security as much as possible.

2.11. Benefits of Large Class

There is a strongly held view among teachers that teaching smaller class leads to effective instruction than teaching large classes since it provide them the opportunity to involve students actively in the teaching and learning process effectively.

Alternatively, there is some evidence suggesting that large class size has its own benefits though its situational constraints are undeniable. In line with this idea, it is not surprising to find some teachers enjoy teaching in large classes (Felder, 1997). This may be the case that they get satisfied by teaching large class in the expense of hard work; nothing else.

As it has been argued by Ur (2000) large classes can provide richer human resources and greater opportunities for creativity than smaller class. Hess (2001) also claimed that more communication and interaction can occur in a large classroom where students benefit from peer-teaching through group tasks; furthermore, Hess showed that in a large class there are always enough students for interaction and there is a rich variety of human resources to be utilized.

Moreover, large class size provides an opportunity for students to gain more from each other. Supporting this, a large class is usually heterogeneous; more proficient students can be used to help lower level ones Ur (1996). She suggest that teacher may search other innovative ways to cope up with the large class implying that professional development occurs naturally as the teacher tries to find new ways in doing so. In addition to these advantages, Ur (1996) explains that because the teacher is less able to attend to every individual, the students must develop strategies for helping themselves and their classmates through peer-teaching and collaboration, thus fostering an atmosphere of cooperation promoting active learning.

Hayes (1997) noted that: teachers assigned to teach large classes may find some potential students that may assist them and get sufficient information from these students about the situation. In doing so, the students may feel happy in learning and using the language and the students may feel interested in what they like to do informing the teacher what to ignore and what to focus on. This implies that in large classes teachers are expected to make use of the potential of those active students and communicate with them for a better academic achievement.

As noted by Lewis and Woodward (1988), it is the teaching methodology rather than class size that contributes best to the effectiveness of teaching. Such views encourage teachers to take adaptive teaching strategies to cope with the problems arisen from the environment. So, large classes bring not only challenges but also opportunities for teachers that let them use various strategies and innovative teaching methods.

In summary, this section focused on the meanings of large class size, challenges related to large class size, ways of minimizing the constraints, impact of large class size, class size debate, previous local studies, group work and large class, motivation for learning and large class, the physical classroom environment and benefits of large class. The next chapter deals with the methodology part that answers the question how the research work proceeds.

Chapter Three: Research Methodology

In this part, an attempt was made to address, the research design, the research context, the subjects, data sources, data gathering instruments, procedures, sample frame, sample population, the sample size, data gathering instruments and sampling techniques to be employed; it deals with the research design.

3.1 Research Design

The primary objective of the study was just to assess the students' perceptions towards learning in large class and to identify the major difficulties they encounter in the context of large EFL class. In order to achieve the objectives, the researcher intended to employ more of a descriptive research method as it is used to specify or describe a phenomenon without conducting an experiment (Selinger and Shohamy, 1989) implying that through this method the researcher gathered the relevant information concerning the students' perceptions and perceived difficulties they encounter in learning in overcrowded class.

In a descriptive survey research, the researcher takes a sample and uses the appropriate tool to collect data (Creswell, 2009). In a descriptive survey, the researcher describes human psychological notions like attitudes, beliefs and opinions of the respondents in that particular context. This was the rationale behind employing such kind of research method.

3.2 Description of the Study Setting

In order to have a clear picture and deeper understanding about the existing problem under investigation, it necessitates the need to set the context/ setting in which the research work was conducted. Thus, the study was conducted at two selected preparatory schools found in Nefas silk lafto sub-city, Addis Ababa. Namely Firehiwot preparatory school and higher 23 preparatory school were the sample schools with a special reference to grade eleven students. Firehiwot preparatory school is located around Saris, 3F area and higher 23 preparatory school is situated around Bisrate Gabriel lafto area.

The two schools were selected purposely because of their convenience for the researcher and students who passed the national exam join the preparatory level encountering a new learning environment; moreover, the researcher has observed the problem closely that the number of students coming to these schools is increasing rapidly year after year, but the number of students being enrolled year after year and the available space was highly imbalanced. The last reason fuels up the situational constraints related to large class size more specifically in teaching English as a foreign language in the specified settings.

As the statistical information obtained from the school registrar indicates, there were 561 students were enrolled in grade eleven at Frehiwot preparatory school. There were 348 female and 213 male students at this school. In higher 23 preparatory school, there were a total of 984 students. Regarding their sex, 598 were female and 386 of them were male students. Therefore, the total population size included 1545 students and the sample was drawn from this sample frame.

3.3. Data Type and Source

In this study, both primary and secondary data were collected and used for assessing the students' perceptions towards large EFL class and the perceived difficulties they encounter in the context of large EFL class. The primary data were gathered through questionnaire and interview from the participants in the research process. Mainly for the purpose of eliciting information about their perceived difficulties and perceptions towards learning in large class. The intended sources that provided the primary data were primarily students, but EFL teachers were also included to provide some relevant data about the issue under investigation. The secondary data were collected from the already existing documents at the schools.

3.4 Sampling

3.4.1 Sampling Frame and Size

A population refers to the entire individuals with similar properties and sample is part of the population sharing common characteristics with the given population from which the sample is drawn (Gay & Airasian, 2000). The process of selecting sample for the purpose of providing the desired information representing the population is sampling.

The study was conducted in Nefas silk-lafto sub-city, Addis Ababa and there were totally 1545 students at grade eleventh level. The sample was drawn from this sample frame and it was believed and found to be appropriate to take 155 (10%) students out of the total population as subjects of the study just to provide the necessary and relevant information to attain the research purpose. The reason behind taking ten percent was that, Singh (2007) stated that descriptive type of research needs greater amount of participants to generalize for the total population and 10-20% is the range for selecting samples of the population. It is also believed that the sample size is determined by the purpose of the study and the nature of the population (Cohen and Maion (1994) as quoted in (Dejene,2012).

Furthermore, the population is assumed to be homogenous as they were from the same sub-city in the same grade level being taught with the same teachers trained in the same profession.

3.4.2. Sampling Techniques

The appropriate sampling technique employed for the study was random sampling for selecting the respondents simply using the available list of students from the school registrar so as to avoid sampling bias while taking the participants from the selected sections. The number of sections included in each sample school were selected by simple random sampling technique for those to be selected to participate in the main study excluding those sections and students participated in the pilot study. Regarding random sampling, Bailey (1994) notes that it delivers chances for everyone to be a member of the sample. Therefore, the way the samples were selected and the sampling technique employed were logical and convincing.

3.4.3 Sampling Procedure

In order to obtain the relevant and adequate data from the respondents, first, the school directors were informed about the purpose of the study for further work through the consent letter from the department of Foreign Language and Literature, Addis Ababa University. After making the necessary decisions about what was to be done and how to do the research work, the researcher got permission and then approached the department heads to communicate and share information about the issues to be raised and how to proceed. Then after, sample frame, sample size or sample populations were identified from both schools. Subsequently, the sample size was determined based on the available data, the respondents were well informed about the purpose of the study and the participants (students and teachers) were found to be voluntary to participate in the study to provide the necessary information.

3.5 Data Gathering Instruments

For the purpose of attaining the objectives of the study under investigation, two data gathering instrument namely questionnaires and interview were used because using more than one method enables the researcher to combine the strengths and compensate some of the weaknesses of the other source of data gathering tools. Regarding this, even in a single small-scale study, a mixture of methods can often be adapted (Wellington, 1996). Hence, the tools were employed for gathering adequate data meaning that qualitative and quantitative data were used reasonably.

Regarding this point, Flick (2002) suggested that the qualitative and quantitative data methods should be used as complementary rather than as rival camps. Thus, both quantitative and qualitative methods were employed. The analysis of the data also followed the same techniques implying that the data obtained through questionnaire were analyzed through descriptive statistics and the data obtained through interview were analyzed qualitatively (through use of words).

Furthermore, the data gathered through interview were assumed to substantiate and to triangulate data obtained through questionnaires. Concerning triangulation, Gay and Airasian (2000) noted that triangulation gives a broader exposure of the topic or issues under consideration and the aim of triangulation is to ensure the validity and reliability of the outcomes of the study.

Therefore, close ended-questionnaires, open-ended questionnaires and semi-structured interview were used with the assumption that data gathered through these items substantiate each other. Relating these two sources of data helps to increase the validity and reliability of the data resulting valid outcomes

3.5.1 The Questionnaire

The researcher chose questionnaires as a primary tool for a number of convincing reasons. Questionnaires save time and contain desirably detailed information by excluding all unnecessary information (Brown and Rodgers, 2002). The questionnaires include more of open-ended questions fixed alternatives, but two close-ended items were provided for them just to let them express their views freely. The advantage of closed-ended questionnaires is that they usually make the questionnaire easier and quicker to fill in and facilitate more reliable scoring of the data (Wallace, 1998).

The questionnaire as a data gathering instrument gives privacy to participants, especially when identity is not required and the researcher's direct interaction is minimized, thereby encouraging participants to express themselves freely (Robson, 1993). The close-ended questionnaire used for the study was a five point likert scale questionnaire. Likert Scale is a common scale to measure a person's reaction towards something. With this scale a statement of belief or attitude or perception is shown to someone, and they are asked to show how strongly they agree or disagree with the statement by making a scale (Richards et al, 1992).

Furthermore, a questionnaire is widely used in second language acquisition researches to solicit information about certain conditions and practices, in particular to collect data on phenomena which are not easily observed, such as attitudes and self-concepts (Selinger and Shohamy, 1989).

Regarding the questionnaire design: the items were adapted from the questionnaire prepared by Kassie Shifere (unpublished MA thesis) and questionnaires prepared by Mendida (for Ph.D. dissertation) according to their relevance for the study and others were designed based on the ideas raised in the literature referred.

A set of questionnaire were developed in relation to the three key variables (instructional, psychological and social aspects) it meant to assess the students' general reflections about their perceptions towards large class and their perceived difficulties by providing them different descriptive statements in the form of close-ended questionnaires.

The first part of the questionnaires deals with general background information or respondents characteristics. The second part has three main purposes and three parts. The first part provides twenty one items that deals with the instructional aspects, eight items that assess students' perceptions about the psychological situations and the last present's nine items describing the social aspects. Lastly, two open-ended items were given just to help them freely express their reaction towards large EFL class as this helps the researcher in obtaining some other relevant data the students might consider in line with the situation.

More specifically, student participants responded to the items coded on a 5-point-likert scale (1=strongly agree; 2= agree; 3= undecided; 4= disagree; 5=strongly disagree) as this was considered to help the researcher a lot to elicit more information from the respondents in detail for it appears to be sound in attaining data for achieving the research objective.

Six items were distributed to teachers teaching English in grade eleven in the form of both close-ended and semi-structured form just to investigate their perception towards large classes and difficulties to confirm data obtained from their students and their possible solutions to mitigate the existing contextual problem related to teaching EFL large class.

In order to increase the reliability instrument's, the questionnaires were piloted. So as to maximize the validity of the instruments, the questionnaires were presented to two experienced English language teachers and then to the advisor because they can contribute a lot in improving the quality of the instrument and they provide their comments and suggestions on the content and face validity of instruments. The provided their comments to rearrange the items and modify the wordings, grammar of the items.

3.5.2 Interview

According to Cohn et al (2005), interview can be used as a data gathering instrument when the researcher seeks to understand the perceptions, feelings and knowledge of peoples in details. Additionally, Selinger and Shohamy (1989) point out that the use of interview as a data collection instrument permits a level of in-depth information, free response, and flexibility that cannot be obtained by other procedures.

A semi-structured interview was used in the study. In light of this, semi-structured interview which is highly favored for its flexibility has been used for the study in order to have some clarification on the issues that were raised (Ranjit, 1998).

The interview was conducted, as already noted, for one reason to substantiate the data gathered through questionnaires and for the other is to triangulate the data obtained through questionnaire as the objective of triangulation is to ensure the validity and reliability of the findings.

The interview was conducted after gathering data through the questionnaires because the data obtained through questionnaire served as a base to proceed conducting the interview. Ten-twelve, but two of them were not voluntary to be either video or audio-recorded, voluntary students were selected based on their willingness out of those subjects who filled the questionnaires. The items used for interview were intended to asses students perceptions to large EFL class (in terms of the three variables) , perceived difficulties, to allow them suggest some possible ways to mitigate the situational constraints related to large EFL class, and to see their views whether they believe that large EFL class affects their learning or not.

Additionally, it was found to be significant to spell out that some steps should be followed in interviewing the respondents for the purpose of creating awareness for them and to have a stress free atmosphere. Owing to this, the researcher asked the voluntarily selected interviewees to know their willingness and then, all of them were informed about the purpose of the interview and when to be interviewed. Finally, the interview was conducted based on the time scheduled through audio and video recording asking their permission. The interview was conducted on May12, 2013 at Frehiwot Preparatory School in the morning and at Higher 23 Preparatory School in the afternoon.

3.6 Data Collection Procedure

As it has been noted by Selinger and Shohamy (1989), once the specific research design has been selected for the study which is consistent with the objectives already stated, the next step is to collect the research data. The data collection procedures that elicit high quality data and quality of data collected are very much significant in realizing the quality of the study.

3.6.1 Pilot Testing

In stating the purpose of pilot testing, Selinger and Shohamy (1989) noted that the main purpose of pilot study is to check the tools to be used for gathering data. For the purpose of checking the reliability of the instrument, pilot test was conducted on twenty students selected through simple random sampling technique before distributing the questionnaires for the main study at Higher 23 Preparatory School. Then after, with the help of two English language teachers, the questionnaires were distributed to the randomly selected sample respondents for pilot testing. Forty five items were presented to the students in the pilot study, but only thirty nine questions were fully answered. The six items were found to be invalid, so they were rejected because of the problems of repetitions and difficulties attached to them.

The instrument was administered to these students in one of the schools. After testing the items and processing the data using statistical software (SPSS16.0) for the social sciences, the reliability of the instrument (based on the Cronbach Alpha formula) was found to be 0.78 in the piloting process which was appropriate for the study. The important and relevant feedbacks were utilized to make the necessary modifications like the wordings and the grammar of the items and even the length of the sentences.

3.6.2 Main Study

Having made the desired modifications on the items and checking the reliability of the instrument, the actual data were gathered by distributing the questionnaires (thirty nine descriptive items and two open-ended items) to the randomly selected sample students so as to elicit information that helped the researchers to assess their perceptions towards learning in large classes and their perceived difficulties. The same procedures were followed in the main study and in the pilot testing in distributing the questionnaires.

In collecting data through the interview, voluntary respondents were randomly selected with the assistance of two EFL teachers teaching at grade eleven levels. Then, the respondents were asked when and where it would be conducive for them to be interviewed for the purpose of getting information that substantiate the data gathered through the

questionnaire using the semi-structured items. The data obtained from the questionnaires were substantiated by the data collected through semi-structured interview and the interview data were found to be significant in attaining its purpose.

3. 7. Methods of Data Analysis

Once data has been gathered through the appropriate various instruments; it is desirable to state the techniques 'how' the data analyzed for a better understanding in breaking down the collected data for further discussions and interpretations.

The data gathered through questionnaires were analyzed by using different techniques based on its relevance and appropriateness to the study. In analyzing these data, descriptive statistics (frequency, means, percentiles, standard deviations). In processing the data, the standard package for social sciences (SPSS16.0 for windows) was used. The mean serves to give the average value for all respondents to the item/items with the implication that the groups of respondents were in favor of /against a particular item. This helped the researcher a lot in discussing and interpreting the data because using percentage alone appears to be somewhat weaker for interpreting and discussing the collected data.

The data gathered through interview were analyzed qualitatively (through words) using descriptive statements and explanations that could be used to substantiate the data obtained through the questionnaire. Flick (2002) suggested that the qualitative and quantitative data methods should be used to complement each other. Thus, both quantitative and qualitative methods were employed in this study. The analysis of the data was also followed accordingly.

Chapter Four: Data Presentations, Analysis and Discussions

In this section, the data collected from the respondents through questionnaires and interviews were presented, analysed and discussed for the purpose of attaining the stated objectives, which is, investigating students' perception towards learning in large EFL class and their perceived difficulties. It consists of the statistical results obtained through descriptive statistics illustrated in tables, detail descriptions of the interviews and the possible implications of the results to the research work. The data, therefore, were discussed in light of the objectives of the study.

4.1. Background Information

Table 1. Teachers' Background Information

N0	Items	Respondents	Frequency	%	Total
1	Sex	Male	7	87.5	8
		Female	1	12.5	
2	Age	20-25	-	-	8
		26-30	3	37.5	
		31-35	1	12.5	
		> 35	4	50	
3	Educational qualification	Diploma	-	-	8
		Degree	7	87.5	
		Masters	1	12.5	
		Ph.D.	-	-	8
4	Teaching experience	1-5 years	1	12.5	8
		6-10 years	1	12.5	
		10-15 years	1	12.5	
		16-20 years	-	-	
		> 20 years	5	62.5	
5	Teaching load per week	<10 periods	-	-	8
		10-15	-	-	
		16-20	8	100	
		>20	-	-	

As it can be seen from table1 above, 87.5% of the teacher respondents are male and 50% of them are aged above 35 years. Regarding their educational status, 87.5% of the teachers were first degree holders except one teacher who is a second degree holder. With regard to

their teaching experience 62.5% of them had teaching experience of more than 20 years. Therefore, it is possible to say that the majority of the teachers were experienced teachers. Concerning the teacher workload per week, 100% of the respondents reported that the period allotted to them to teach ranges from 15-20 periods.

Table 2. Students Background Information

No	Respondents characteristics		Frequency	%	Total
1.	sex	Male	64	41.2%	155
		Female	91	58.7%	
2.	Age	< 15	-	-	155
		15-20	144	92.90%	
		Above 20	11	7.09%	

Table 2 indicates that 58.7% of the student respondents were female and 41.2% of them were male students and no respondent was below the age of fifty years. Regarding their sex, most of the participants are in the age level of 15-20 years. This shows that most of the respondents are females in the age level ranging from 15-20 years.

4.2. Participants Response to Class Size

Table 3. Teachers and Students Response to Class Size

Respondents to class size	% & freq.	Average number of students per class		
		43-55	56-65	66 or more
Teachers responses to class size	Frequency	2	3	3
	%	30%	37.5%	37.5%
Students responses to class size	Frequency	26	80	49
	%	16.77%	51.61%	31.61%

Table 3 shows that 30% of the EFL teachers were assigned to teach classes consisting of students ranging from 45-55 and 37.5% of them were assigned to teach classes with average number of ranging 56-65 and more than 66 students respectively meaning that the majority of the teacher respondents (37.5%) teach classes consisting of students ranging from 56-65 and more than 65 students and only 30% of them teach classes consisting of students ranging from 45-55. Regarding the students response to class size, only 16.77% of the respondents reported that they learn in classes with average number of 45-55 students per class and the rest of the respondent (51.61%) were assigned in classes consisting of 56-65 learners where as 31.61% of them were assigned in classes consisting of more than 65

students that goes up to 78 per class. In this case, all the number of students per class is against the policy of education concerning class size at preparatory level.

4.3 Analysis of Teachers Questionnaire

Table 4: Teachers' Perceptions towards Teaching Large Class

No	Statements	Options	Frequenc y	%	Tot.
1.	Large EFL class size is one major source of problem in teaching English as a foreign language	Yes, I agree	8	100	8
		No, I don't agree	-	-	8
2.	Teaching English language in a large class inevitably affects the teaching and learning process.	Yes ,it affects	6	75%	8
		No ,it doesn't affect	2	25%	
3.	For students successful English language learning, the quality of teaching is more important than the class size	Yes, I agree	2	25%	6
		No, I don' agree	4	50%	
4.	The teaching of the practical skills (speaking and writing) in large EFL class is very difficult? Why/how?	Yes, I agree	8	100 %	8
		No, I don't agree			

Table 4 above depicts that 100% all the respondents agree that large class size is one major source of problem in teaching English as a foreign language implying that they perceive it as a situational constraint that impedes their teaching. Such kind of teachers' perception may affect their classroom practice.

Pertaining to item number 2, the majority of them (75%) do feel that large EFL class inevitably affects the teaching and learning process of English language. Their justification for this was that, as the number of students increase the teacher need to evaluate more written work taking more time, provide continuous assessments, manage and control many students with varied needs, behaviours and interests leading to discipline problem, shortage of time in the classroom practice, identify individual progress and assistance and motivate more students to participate were some of their reasons to perceive that large EFL class inevitably affects the teaching-learning process.

This shows that most of them expressed their opinion that the teaching-learning process can be influenced by overcrowded class. Therefore, it is possible to say that the teacher respondent perceive that in the presence of all these constraints it is likely that large EFL class inevitably affects the teaching of English as a foreign language.

The majority of the teacher respondents do believe that large class size affects the teaching and learning process. Substantiating this, practitioners believe that large class sizes affect teaching and learning, and they were particularly aware that larger classes could have an adverse effect on the amount of teacher attention Bennett (1996); moreover, Gorton (1988) in Tesfay (2009) noted that as the number of students increase per class, teachers view that the quality of their teaching gets declined.

However, only 25% of the teacher respondents feel that large class may not inevitably affect the teaching of English as a foreign language. They justify and reacted to the item by saying that the students' interest, motivation to learn, active participation, and background knowledge matters more. Adding to this, one of them reacted that "the teachers use of effective strategies matters", but two of them share the same view emphasizing that the large class size influences the teaching of English in the presence of more passive, disruptive, disinterested and demotivated students. One of the respondents added that, "If one wants to learn he/she will learn under any circumstances, what matters is the interest, motivation and efforts made to succeed!"

Pertaining to item number three which is intended to assess teachers view whether they agree or disagree that the quality of teaching matters than the class size, the majority of the teachers (50%) agreed and suggested that it is the class size that matters than the teaching quality. They noted that as the number increases, there are some obstacles teachers and students come across. "Whatever the quality might be if the class is overcrowded it is difficult to teach," as it was noted by one of the respondents. One of them expressed his opinion that "large class size is a significant factor to be considered seriously especially under the current classroom circumstances where many students lack motivation and interest to learn." These respondents stressed the significance of class size over that of quality of teaching though they didn't deny the fact that quality has its own value under any circumstance.

Two teachers didn't take position either agreeing or disagreeing with this idea, but one of them stated his /her reasons under any conditions the quality of teaching is necessary and in the same way if the number of students is large enough there are problems like management issues, evaluation problems, disciplinary issues, so both of them are equally important. The other teacher says both are equally important, yet didn't take position. A small percentage of them (25%) reported that the quality of teaching matters a lot, but only one of them justified his/her reasons as the quality is much important because whatever the size could be if the teaching quality is poor students learn nothing.

With respect to item number four, all the respondents agree that teaching speaking and writing in large class is difficult. One of the respondents noted that "teaching writing is a

big headache, large burden and time consuming.” The rest of them feel that these skills are very important for the students but because of the large class size it is hard to teach and evaluate their work frequently.”

English language teachers were also asked to comment on the ability based fixed group formation (with five students) in terms of class size on its benefits and draw backs. Mcgreal (1989) suggested that large class problems can be minimized by grouping students in four ways. These strategies are based on students’ interest, ability level, friendship and randomly. The reason to ask this question was to see their views on how it benefits/influences students learning in large EFL class.

They expressed their opinion in such a way. The group organization is better than individual work for students because it helps them to work together, share ideas, knowledge, social skills, experiences, help each other, solve each other’s problems, enhances students involvement on the tasks , students assess each other’s work, lower achievers may feel free to ask questions and get support from top achievers and help them to work with a shared goal, more specifically, and in some cases, top achievers may help teachers to some extent in managing their groups. It may also motivate peers to get involved in the class activities. The respondents reported that they perceive it positively.

Contrary to its benefits stated above, there are cases in which the grouping system becomes a problem. For instance, it is time consuming for the teachers to give instructions, support and manage many groups when the class size increases, disinterested students creates problems and waste others time, students may not really do what is relevant, its inconsistency in time, use of more mother tongue in groups, high achievers dominate the groups and they also show reluctance and unfavourable perception from some students to the group by itself, lack of school follow-up, some students may copy answers without any understanding.

Lastly, the teacher respondents were asked to suggest possible ways of maximizing English language learning in the large class. The teachers suggested that use of group work effectively, making use of discussion methods, encouraging students to work cooperatively or creating awareness for students to take responsibilities for their own learning, motivate students to participate in the class and to help each other.

Interestingly, one of the respondents uniquely suggested that “English language teachers should be well prepared to meet the need of the large class context and trying to creating a conducive classroom environment and healthy relationship with students and use of methods of teaching flexibly.” The other point is class size reduction which is highly emphasized by the students though this may be somewhat to realize in a short period of

time. The teachers suggest that the new grouping system may help students but its constraints need to get immediate solutions.

In discussing the results of teachers' questionnaires, surprisingly, it has been noted from teachers' response that all of the respondents believe that large class size is one source of problem in teaching English as a foreign language implying that they perceive large class negatively.

Todd (2006) and Ur (2000) argued that the quality of teaching matters over class size, but this is not supported by most of the respondents, with the exception of few respondents, noting that overcrowded classes pose many challenges to teachers, so class size concerns and worries them more than quality of teaching implying that the teacher respondents perceive that quality is secondary but class size is primary concern for them.

Pertaining to teachers' perception about the impacts of class size, most of them feel that it inevitably affects the teaching and learning process negatively. Substantiating this, Bennett (1994) concluded that there is a consensus among the groups that increased class size adversely affects the teaching and learning process.

Regarding teachers' response to the difficulty of, teaching the practical skills, all the respondents expressed their agreement confirming that teaching the practical skills is challenging posing many more work load on teachers. Christenson (1994) noted that large classes may force teachers to ignore the practical skills as the evaluation of these areas is demanding to teachers adding more workload on the teachers. The students' response to the questionnaires and interview supported this result as well.

In line with the possible solutions to reduce large class related constraints', the teacher respondents reported that effective use of group work, motivating students to work cooperatively and advise them to study hard and creating awareness for students to take responsibility for their learning in such circumstances. Though teachers suggested these as solutions, the idea of encouraging students to work cooperatively and motivating them effectively through various motivational strategies were disproved by the data obtained from students' questionnaires.

This shows that what teachers theoretically suggest as possible solutions to mitigate large class related constraints were not practically implemented in the actual classroom context because the students reported that teachers do not use motivational strategies effectively and even some interviewees commented that some of the EFL teacher seem to fail and lack the desired motivational level to teach in the large EFL class. Most of them perceived the one-to-five class size organization/ base-group more or less positively noting that there is a

need to improve the constraints related to it. Supporting this, Shamim et al. (2007) notes that fix groups can reduce the noise, help the teacher monitor and save time because students always sit with their group members implying that there is no need to take time in organizing groups frequently.

Some of them emphasized that as the number of students per class increases, the number of groups also increases posing more challenge on their classroom actions. In line with this, research on grouping has been mostly concerned with the composition of groups, usually in terms of ability (Lou et al. (1996); however, the size of the group and the number of groups also affects the students' educational experience.

All the teacher respondents believe that an overcrowded class is a real source problem influencing their teaching, and most of them perceive that large EFL class inevitably affects their classroom actions that may, in turn, affect students learning because what impedes teachers' action can have its impact on the students learning. Teaching large EFL class is considered challenging by the teachers and teaching the practical skills is found to be difficult and it may lead to ignoring these skills and tasks related to these areas. Regarding this, research showed that teachers' workload, their attitudes towards students and their moral are negatively impacted by the large class size (Blatchford et al., 2007).

To sum up the, the results of the data from teachers respondents questionnaire revealed that they perceive large class as real source of problem posing many challenges, most of them believe that class size worries them over quality of teaching, and they feel that teaching practical skills is difficult and challenging to practice. These findings lead to the conclusion that EFL teacher respondents perceive large class negatively.

4.4. Analysis of Students Questionnaires

Table 5: Students Perceptions towards the Instructional Aspects

No	Items related to the instructional aspects of EFL large class	Frq. & %	Scale value					Tot.	Mean
			1	2	3	4	5		
1	<i>In a large EFL class, I attend the lessons very attentively and actively</i>	Frq.	20	35	77	13	10	155	
		%	9	22.6	49.7	8.4	6.5	100	2.7
2	<i>In the EFL large class, there is effective use of active methods of learning like pair work, group work</i>	frq.	16	45	69	7	18	155	
		%	10.3	29	44.5	4.5	11.6	100	2.8
3	<i>In EFL large class, it is difficult to ask questions in case of difficulties</i>	Feq.	44	47	29	19	16	155	
		%	28.4	30.3	18.7	12.3	10.3	100	2.4
4	<i>In a large class, the English teachers find it difficult to give us timely individualized feedback in the classroom</i>	Frq.	45	43	23	22	22	155	
		%	29.0	27.7	14.8	14.2	14.2	100	2.5
5	<i>In the large class, the teaching of the practical skills like writing and speaking is ignored</i>	Frq.	50	53	24	20	8	155	
		%	32.3	34.2	15.5	12.9	5.2	100	2.3
6	<i>In the EFL large class, I have the desire to study hard as there is more strong competition</i>	Frq.	44	49	31	15	16	155	
		%	28.4	31.6	20.0	9.7	10.3	100	2.4
7	<i>Learning in a large class doesn't enable me to use English a lot as the teacher takes more time</i>	Frq.	41	56	21	21	16	155	
		%	26.5	36.1	13.5	13.5	10.3	100	2.4
8	<i>In EFL large class, teachers use different motivational techniques like showing interest to the subject and appreciating students to encourage them for a better language learning</i>	Frq.	38	39	46	15	17	155	
		%	24.5	25.5	29.7	9.7	11.0	100	2.6
9	<i>The English teachers use various teaching aids for the large class in order to assist students learning</i>	Frq.	22	28	51	28	26	155	
		%	14.2	18.1	32.9	18.1	16.8	100	3.0
10	<i>Learning in EFL large classes, reduce students' level of active participation in learning English language</i>	Frq.	49	50	20	18	18	155	
		%	31.6	32.3	12.9	11.6	11.6	100	2.3

As the data in table 5 above shows, 87(56.2%) (adding the respondents who reported to this item unfavourably) of the student respondents expressed their agreement that they don't actively and attentively attend their lessons in large EFL class whereas 55(31.6%) of them expressed their agreement that they can actively and attentively attend their classes. Only a small number of the participants reported that they neither agreed nor disagreed, they remained neutral. It can also be seen from the table that the mean value of this item is 2.7 which is inclined to the option disagree. This indicates that the majority of the respondents do not agree that they can actively and attentively attend their lessons in large EFL classes.

Concerning to item number 2 which is intended to see the effectiveness of using pair work and group work in large class, 87(56.1%) of the participants expressed their opinion that active methods of teaching like group work and pair work were not effectively utilized in large classes, but only 61(39.3%) of the respondents favourably reported to this item. A very small number of respondents remained neutral. The mean value for the item is 2.7 which is almost 3 indicating that a great majority of the participants agreed that group work and pair work were not effectively used in large EFL class. One can easily understand from these two items that most of the respondents perceived that there were problems of students' active engagement in the teaching and learning process and ineffective use of active learning strategies in the context of large EFL class.

Regarding students perception (referring item number ten) 99 (63.9%) of them believe that large EFL class reduces their level of active participation or involvement in the classroom, but only 38(23.2%) of the respondents reported that it doesn't reduce their active participation. This shows that a great majority 63.9% supported by the mean value 2.3 proves that they perceive that large EFL class affects their English language learning.

In responding to item number 3, the respondents revealed that 44 and 47 (28.4% and 30.3% totally 91(58.7%) of them couldn't ask questions in case of difficulties in the large class and only a small number of the participants 45(29%) reported that they can ask questions in case of difficulties. The majority 58.7% of them expressed their agreement that they encounter challenges of getting the desired opportunities to ask questions in case of difficulties. The mean value 2.4 too is closely nearer to two based on the likert scale value which means agree justifies that there is a problem of getting opportunity to ask questions in the context of large class.

With regard to getting the desired feedback at the right time, 88 (56.7%) of them accepted the idea of facing the difficulties for getting immediate feedback, but 45(29.0%) of them expressed their opinion to this item that their teachers do not get it difficult to ask questions. Considering the mean the mean value 2.6, the average respondents disagree

with this point, but taking the percentage value 56.7% of the respondents reported that there is difficulty of providing timely feedback to students by their EFL teachers.

In an attempt made to identify students opinion whether the teaching of practical skills, especially writing and speaking are properly taught or not, 103 (66.5%) of them reported that in the large EFL class the practical skills are highly ignored, but only 32(20.7%) of them expressed their disagreement that these skills were ignored. A great majority of them agree that these practical skills were ignored. The mean value of 2.3 shows that there were a number of respondents that agreed with the absence of teaching/learning of the practical skills. This implies that it seems to be true that ignoring these skills may be the reason that most of the respondents express their agreement for the absence of frequent feedback for them.

In relation to developing the desire to work hard because of the hard completion in the large classes, 93 (60%) of the respondents showed their agreement that in the large class there is high competition that encourage students to work harder; however, 47(30.3%) of them disagreed with this idea. The mean value 2.4 also certifies that the majority of them expressed their opinions that there was a competitive classroom environment that helps them to work hard. This can be seen as benefits, but it may also minimize the cooperative aspect of learning in the large EFL classes maximizing individualized work because of the competitive class room atmosphere.

Regarding item number seven which asks their opinion on whether there is an opportunity to use English in the large EFL class or not, 97 (62.6%) of them expressed their opinion that learning in such a large class doesn't provide them an ample opportunity to use the target language as it is teacher dominated classroom environment, but few of them 37(23.8%) of the participants reported that there is an opportunity to use the target language in the context of large EFL class. The mean value 2.4 proves that there is a problem of getting an opportunity to use English.

With respect to the teachers' use of various motivational strategies in the large classes, 77 (50%) of them reported that their teachers use various motivational strategies in the large EFL classes to motivate the students, but again 65 (40.7%) of them disagreed with the idea of item number eight, but considering the mean value 2.6, it shows that the majority of them do not agree that their English language teachers use different motivational strategies to motivate and encourage their student for a better learning and this may lead to learners demotivation.

Concerning item number nine, 50(32.3%) of the respondents reported that agree that teacher use teaching aids; however, 77(49.7%) of them reported that their EFL teachers do not use various teaching aids to support their teaching in the context of large EFL class.

Considering the mean value (3.0), most of them disagreed that their teachers use teaching aids to assist the lessons effectiveness; it is absent to be used.

Table 6: Students Perceptions towards the Instructional Aspects

	Items related to the instructional aspects of EFL large class	Fr. & %	Scale value					Tot.	Mean
			1	2	3	4	5		
11	Learning in EFL large class affects my English language learning negatively	Fr.	49	47	26	7	26	155	
		%	31.6	30.3	16.8	4.5	16.8	100	2.4
12	Most of the time, there is less effective learning in large class	Fr.	66	38	25	7	19	155	
		%	42.6	24.5	16.1	4.5	12.3	100	2.2
13	In the large EFL class, there is more use of mother tongue than English period among the students themselves and teachers	Fr.	59	42	26	15	13	155	
		%	38.1	27.1	16.8	9.17	8.4	100	2.2
14	In large class, it is better to use student-centred teaching techniques like group work/pair work	Fr.	64	30	32	15	14	155	
		%	41.3	19.4	20.6	9.7	9	100	2.3
15	Most of the time, the atmosphere in the large class is highly teacher-centred	Fr.	53	34	31	18	19	155	
		%	34.2	21.9	20.0	11.6	12.3	100	2.4
16	In the large class, there is no more continuous assessment; this affects my progress negatively	Fr.	52	37	26	22	18	155	
		%	33.5	23.9	16.8	14.2	11.6	100	2.4
17	In large class, there is no more opportunities for teachers to identify individual students' problems	Fr.	63	36	24	10	22	155	
		%	40.6	23.2	15.5	6.5	14.2	100	2.3
18	In the large class, teachers encourage students to get peer feedback from classmates	Fr.	38	30	52	10	25	155	
		%	24.5	19.4	33.5	6.5	16.1	100	2.7
19	Large class size is a big source of problem in learning English language	Fr.	59	37	28	16	15	155	
		%	38.1	23.9	18.1	10.3	9.7	100	2.3
20	In the large EFL class, teachers motivate students to work cooperatively in English period	Frq	34	40	36	17	28	155	
		%	21.9	25.8	2.2	11.0	18.1	100	2.8

As it can be seen from table 6 above, in an attempt made to know whether large class size influence their learning or not (item-11), 96(56.1%) respondents expressed their agreement that they feel that learning in EFL large classes affects their language learning implying that the majority of 56.1% of them reported that they feel large classes affect their learning; however, 26 respondents or 16.8% of them equally disagreed and strongly disagreed respectively that it doesn't affect their learning, but the mean value 2.4 justifies that most of them believe that it affects their learning negatively.

Moreover, 104 (67.1%) of them perceive that, considering their current classroom situation, there is less learning in EFL large class, but 25(16.1%) participants remained neutral and small number of the participants or totally 16.8% of them expressed their disagreements. Specifically, looking at the mean value 2.2 indicates that the majority of them feel that there exists less learning in large classes.

Concerning the use of L1 and the target language in the large EFL class, 101(65.2%) respondents reported that there is more use of mother tongue than the target language in the large classes. The reasons might be it is just to address the lesson to all the students with in that particular moment for those large numbers of students. One of the interviewees also suggested that "EFL teacher use L₁ frequently just to address the lesson to the mass" and only 26 (16.8%) of them expressed their disagreement the frequent use of mother tongue instead of the target language. Taking the mean value 2.2 the majority of the respondents agree that there exists frequent use of mother tongue by their teachers and by the students among themselves rather than the target language purposely.

In an attempt made students preference of the use of methods in the large class and their perceptions to the use of student-centred teaching strategies, their response depicted that 64 (41.3%) expressed their strong preference for the student centred-teaching and 30(19.4%) of them agreed; being summed up totally 94 (60.7%) of them prefer student centred-teaching, but only 32(20.6%) of them disagreed. The mean 2.3 also proved that the majority of them prefer student centred teaching like group work and pair work than the traditional teacher-centred teaching methods, but they were not effectively implemented as the data the answer of the respondents indicated above.

In an attempt made to identify students perceptions whether the teaching-learning process appears to be teacher-dominated not, 53 (34.2%) of the respondents reply that they strongly agree and 34 (21.9%) agree, 31(20%) disagree. With the mean value of 2.4 close to the scale 'agree' and totally 87(56.1%) of them expressed their agreement that the classroom atmosphere seems to be teacher dominated and this might be the reason for

showing their preferences to use the student-centred approach that provides them the opportunity to make their own efforts in their learning, but actually the reverse happened.

Additionally, in an attempt made to identify whether the students consider large class size as a serious source of problem or not, 59 (38.1%) respondents expressed their strong feeling that it is one serious source of problem, 37 (23.9%) of the respondents agreed that it is a serious source of problem, but 28 (18.1%) of the disagreed and 16(10.3%) remained undecided and 15 (9.7%) strongly disagreed that it is not a serious problem. In other words, 96(62.0%) of them reported that large EFL class is a serious challenge for their learning and the mean value 2.3 proved this.

With respect to getting individualized attention from their English language teachers, 53 (34.2%) expressed their strong agreement and 34(21.9%) of them expressed their favourable agreement that their EFL teachers failed to pay individualized attention for the students, but 24(15%) and 22(14.2%) of them expressed their disagreement and strong disagreement to this item. The majority of the respondents, considering the mean value 2.4, depict the fact that English language teachers were not able to provide individualized attention for their students in the context of the large EFL class.

Regarding teachers efforts made to encourage students to offer feedback to each other that may reduce teachers burden in evaluating each and every one's written tasks, Pertaining to the item that assess the problems related to feedback, 38(24.5%) and 30(19.4%) of them strongly agreed and agreed respectively that teachers do encourage students to get feedback for each other whereas the majority 52 (33.5%) of them disagreed that teachers do not encourage students to help each other in checking their class mates work that may minimizes teacher load.

Summing up the responses of students who expressed their agreement and disagreement to this item, 79(52.6%) of them reported that their EFL teachers failed to encourage the students to help each other in checking their classmates work, but 68(43.9%) of them expressed their disagreement. The mean value 2.7 supported the students disagreement that teachers do not encourage learners to help each other's giving and taking feedback from each other's.

In the same way referring to item number 20 which was aimed to identify students opinion whether their teachers motivate students to work cooperatively or not, 74(47.7%) of them reported that EFL teachers encourage them to work cooperatively, but 64(41.3%) expressed their disagreement.

Though the responses of the respondents who expressed their agreement is greater than those who expressed their disagreement, the mean value 2.8 proved that teachers do not

motivate students to work cooperatively in large EFL classes to the extent the students feel motivated in the large class context.

Table7: Students Response to the Psychological Aspects

No	Items related to the psychological aspects of EFL large class	Scale value					Tot	Mean	
		Frq. & %	1	2	3	4			5
21	<i>Most of the time, I like learning in EFL large classes</i>	Frq.	12	24	93	16	10	155	3.0
		%	7.7	15.5	60	10.3	6.5	100	
22	<i>In the EFL large class, I usually feel ignored as I don't get sufficient attention from the English teacher</i>	Frq.	49	52	33	9	12	155	2.2
		%	31.6	33.5	21.3	5.8	7.7	100	
23	<i>In the EFL large class, I don't feel confident that there is more opportunity to express myself to others in English language</i>	Frq.	44	38	34	9	30	155	2.6
		%	28.4	24.5	21.9	5.8	19.4	100	
24	<i>learning in EFL large class affects the level of student motivation to learn English</i>	Frq.	51	37	28	21	18	155	2.4
		%	32.9	23.9	18.1	13.5	11.6	100	
25	<i>learning in large class, increases stress by reducing students' attention</i>	Frq.	57	40	31	15	12	155	2.3
		%	36.8	25.8	20.0	9.7	7.7	100	
26	<i>In large class, I find it difficult to feel concentrated</i>	Frq.	54	48	26	14	13	155	2.3
		%	34.8	31.0	16.8	9.0	8.4	100	
27	<i>I feel worried in the large class because of the over-crowded classroom atmosphere</i>	Frq.	53	56	28	10	8	155	2.1
		%	34.2	36.1	18.1	6.5	5.2	100	
28	<i>In order to avoid criticism, I prefer silence than to actively participate in EFL large class</i>	Frq.	43	54	23	17	18	155	2.4
		%	27.7	34.8	14.8	11.0	11.6	100	
29	<i>I feel that EFL large class creates a stressful atmosphere and affects my English language learning</i>	Frq.	44	33	43	20	15	155	2.5
		%	28.4	21.3	27.7	12.9	9.7	100	
30	<i>In the large class, I feel that there is freedom as the EFL teacher doesn't recognize me</i>	Frq.	41	54	24	13	23	155	2.5
		%	26.5	34.8	15.5	8.4	14.8	100	

Referring to table 7 that shows the students' response to the psychological aspects of the EFL large class, regarding item number 21 which was intended to assess their perception towards learning in EFL large class, 36(23.2%) expressed their agreement for learning in

EFL large class and 83(53.5%) of them disagreed with this point and 26(16.8%) of them expressed their strong disagreement; moreover, the mean value three point which is almost three proves that the majority of the respondents disagree that they like learning in EFL large class implying that the majority of the respondents view learning in the EFL large class negatively. This indicates that most of them do not, psychologically, feel comfortable while learning in EFL large classes.

Furthermore, 101(65.1%) of them expressed their agreement that psychologically they feel ignored because of not being able to get sufficient attention from their teachers, but only 55(29%) of them expressed their disagreement that they don't psychologically feel ignored in the context of large EFL class. A small number of the respondents remained neutral reporting that they favour neither of the two sides. The mean value 2.2 that is inclined to the option 'agree' depicts that the majority of the students expressed their agreement that in large EFL classes they feel they are ignored since they do not get the necessary attention from their teachers that may encourage them for a better efforts.

Regarding their opinion to express themselves in English getting sufficient opportunities to do so, to express themselves in English, 82(52.9%) of them reported, theoretically, that they feel that there is an opportunity to express themselves in English language, but 63(41.3%) of them do not agree feeling confident to express themselves in English language. Despite the fact that the number of students expressing their agreement that there exists an opportunity to express themselves in English language is greater than the number of students who expressed their disagreement, the mean value 2.6 proves the point that most of them do not agree that there exists more opportunity to feel confident to express themselves feeling confident enough in the context of large EFL class.

Strengthening this point, the respondents' response for item number 24, 88(56.8%) of the participants reported expressing their agreement that large EFL class affects the level of students motivation to learn English language; moreover, the mean value 2.4 very close to the option 'agree' shows that learning in a large EFL class affects their motivation to learn English language in the context of large class.

Pertaining to item number 25, 97(62.6%) of the participants reported that learning in large EFL class increases students stress by reducing students' attention, but 43(27.7%) of them expressed their disagreement with idea that large EFL class reduces students attention increasing their attention, but the mean value 2.3 supports that the majority of the respondents feel that large class reduces their attention raising their stress. Looking at item number 26, 102(65.9%) of them expressed their agreement that large EFL class reduces their level of concentration, but 39(25.2%) expressed their disagreement that it reduces

their level of concentration. The mean value 2.3 proves that most of the participants agree that large class is a factor that influences the learners' level of concentration and this may lead them to be demotivated.

As it can be seen from item number 27, 109(70.3%) reported that the participants believe that it makes them feel worried because of the overcrowded classroom atmosphere whereas 36(23.3%) of them disagreed with this idea. This indicates that a great majority of the student respondents expressed their agreement that because of the overcrowded classroom environment the students feel worried and this may increase their boredom. The mean value 2.1 proved that it makes them feel anxious in the context of large EFL class.

Concerning item number 28, 99(62.5%) of the respondents reported that so as to avoid criticism, they prefer silence in the large EFL class, but 41(26.4%) of them reported that they don't prefer silence to avoid criticism in the large EFL class. The great majority of the respondents agree that they prefer keeping quite in the large class context than actively participating in the context of large EFL and the mean value 2.4 proved this as well.

Pertaining to item number 29, by summing up the number of the respondents 77(49.7%) of them reported that learning in the large class affects their learning because of its stressful classroom atmosphere, but it affects their learning because of its stressful classroom atmosphere, but 58(37.4%) of them reported that it doesn't affect their learning because of its stressful classroom atmosphere. The mean value 2.4 proves that they believe that it affects the respondents learning because of its stressful classroom environment or atmosphere.

In an effort made to identify whether students perceive that their EFL teacher recognize them or not (in the crowd), 95(61.3%) of them reported that their teachers do not recognize them in the overcrowded class; however, 47(30.3%) of them reported that they feel that their teachers are able to recognize them in the overcrowded class meaning that there exists no more freedom as the teachers do recognize their students in the classroom.

The mean value 2.5 that is closer to three to the option 'disagree' implies that the majority of them expressed their disagreement for getting freedom implying that their EFL teachers are able to recognize what their students are doing in the large EFL class. Considering the percentage value 61.3% feel that there is freedom, this freedom might be considered negatively or positively because reluctant and shy students may hide themselves in the crowd and they may show off-task behaviour. This may, in turn, affect the other students learning.

Table 8: Students Perception towards the Social Aspects

No	Items related to the social aspects of EFL large class	Fq. &%	1	2	3	4	5	Tot.	Mean
31	In the EFL large class, working in groups/pairs helps students feel a sense of community if it is properly managed	Fq.	54	47	26	14	14	155	
		%	34.8	30.3	16.8	9.0	9.0	100	2.3
32	In the large EFL class, teachers frequently try to create a socially/behaviourally conducive classroom environment to exploit the rich human resource	Fq.	39	29	56	13	18	155	
		%	25.2	18.7	36.1	8.4	11.6	100	2.6
33	As I share a richer experience with the students , learning in a large class makes my social interaction better	Fq.	42	61	36	10	6	155	
		%	27.1	39.4	23.2	6.5	3.9	100	2.2
34	In large class, I don't find it difficult to make friends, to ask questions and to get support from others students	Fq.	45	62	25	9	14	155	
		%	29.0	40.0	16.1	5.8	9.0	100	2.3
35	Learning in large language classes helps me to develop life experience and social skills such as turn taking, active listening.	Fq.	44	44	36	16	15	155	
		%	28.4	28.4	23.2	10.3	9.7	100	2.4
36	In the large class, top achievers get more attention and interaction with English language teachers	Fq.	52	48	31	11	13	155	
		%	33.5	31.0	20.0	7.1	8.4	100	2.3
37	In the large class, teachers largely focus on antisocial behaviour such as disruptiveness or misbehaviour	Fq.	35	55	34	20	11	155	
		%	22.6	35.5	21.9	12.9	7.1	100	2.2
38	If it is properly managed , learning in large EFL class means getting more opinion, ideas, richer human resource to share with	Fq.	46	54	22	22	11	155	
		%	29.7	34.8	14.2	14.2	7.1	100	2.3
39	EFL large class usually affects the frequency of student-teacher interaction and this in turn impedes students learning	Fq.	50	56	25	16	8	155	
		%	32.3	36.1	16.1	10.3	5.2	100	2.2

As the data in table 8 indicates, in attempting to identify whether group work helps them to develop a sense of community in large EFL class, 101(65.1%) of the respondents reported that working in groups or pairs helps them to develop a sense of community to, but 40(25.8%) of them disagree with the issue of working in groups to develop a sense of oneness in the large classroom context and only a small proportion of them remained neutral. The mean vague 2.2 reasonably indicates that the majority of the participants agree with the benefits of working together feeling a sense of community in the context of large EFL class.

Regarding item number 32, 68(43.9%) of the respondents reported their EFL teachers try their best to create an emotionally, socially behaviourally conducive classroom environment, but 74(47.9%) of them agree that their EFL teachers failed to do so and the mean value 2.6 also indicates that the majority of the respondents reported feel that their EFL teachers do not try their best to create an emotionally, socially behaviourally conducive classroom environment and this may lead students to feel demotivated.

Concerning the students' response for item number 33, 103(66.5%) of the respondents believe that learning in large EFL class provides them the opportunity to learn better social interaction sharing a richer life experience, but a small minority of them remained undecided and 42(31%) of the respondents expressed their disagreement that it doesn't help them to share a richer life experience. A great majority of the respondents (66.5%) and supported by the mean value 2.2 indicates that the participants consider that large EFL class is beneficiary for sharing their life experiences.

Regarding their opinion in line with the idea that large EFL class helps students to learn and develop better social interaction, 107(69%) of them find it easy to make friends, ask questions and get support from others, but 39(25.1%) of them reported that they don't get it easy to make friends, ask questions and get their classmates assistance. The mean value 2.3 proves that they expressed their agreement that they find it easy to get support from others when the need arises.

With respect to item 35, totally 88(56.8 %) of the respondents expressed their agreement that large EFL class helps them to learn social skills like turn taking and active listening but 51(32.9%) reported that they disagree with this idea, 16(10.3%) of the respondents remained undecided. The great majority of them 56.8% supported by the mean value 2.4 proves that students get it important that large EFL class helps them to learn social skills.

As far as the classroom student-teacher relationship is concerned in response to item 36, 100(64.5%) of them reported that of the respondents expressed their agreement that most of the time EFL teachers interact frequently with the top achievers, give them more

attention than the rest students and the mean 2.2 substantiates the reality that most of the respondents do agree that their teacher do not give equal opportunity for top, low and medium achievers. Only 44(28.4%) of them disagree with this idea.

Pertaining to item number 37, 85(54.9%) of them reported that teachers largely focus on antisocial behaviour such as disruptiveness or misbehaviour, but 55(35.5%) of them disagree with this idea. Most of the respondents 54.9% believe that EFL teachers focus on anti-social behaviours that may consume their precious teaching time and it may affect the classroom environment. This is supported by the mean value 2.2 closer to the option 'agree' with the scale value 2 indicates that EFL teachers largely focus on some disruptive behaviour. This may in turn influence the positive social aspects of the classroom threatening the classroom atmosphere.

Considering item number 38, 100(64.5%) of the respondents believe that large EFL class is full of opinions and ideas to share with if it is properly used and managed, but 33(21.3%) of them reported that they believe the reverse. This indicates that the majority of the respondents share the same idea that large EFL class is full of a richer human resource to share to be utilized. The mean value 2.4 nearer to the option 'agree' proves this idea.

In an effort made to assess students perceptions whether large EFL class affects the frequency of student-teachers interaction, 106(69.4%) of the respondents reported that large EFL affects the frequency of student-teacher-interaction and, this in turn, influences their English language learning, but only 33(21.3%) of the participants expressed their disagreement that it doesn't affect the frequency of interaction impeding their learning. This shows that a great majority of the respondents supported by the mean value 2.2 believe that large EFL class affects the frequency of student-teacher interaction that impedes their language learning though a small minority of the participants disagreed and remained neutral with this idea.

Most of them suggested that class size problems can be minimized by maximizing their learning in large EFL class through: training more competent, skillful and potential EFL teachers, encouraging students to working in groups effectively and encouraging active student participation, treat student equally, trying to make the teaching-learning process practical than theoretical, build more buildings that reduces class size 40-45, communicating with their students for a better solutions, increase time of teaching, set rules for class discipline, changing the use and style of teaching strategies, making the teaching and learning process effective, creating a relaxing atmosphere, developing good student-teacher relationship that may reduce disruptiveness were some of the possible ways suggested by students.

In responding to the open-ended items, most of them noted that the challenges of large class can be minimized by improving the quality of teaching, changing style of teaching, motivating students to work together, creating good classroom atmosphere, reducing class size, having smooth student teacher-relationship.

Most of them added that large EFL class has some advantages of sharing opinion, ideas, life experience and knowledge, but as a disadvantage, the respondents reported that the classroom atmosphere is teacher-dominated and the teaching process is not practical. Many of them expressed their opinion that large class influences their learning because they were not able to get immediate feedback, ask questions whenever they want get individual attention and actively involved in the teaching and learning process at large. Some of the participants noted that there exists unhealthy classroom class room atmosphere and problem of learning practical skills but rather stick to the text books.

4.5. Brief Discussions on Results of the Students Questionnaire

The purpose of this study is to assess students' perceptions and their perceived difficulties that may hinder their English language learning in line with the instructional, psychological and social variables with respect to EFL large class, so the discussions proceeds in line with these issues.

Just to begin with the instructional aspects, active learning or the student-centred learning focus on students to play a more active and dominant role in their learning rather than being passive information receivers. Thus, it gives students the opportunity to learn through their own efforts, doing various tasks or activities by themselves and to take full responsibility for their own learning with the teachers as facilitators, organizers or supporters rather than the sole information providers.

Regarding this issue, active learning provides the learners' personal satisfaction, more interaction with peers, promote shared activities and team work, greater opportunities to work with a range of students (Capel et al., 1995). Furthermore, learners could be actively engaged in negotiating meaning by trying to make themselves understood even when their knowledge of the target language is incomplete; they learn to communicate by communicating Hedge (2003).

However, this is not the case in the sample schools where the great majority of the respondents feel that large EFL class doesn't enable them to actively participate in doing various tasks or activities; it reduces their active participation leading to less effective learning. Not only this they also perceive that there is no effective use of active learning strategies in the large class context though the majority of them expressed their preference

to the student-centred teaching strategies like group discussions, pair work or group work where the size of the class goes up to 78 students per class which is overcrowded.

Results from the interview also proved this at large through which interviewees complained that there is poor active participation. This implies that students believe that learning in an overcrowded class affects their active involvement. The large class size reduces the students' active involvement and participation in the teaching and learning process (Nunan, 1996).

As the results of the data analysis reveals, most of them (56.1%) reported that the large EFL class is teacher-dominated which may, in turn, discourage students' active learning instead of just listening though it is advisable that learners should involve in activities like dialogue, debate, writing, discussion in language classes. Learning includes students' mutual construction of knowledge and their interaction with each other and with their lecturers. Such activities are absent as students reported even in the interview sessions.

Dornyei (1994a) notes that teachers' skills in motivating students should be seen as central to the teaching and learning process and its effectiveness and stresses the importance of the teachers in developing motivation; moreover, Susan et al (2005) noted that the primary goal for a teacher as a teacher is to create a motivational climate that helps to stimulate pupils to learn and stated a range of techniques teachers can use to increase pupils' motivation to learn. These strategies are: showing your enthusiasm for a topic, subject or teaching; treating each pupil as an individual; providing quick feedback by marking work promptly and rewarding appropriate behaviour.

However, in the large class context, the great majority of the students reported that their EFL teachers were not able to use various motivational strategies like appreciating students and calling, getting their interests them by name to encourage their students to learn. Supporting this, Yazedjian et al. (2007) identified that teacher find it difficult to get students motivated in the context of large class.

This may be one of the reasons that may encourage students' passivity-which is contrary to the fact that students build and share their own knowledge with others when they interact with each other and with their teachers being motivated. Brophy (1998) noted that large groups of students make it difficult to meet students' individual needs and also because classrooms are social settings, failure, often produce personal disappointment and public embarrassment.

It is understood that effective use of various teaching aids can facilitate the teaching and learning process at large. Benbow et al (2007) notes that use of teaching aids is one of the potential ways for effective teaching in large classes, but in the context of this study, where

students are learning in an overcrowded class, there is no effective use of various teaching aids; its absence may influence the learning of the students. Furthermore, the respondents reported that there is no more opportunity for using the target language in English period, but language class is supposed to be dominated by the use of the target language. This may affect the development of students' language progress negatively. The interviewees also proved this justifying its negative consequences.

Regarding the competitive classroom situations, a great majority of them reported that the large class setting helps them to work hard. The respondents feel that this can be considered as an advantage as it energizes them to work harder and this was also supported in the interview meaning that some students reported that the competitive situation helps us to get ready all the time.

This may affect the cooperative aspects of learning in the large class. Regarding the teachers' encouragement for students learning cooperatively, the mean value 2.8 proved that most of the respondents feel that their teachers do not motivate their students to work cooperatively in promoting their learning. This may be the case that maximizes competition among the students.

Feedback can be considered as the heart of the teaching and learning process because of its benefits for assessing the students' progress and the teaching effectiveness. Regarding this issue, Kyriacou (1986) suggests that helpful and supportive feedback is seen to be an important characteristic of effective teaching, while hostile and deprecating feedback is not. He also suggests that feedback should be quick and constructive whether given collectively or individually; however, in an attempt made to assess students view whether they are able to get immediate feedback or not, the mean value disproved that they couldn't get immediate feedback. The interviewees also painfully expressed their feeling that there is a big problem of getting feedback for their work, in the large class context.

Not only lack of getting feedback, but the respondents also reported that there is no more opportunity for them for asking questions in case of encountering difficulties. Additionally, many of the respondents feel that their teachers do not encourage the students to get feedback from each other's, but if they encourage them this may reduce the teachers burden in evaluating large written work.

The teaching of English is directed to the mastery of the four language skills namely: listening, speaking and writing along with the vocabulary and grammar (MOE, 1994), but in trying to assess the respondents view about the teaching of the practical skills, a very large majority, that is, 103 (66.5%) of them expressed their agreement that the practical skills are ignored in the large EFL class context.

Regarding this, Zhao (2004) reveals that language teachers sometimes avoid specific activities because they are difficult to implement in larger classes. The reasons might be the evaluation of these skills is very demanding, most specifically in the context of large classes where the teachers are supposed to evaluate many papers, but reluctance to teaching these skills may affect students language competence in their future life (at universities where students are supposed to write assignments and stand for effective presentations).

Amazingly, it has been also noted that a great majority of the student respondents response and the teachers response is consistent, in that, 66.5% of the students reported the practical skills are ignored the results of the teachers' questionnaires also confirmed that the teaching of the practical skills, most specifically writing and speaking has been found to be difficult in the large EFL context this might lead someone to conclude these skills may be ignored. This might endanger students' future competence in line with these skills, especially in their higher education level as these skills are very much crucial there.

The other serious difficulty students reported was that of absence of continuous assessment. Regarding this, Blatchford et al. (2007) contend that assessment is endangered by larger class size. This is consistent with the results of this study because a large majority of them agreed that 'there is no more continuous assessment (in the context of large class); this affects their progress negatively'. The interview data also highly supported.

As human beings, students need attention from their teachers as individuals and this may facilitate students learning; however, in the context of large class, the majority of them (56.1%) felt that their teachers failed to give individualized attention for their students. In line with this, practitioners believe that large class sizes affect teaching and learning, and they were particularly aware that larger classes could have an adverse effect on the amount of teacher attention (Bennett, 1996). Yazedjian and Kolkhorst (2007) argued that lack of relationship or rapport that students feel with the teachers and with other students can prevent students' motivation to engage in the learning process. This can be realized when teachers provide their students the necessary attention.

In an attempt made to assess students' views about learning in large EFL class, the great majority of them expressed their strong disagreement that they like learning in large EFL class. This is proved by the mean value 3.0 that is almost to mean disagree. When we see the respondents' response out of the total sample 100 (64.5% of them believe that they dislike learning in large EFL class implying that they view it negatively. Not only this, most of them also feel that learning in the large class affects their learning negatively. The reasons for their hatred towards the large EFL class are the prevalence of many constraints. The data obtained from the interview also revealed that there are many

problems they face; they don't get what they want, so they dislike it, but not merely for the sake of being large class.

Additionally, a great majority 96 (62%) of them perceive that large EFL class is one serious source of problem that influences their learning. Surprisingly, the mean value for that particular item (3.0) highly proved their negative perceptions towards large EFL class.

Regarding students view about the effectiveness of the teaching and learning process in the large EFL class, 77.1% of them (with the mean value of 2.5) felt and expressed their favourable agreement that there exists less learning in the large EFL class. Adding to this, the large majority of them reported that learning in the large EFL class affects their learning. This implies that the situation needs to get a serious attention because their negative perceptions may lead them to influence their learning negatively.

Pertaining to the results of the data analysis in line with the psychological aspects, most of the respondents reported their negative perception towards large class as this can be justified below. The majority of the respondents felt that they are ignored as they do not get sufficient attention (65.1% with the mean value 2.2); moreover, most participants (61.3%) of the participants feel that they are not recognized by their EFL teacher.

This implies that respondents may hide themselves in the crowded and teacher may not be able to identify their progress or weakness, but the mean value contradicts with this figure because the mean value 2.5 is nearer to the scale 3 that is to mean disagree. It has been identified that the respondents also disagree with the idea of getting the opportunity to feel confident in expressing themselves as most of them (56.8%) believe that large EFL class affects their level of motivation, large class reduces their attention and increase stress (62.6%) and a great majority of them (70.3% with the mean value 2.1) believe that the crowded classroom atmosphere makes them feel worried implying that they view the large classroom environment presenting them unapproachable or threatening atmosphere and many of them 62.5% prefer to keep silent so as to avoid criticism from friends.

Substantiating the above constraints, Cuseo (2007) argues that large class size leads to less course satisfaction; furthermore, Hayes (1997) noted that large English classes are often associated with confusions, lack of concentration, lack of classroom interaction, and thus lack in the ability to speak English fluently.

From this result one can conclude that learning in large class affects the participant's motivational level, large EFL class doesn't allow them to express themselves in English language freely presenting them ample amount of opportunities, it affects their level of concentration reducing their attention, and it discourages them to get involved in the

learning process presenting a threatening class room atmosphere. The interview data also strongly supported this substantiating that when students are in need of trying to use the target language in the class others are in a position of discouraging and being scornful to their partners. This shows that again large class erodes students' confidence, level of concentration, attention and their practice to use the target language.

Because of the discouragement and criticism from their peers, a great large majority of the respondents keep silent rather than actively participating in the large class. Many of the interviews expressed this situation painfully as it affected their participation and eroded their interest in the large class.

The results also showed that overcrowded class doesn't present them with a relaxing learning environment and makes them feel worried; moreover, they feel that it reduces their concentration to attend the lessons actively implying that it affects their learning by demoralizing them as it can be clearly understood from the data. This is consistent with what Blatchford noted. Blatchford (2003) pointed out that as the number of students increase; it is likely that the children's contribution and concentration decreases. Furthermore, students in large class more frequently report "feeling bored" in class, missing class, and spending less time on their studies outside of class (Astin, et al., 1997).

Regarding students perceptions towards the social aspects of large EFL class, most of them, (65.1%) with the mean value 2.3, expressed their favourable agreement that working in groups in the large EFL class helps them to develop a sense of community, large EFL class presents them the opportunity to share life experience and to learn social skills (56.8%) mean 2.4, they also believe that it is full of heterogeneous students with richer ideas and opinion to share with, (64.5%) mean value 2.3, it assists them to learn and have a better social interaction with their friends (66.5%) mean value 2.2. Supporting this, Hess (2001) noted that in a large class there are always enough students for interaction and there is a rich variety of human resources. This shows that students perceive the social aspects of the large EFL class positively and favourably.

Contrary to this, most of them feel that it impedes the frequency of student-teacher interaction (68.4%) and with this regard, most of them (64.5%) with the mean value 2.2 reported that their EFL teachers interact most frequently with top-achievers, 54.9% of the with the mean value 2.4 reported that their EFL teachers focus on anti-social behaviours, and most of them with the mean value 2.6 also felt that their EFL teachers failed to try their best to create an emotionally, socially and behaviourally conducive classroom environment that may facilitate the conditions for a better learning, teacher failed to consciously create a relaxing conditions to stimulate students to learn better.

It is possible to say that these constraints may lead to failure in utilizing the richer human resource properly and it may lead students to feel demotivated or disinterested; the interviewees report also showed the same opinion and ideas. One of the respondents added that “we, students need a healthy and stress free classroom atmosphere to learn better, but this seems to be lost in our class.”

Trying to create a conducive classroom environment, though it might be demanding in such context, is one of the significant professional responsibilities of teachers. Preskill & Torres (1999) notes that teachers can facilitate positive relationships and effective group interactions when they encourage a commitment to working as a group, valuing each other’s participation, being mindful and caring of others, and showing appreciation for team members.

With respect to the student-teacher interactions, most of them reported that their EFL teachers frequently interact with those top achievers. Tudor (1996) confirmed that class size will inevitably have an influence on the form of interaction between teachers and students upon which learner-centered teaching is based. Additionally, a large number of respondents reported that EFL teachers largely focus on anti-social behaviours in the context of large class; this in turn affected their learning as the data from the interview supported and substantiated these issues at large. This is because the interviewees revealed that because of some students’ ill-behaviours, some teachers may even leave class.

4.6. Analysis of Students Interview

A semi-structured interview was conducted with ten randomly selected voluntary students (based on their willingness from both schools) who filled out the questionnaires aiming to substantiate the data gathered through questionnaire and to get deeper insight into the responses of the participants in reacting to the large EFL class situation in terms of its instructional, psychological and social aspects and to see their possible suggestions that they consider as remedial actions to alleviate the problems. This was made with an assumption that it lets them express their opinion freely and flexibly and it helps the researcher again to have a good opportunity to get deeper understanding of students’ views and difficulties in the context of EFL large class.

For the purpose of simplicity and presentation, the student respondents were referred to by randomly given numbers S₁, S₂, S₃, S₄, S₅, S₆, S₇, S₈, S₉ and S₁₀. Because of the repetition of similar ideas, opinion, comments, suggestions, or reactions and to save space, time and to avoid lengthy explanations some of them were rejected.

Considering the students’ response in the interview, it was found that there were many influential situational constraints as they added more points to the data gathered through

questionnaires revealing their views towards EFL large class, its good opportunities, their views about its effects and possible solutions. In some cases, it was found to be important to generate other questions based on their responses for a better understanding. Some students were more interested to express their deep feelings and opinions considering the current challenging situations.

The purpose of the first item is with the assumption that if the interviewees' report that they were learning in an over crowded class, it would be easier for the researcher to get what was considered and serves as a base leading to the next items smoothly; it facilitates the interaction warmly.

Keeping this in mind, as it has been noted from the interviewees' responses, the majority of them (90%) perceive that they were attending their education in large EFL class. Surprisingly by smiling, one of them replied that even homeroom teachers can't identify students by name and when they are taking attendance others say 'Yes!' in the absence of their friends! Only one of them feels that it is not large and reported that. "As it is government owned school, it seems to me that the class size is not very large though there are about fifty-seven students in my class". This respondent also reacted that there are challenges with this class size that impedes their learning.

When they were asked to respond to the difficulties they come across in terms of its instructional, psychological and social aspects, many of them reported that there is a big problem of not getting sufficient feedback, continuous assessment, less active student participation, less effective learning, avoidance of some demanding skills like listening, writing and speaking, less interest from students to learn and no close individualized attention for learners. They feel that learning in the large EFL class is boring and demotivates them. In the presence of all these constraints' the teaching-learning process seems to be less effective, as most of them expressed their opinion and feelings about the situation. Some of the key comments, reactions and suggestions are noted below.

Considering the crowded in her/his class in line with the teaching effectiveness a student (S₉) reacted to the situation like this. "The quantity of the students seems to be the quality" adding again this student commented that regarding the effectiveness of the teaching and learning process it seems to be 'Dubida' showing that the situation is challenging. High school was better than preparatory school as the number was 35-40 per class many students involve actively and teachers can interact with many of us."

She continued again expressing her opinion freely. "In the large EFL class, the atmosphere discourages you to use the target language as students do not feel confident to use English in the crowded. In the large class, we do not use and practice the language orally (no more time) ,though I feel that students learn English through practice, rather simply we learn the

rules instead, and we are not assessed properly because of the large number, no more written tasks to the desired level.

Learning in the EFL large class affects students learning negatively as only few students attend class properly, but not the majority." She finalized her comments by saying more must be done on the students to change the situation and it needs a serious attention!

The other respondent (S₈) started by expressing her opinion painfully saying that: "I feel that I am learning in an overcrowded class (7₈).....you see smiling!" And she reacted that, "I feel that large class affects the teaching and learning process because as the number increases, teachers get it difficult to manage and control the class and can't identify individuals' progress and give individualized attention; it is difficult for students to learn properly because of the situational constraints. "Teachers can't teach us in a good mood and even there are cases in which they leave class because of the other disturbance. Most specifically in the afternoon, not only students but also teachers get bored of the classroom atmosphere (boring!), so the teaching-learning process can be influenced and hampered. "The EFL large class is full of problems and because of many constraints related to the large class, I lost my interest to learn English and the same is true for my friends as many of them miss class."

Some of the respondents commented that: Learning in large class is difficult, (considering the atmosphere 'boring') as it doesn't provide them the opportunity to feel free and relaxed to learn better; for example, (S₄, S₁₀ and S₇). They stressed that, especially in the afternoon, in some cases, there is bad smell and highly suffocated and demotivates them. These respondents felt that even teacher don't feel comfortable to teach large class, especially in the afternoon.

Some other respondents (S₁, S₃, and S₅) share somewhat the same opinion and views. For instance, (S₁) commented on the situation in such a way. "Learning in such a large class is very difficult and has many constraints. If a student wants to speak in English (in the crowd), others discourage you and you lose your confidence then you get psychologically discouraged preferring to keep quiet. (S₅) continued saying that: "Students may not be equally interested and motivated to learn in an overcrowded class. On top of these; the respondent adds that, "Teachers get it difficult to provide continuous assessment, to manage and control the crowd. Students are 'dangerous' to cheat, no more excuse at all! These are because of the large class size. It is advisable to divide the class in to two. He finalized by saying, I don't think that it has advantages, but it has psychological influence upon your learning as it encountered me." The other students also added that cheating is so easy in the crowd.

In an attempt made to assess their views about whether the EFL large class affects their learning or not, the respondents commented on the situational effects. Many of the respondents feel that it influences their learning. One of them; for instance, commented that, "I think it affects because an overcrowded class has various constraints that affect students learning. For example, "It is difficult for teachers to manage and monitor/control the class very well, to check students' understandings and to provide appropriate feedback to individuals on time.

The other respondent replied by saying, "In the large EFL class, providing individual attention and identifying students' progress and assessing their work is difficult and teachers may deal with some routine class room management issues and even sometimes they may leave class and punish others, so it affects our learning." Some others also share the same opinion.

Adding to this, some of them expressed their opinion saying that learning in large class affects their learning. (S₁) reported that, "I think that it affects because teachers rush to finish the books, the time is not enough to assess many students individual work and they may skip/avoided some topic or skills and even teachers deal with some routine management issues because ill-mannered students disturb the class and divert others attention and this leads to wasting the available time." The other student reacted in such a way saying that (S₃), "If there is no more continuous assessment, if students do not attending class properly and actively, if teachers do not identify students' progress well, if you are not provided the desired tasks and motivated to learn and if what is going on in the class doesn't help you learn something there is no reason that it doesn't affect the teaching and learning process."

They were also asked to comment on class size and quality of teaching and one of the respondents commented by comparing class size and quality of teaching saying that: "As to me both matters (class size and quality of teaching), but the number can have its own influence on the quality of the teaching and learning process because as the number increases, there are problems that get large with the large number.

The other respondent comments that, considering the current situation, "Students can't have the same behavior and interest in the classroom and the teacher can't manage all these students properly, so the number influences the quality; moreover, students' attention, moral, concentration in such cases may not that much satisfying. Many others shared the same opinion except few students.

However, two participants had a different view on this issue supporting the quality over the quantity. The other respondent (S₄); for example, reacted saying that: "The teaching

quality matter more than the class size. The way the teacher handles matters more. If the quality of teaching is poor, let it be 20 students per class, has no meaning. She reported that: If the teacher is knowledgeable in the subject matter and well equipped in handling the class and skilled at the desired level, the class size may not be a problem.”

The next student (S₆) also argues that: “In my opinion, the lions share is the quality of teaching that matters. If the teacher is competent enough to manage and control class, encourage and motivate students to attend class and the learners are motivated to learn. Class size may not matter. In this case, you feel relaxed and feel happy to learn well taking one of their teachers as good model. One of them also commented that making the teaching and learning process make students active because our problem is we get only theoretical knowledge.

Regarding the respondents suggestions on possible ways of maximizing learning, two of the respondents expressed their opinion that teachers may promote the social and emotional well-being of the class room environment if they have a better rapport with their students in the large class size, having good relationship with their learners, being well prepared and equipped with the necessary skills, knowledge and vary their teaching strategies showing that teachers’ quality matters a lot in the large classroom context. This shows that the respondents feel that teachers do have high responsibility to change the situation.

Additionally, considering the opportunities or advantages of learning in large EFL class, the interviewees related this with the quality of teaching-learning process primarily stressing on the teachers. Most of the respondents share the somewhat similar ideas on the point ‘If the class is well managed and handled,’ students feel that they may benefit more from this massive resource by sharing and exchanging life experience, social skills, knowledge and implying that more students means more varied qualities and more interaction, but they felt that the reality is not this.

They also commented that if the teacher uses varied teaching techniques and motivational strategies the large EFL class has its own opportunity for students learning “sharing a lot”. Regarding this point: Ward & Jenkins (1992) argues that it is crucial to remember that variety is the spice that adds flavor to the large class.

Adding to these, one of them comments on the opportunity in such a way: “Students may gain more from learning in large class, but it should be noted that the teaching quality matters a lot to benefit from the crowd.” This implies that students feel that they may gain a lot from the crowd by sharing, exchanging their ideas, opinion, feelings and problems and supporting each other emphasizing that teachers play a great role for this to happen on

the ground. The respondents' response for the opportunities of learning in large class was related to its social aspects and they perceive the social aspect of the large class positively and favourably.

These respondents suggested that, the new one-to-five class organizations (group work). One of the respondents (S₁) comments that, "It has many advantages and it can be one solution in large class because the teacher can go around and control the groups and their work easily; better students can help other students reducing the teachers load by enlightening the lesson to the rest four students, weak students can ask other with confidence, the clever one can bring back the disruptive ones to the right track as the can influence their behaviour." It was noted that many of the participants perceive it to be advantageous in that they work together sharing their knowledge, skills, experience and their opinion and help each other. Many of them reported that if it is well handled students may benefit many more from the group work.

But they didn't deny the fact that the grouping system has its own serious disadvantages; two of the respondents (S₇ and S₈) commented that in the new grouping system there is some groups off-task behavior, students may deal with non-academic issues, reluctance of students not to participate actively, in some cases only top ones do the tasks and others get marks equally. They also reacted that there is a problem of cheating during exam times, more specifically, (S₈) noted that many of the students get the same mark during tests so the test by itself seems to be "teamwork rather than to be called cheating" indicating that there is serious form of cheating in tests.

4.7. Discussions on the Results of the Interview

In an attempt made to assess students' views towards their class size, It can be easily understood from the respondents response that a great majority of them (90% of the interviewees) felt that they were attending their lessons in a large EFL class and most of them were found to be unhappy with the large class room situation or atmosphere the interviewees also reported that the atmosphere is more teacher dominated and they stick to the textbooks, but McKeachie (1999) contends that students learn most effectively when they are physically or mentally engaged and, therefore, significantly more active thinking and problem-solving takes place during discussion groups than in teacher dominated lectures.

Regarding the constraints they come across in the large class, most of them expressed their feelings that the instructional aspect and the psychological aspects were more challenging because they expressed their feelings that there were numerous academic constraints they encountered. To mention some: seriously there is a problem of getting immediate feedback,

less active involvement, almost no continuous assessment, less practical language use and practice in the class, problems related to classroom management were some of them.

Concerning the psychological constraints, a great majority of them reported that the classroom environment in the large EFL class is boring and demotivates or discourages them. In the large classroom context, most of them believe that, the presence of less interest and motivation from students' side exists. It has been noted that it doesn't allow them a relaxing environment that helps their learning; it is not conducive for a better learning. The respondents' perceptions of the existing motivational context and strategy and techniques seem to be poor. Substantiating these complaints, students in large classes often complain of losing focus and losing interest in their studies during the delivery of classes (Ward & Jenkins, 1992).

The researcher noted that, in the interview session, some of the female students reacted to the situation more negatively and stressed on the academic and psychological constraints as they (female students) were expressing the large classroom atmosphere and the challenges in a painful and stressful way because the situational constraint affected their learning and most of them felt that large EFL class negatively affect their English language learning owing to its challenging situations.

They perceive the social aspect of the large EFL class positively and favourably because they feel large number of students means many students with varied qualities and experiences, so if they are handled well they can share their richer life experience and knowledge socially and academically. Regarding this, Hess, (2001) argues that more communication and interaction can occur in a large classroom where students benefit from peer-teaching through group tasks; furthermore, he notes that in a large class there are always enough students for interaction and there is a rich variety of human resources to share with.

Though the majority of them feel that, again as reported in the questionnaire, large class is full of rich human resource and varied experience to share with, they didn't deny the fact that this is not practically exploited well both by teachers and students on the ground large class context owing to the many challenges that have been already stated.

Many of the interviewees expressed their opinion that though quality matters, it is true that the class size can have its own impact influencing its quality, but they also believe that quality is highly significant in making the teaching and learning process more effective. The respondents also stressed that the quality of teaching is low at the current large class situations.

An attempt was made to identify students' opinion to comment on either the quality of teaching or the class size that contributes more for better language learning. Regarding this, some students stressed on the quality of teaching that matters a lot not the size. In line with this, Kumar (1992) claimed that, it is the nature of teaching-learning activities and the teacher's role and stance which influences the nature of learner participation and the patterns of interaction rather than class size. Todd, (2006), added that the quality of teaching and kinds of activities used are more relevant than class size. This implies that it is the quality of teaching that matter more than the class size.

However, in the context of this study, most of the interviewees suggested that the class size matters more as they believe that it influences the teachers action and influence the teaching and learning process implying that there are problems that fuel up the constraints; moreover, most of them felt that the large class size affects their learning negatively. Regarding this point, Bennett (1994) concluded that there is a consensus that increased class size adversely affects the teaching and learning, gradually resulting in a low standard of education.

Considering their reactions and comments, it is possible to say that the majority of the student interviewees have a good and favourable understanding about its benefits in line with its social aspects because, as a good opportunity, students felt that they may gain a lot from its social aspects as it provides them the opportunity to share and help each other's by strengthening the weakness of others.

Contrary to this, the respondents perceive that the situational constraints are influencing the teaching-learning process and they also believe that large EFL class affects their learning. It was noted that it is possible to say that large EFL class affects the students' respondents learning instructionally and psychologically and/or morally in a negative way. It was stressed that though quality matters, the number influences its effectiveness. Substantiating this, class size a significant school related variable that impedes students' language learning (Alexander, 1973).

To sum up the interview sessions, the respondents commented on the class size, its challenges in terms of its instructional, psychological and social aspects, their opinion about its effects was also identified. The respondents have also suggested the possible ways of mitigating the situational constraints related to large class size and they also expressed their opinion on the influences it posed on their learning along with its benefits.

Chapter Five: Summary, Conclusions and Recommendations

This chapter deals with the summary of the key findings, conclusions and some possible remedial actions that were supposed to mitigate the situational constraints depending on the results of the study.

5.1. Summary of the Key Findings

As the results of the teachers' questionnaire indicated, all of them believe that large class size is a serious source of problem in teaching English as a foreign language; moreover, the majority of them (75%) perceive that large class size inevitably affects their teaching. All of them reported that teaching the practical skills is very difficult for them, especially writing and speaking and most of them believe that beyond the quality of teaching class size worries them perceiving that for successful students learning it is the class size that matters over that of teaching quality. The results also indicated that what teachers theoretically consider as remedial actions and what students reported in the questionnaires and interview contradicts with each other.

The results of the students' questionnaires in line with the instructional aspects indicated that the majority of the respondents feel that EFL large class reduces their active participation and they reported that EFL large class affects their English language learning negatively. It was also found that most of them consider large class as a big source of problem and most of them believe that there is less effective learning. Most of them reported that they dislike learning in EFL large class because of the many challenges posed on their learning. It has been noted that most of them reported that though they expressed their preference to the active learning strategies (student-centred learning) the class was teacher fronted and they reported that the active learning strategies were not effectively implemented in the context of large EFL class.

Furthermore, the majority of the respondents reported that they encountered challenges of getting individualized attention and assistance, ample amount of opportunities to ask questions, immediate feedback. The findings also indicated that there were problems of continuous assessments, using the target language, use of mother tongue among students and teachers, little use of teaching aids, avoidance of the practical skills, but they reported that large class helps them to work competitively that makes them ready.

Additionally, the respondents reported that their EFL teacher failed to encourage and motivate them work cooperatively, provide feedback to each other, use various motivational strategies like calling by name and randomly, use of eye contact, threat students fairly and equally, encourage to ask questions. Finally, in the presence of all these

situational constraints it is possible to conclude that most of the student respondents perceive learning in large EFL class negatively in line with the instructional aspects.

Pertaining to the students response to the psychological aspects of large EFL class, it was found that the majority of the student respondents reported that the large EFL class reduces their concentration increasing stress, they also feel that they were ignored because of not being able to get sufficient attention from their EFL teachers and they reported that the atmosphere is stressful. The results too indicated that most of the participants feel that they were discouraged to participate actively. The majority of the respondents reported that it seriously affects their motivational level and they feel anxious. This implies that large EFL class affects student respondents psychologically and morally.

The results of the questionnaire dealing with the social situation of large EFL class depicted that most of the respondents believe that working in groups and pairs helps to develop a sense of community. It has been noted that the large EFL class benefits them through learning social skills from others, sharing ideas and life experiences, making friends to share with and learn from; moreover, most of the respondents believe that large EFL class is rich source of human resource to share with, helps them make friends to share with in the actual classroom context.

However, the results of the students' questionnaires revealed that their EFL teachers failed to create a socially and behaviourally conducive classroom environment. Furthermore, the results also indicated that their EFL teachers frequently interact with high achievers rather than interacting with all individuals equally as much as possible. Most of the respondents reported that EFL large class affects frequency of interaction with individual students.

The results of the students' interview revealed that the great majority of them (90%) expressed their opinion that they were learning in a large EFL class. Most of the respondents reported that large EFL class was found to be challenging for their learning, especially in line with the instructional and psychological aspects because of the constraints attached to these variables and most of them believe that learning in the large EFL class negatively affects their language learning. Besides, most of them believe that socially large EFL class has advantages of sharing ideas, opinions and life experience, social skills. Most of the interviewees also reported that quality of teaching matters, but the constraints attached to it may influence it. Only some of them believe that the quality of teaching matters more than class size. This is consistent with the findings of the teachers' questionnaires.

In responding to the possible ways to minimize the large class constraints, most of them suggested that its challenges can be minimized, through working cooperatively, training competent and skilful EFL teachers, reducing class size, encouraging and motivating

students to help each other, creating awareness that EFL large class has its own benefits, changing teaching strategies of teachers, maximizing the quality of teaching were some of their suggestions.

5.2. Conclusions

This situational constraint related to EFL large class necessitates the need to pay serious attention principally in teaching English language because language teaching/learning is not the factual transfer of information from teacher to students instead it requires students' active involvement and efforts to learn the complex language skills through practice.

The present study focused on investigating the students' perceptions and perceived difficulties in EFL large class and based on the findings, the following conclusions were made.

As the findings of the study indicated, most of the participants believe that large EFL class is a serious source of problem and the majority of the students and teachers perceive large EFL class negatively. Besides, most of them believe that large EFL class affects both the teaching and learning of English as a foreign language.

More specifically, most of the student respondents perceive the instructional and psychological aspects of large EFL class negatively and they felt that these two variables affected their learning, but most of them perceived the social aspect favourably and positively. In the interview sessions, the instructional and psychological aspects were seriously stressed by the interviewees too as these had more influence on their learning.

The results also indicated that the interviewees reported that large EFL class affects their learning to the extent that they feel worried and discouraged; to the extent that they feel that there exists less effective use of active students' involvement and learning in the context of EFL large class.

It was identified that the majority of the student respondents reported their preference to learn better in a physically, socially and psychologically conducive classroom environment.

The majority of the students' perceived difficulties were: avoidance of writing and speaking skills/tasks, poor students active involvement, less continuous assessment, less satisfaction in the teaching-learning process, less effective use of active learning strategies or techniques, problems of getting immediate feedback, lack of students motivation, absence of effective use of teaching aids, ineffective use of motivational strategies, poor

motivation of students, problems of rapport, failure of teachers to create behaviourally and socially conducive classroom atmosphere, suffocation and bad smell, lack of control, disciplinary issues, time constraints, less preparation of teachers for large classes, less interest of students to learn, lack of opportunity to ask questions, strong influence of their peers in discouraging others in using English and the majority of them stressed that writing and speaking were ignored in the context of EFL large class.

It was noted that, as compared to the male students female students were describing the situation more painfully in the interview sessions using words like 'dubida', 'erodes your interest' and 'fogy classroom environment' showing that the situation is challenging for them.

It was also found that beyond the quality of teaching, the size of the class matters and the reason behind this was the constraints attached to large class, as the participants reported. Generally speaking, it is possible to say that because of its constraints large EFL class affects the respondents morally, psychologically and academically benefiting them socially.

The student respondents suggested that the challenges of large EFL class may be minimized by: reducing class size to 40-45, maximizing the quality of teaching (significantly stressed by the respondent as a solution), discussing with students about the ways of dealing with the constraints and strengthening the ability based group work, working cooperatively, making the teaching and learning process practical and student-centred, training competent, knowledgeable, motivated and skilful and approachable EFL teachers. The student respondents added that the government teachers, parents and school management should search possible ways or remedial actions. Their teachers also proposed that through advising and motivating students to work hard and to take responsibility for their learning and support each other by working in groups maximizes students learning.

5.3. Recommendations

Based on the findings of the study and considering the participants opinions the following remedial actions should be taken to mitigate the problem under consideration.

Teachers should consider their students' views and try to change their own and their students' negative perceptions towards EFL large class and creates awareness among their students that there are opportunities to make use of the EFL large class.

Those EFL teachers capable of working under such difficult circumstances should be assigned to the largest (in a relative term) class because they may reduce the students'

problems and complaints that are raised because of some teachers incompetence in working with students assigned in largest EFL class.

Teaching large class needs great preparation from teacher just to address the needs of the crowd and the many challenges arisen from large classes need more requirements to language teachers so they should be well prepared to fit to the context effectively.

It has been noted that the large class size varies from context to context, even from class to class (for example, 78 at Prep. Frehiwot School and 69 or 70 at Higher 23 Prep. School), so it would be better to arrange workshops for EFL teachers to share their experiences in line with their approaches, strategies and techniques used in the large class contexts, this may work better in mitigating this situational constraint.

Special training should be given for EFL teacher on how to make large classes effective and successful; moreover, the government should give special attention to the issues of large classes.

It seems to be advisable to approach this situational constraint pedagogically. It also seems to be logical and advisable to suggest that strategies for teaching large class should be considered in teachers training rather than only approaching it through class size reduction.

As most of them reported their preference to the student-centred learning strategies like group discussion, pair work should be effectively used and taken by EFL teachers in to serious considerations; moreover, EFL teachers should adjust their motivational strategies for the crowd and encourage students to work cooperatively.

It is of significant value for curriculum developers, policy makers and material designers to take the issues of large class size in to consideration and prepare tasks and activities that are appropriate to large EFL class and assess what happens on the ground beyond the theory they state on papers.

Regarding time constraints, it would be better to allot double period per day as this may help teachers and student to work more on the practical skills taking ample amount of time.

Finally, teachers can't reduce class size, even the government may not be able to do this immediately, but they may minimize the problems by adjusting their approaches and strategies that are appropriate to the large EFL class through reading various materials and

they should also consider its benefits rather than merely insisting on the serious challenges.

The researcher believes that no claim of comprehensiveness is made under this investigation with this much sample size, so it would be advisable to carry out further comprehensive research with more sample size and across the different sub-cities for the purpose of replicating the findings of the study.

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Appendix-A: Teachers' Questionnaire

Addis Ababa University

College of Humanities, Language Studies Journalism and
Communication

Department of Foreign Language and Literature

Dear teachers,

This questionnaire is prepared with the objective of assessing teachers' difficulties in teaching large EFL class and their perceptions towards large class in partial fulfilment of Master's degree in TEFL.

Therefore, you are kindly requested to fill this questionnaire as the information you provide is highly essential for the successful completion of the study. The information will be used only for research purpose, so please fill the questionnaire genuinely and honestly.

Thanks in advance for your cooperation!!

Background information

Instruction1: The following items are related to your personal information. Please mark with an 'X' sign in each box accordingly.

1.1. Name of the school.....

1.2. Sex: male female

1.3. Age: 20-25 26-30 31-35 above 35

1.4. Educational status: Diploma Degree Master's degree Ph.D.

1.5. Average number of students in your class: 45-55 55-65 above 65

1.6. Work experience: 1-5 years 6-10years 10-20 years above 20 years

1.7. Teaching load per week: 5-10 11-20 21 or more

Instruction 2. There are six items given below that are related to the difficulties EFL teacher face in teaching large EFL classes and their perceptions towards large EFL class. Please answer the questions genuinely by circling the choices and justifying your reasons in the blank spaces.

1. Large class size is one major source of problem in teaching English as a foreign language
a. Yes, it is b. No, it is not
2. Teaching in large English classes inevitably affects English language teaching-learning process negatively.
a. Yes, it affects
because.....
b. No, it doesn't affect
because.....
3. The teaching of the practical skills (speaking and writing) in large EFL class is very difficult.
a. Yes, I agree
because.....
b. No, I don't agree
because.....
4. For successful students English language learning, the quality of teaching is more important than the class size.
a. Yes, I agree
because.....
b. No, I don't because
.....
5. From your own point of view and teaching experience, EFL teachers maximize students learning in large EFL class by:
.....
6. How do you see the new ability based fixed group formation in terms of class size?
a. Its benefits.....
b. Its draw back.....

Appendix-B: Students' Questionnaire

Addis Ababa University

College of Humanities, Language Studies Journalism and Communication

Department of Foreign Language and Literature

Dear students,

This questionnaire is prepared with the primary objective of investigating the perceptions of students towards large EFL class and their perceived difficulties in partial fulfilment of the requirements for the degree of Master of Arts in TEFL (teaching English as a foreign language) at Addis Ababa University. So, you are kindly requested to fill this questionnaire being confident, genuine and honest enough as the information gathered will be used only for research purpose and kept confidential. The information you provide is highly crucial for the successful completion of the research work.

Thanks in advance for your cooperation!!

Back ground information

Instruction1: The following items are related to your personal information.

Please mark with an 'X' sign in each box accordingly

1.1.Name of the school.....

1.2: Sex: Male Female

1.3: Age :< 15 15-20 21-25

1.4. Average number of students' in your class: 45-55 56-65 >65

Instruction 2.1: Items 1-20 are related to the teaching and learning process in EFL large class. Please, read the statements very carefully and then put an 'x' sign in the box according to the scale value: strongly agree=1, agree=2, disagree=3, undecided=4, strongly disagree=5

No	Statements related to the instructional aspects of EFL large class	Scale value				
		1	2	3	4	5
1	In a large EFL class, I attend the lessons very attentively and actively					
2	In the large EFL class, there is effective use of active methods of learning like pair work, group work or discussion					
3	In large EFL class, it is difficult to ask questions in case of difficulties					
4	In a large class, the English teachers find it difficult to give us timely individualized feedback in the classroom					
5	In the large class, the teaching of the practical skills like writing and speaking is ignored					
6	In the EFL large class, I have the desire to study hard as there is more strong competition					
7	Learning in a large class doesn't enable me to use English a lot as the teacher takes more time					
8	In EFL large class, teachers use different motivational techniques like showing interest to the subject and appreciating students to encourage them for a better language learning					
9	The English teachers use various teaching aids for the large class in order to assist students learning					
10	Learning in EFL large classes, reduce students' level of active participation in learning English language					

No	Items related to the instructional aspects EFL large class	Scale value				
		1	2	3	4	5
11	Learning in EFL large class affects my English language learning negatively					
12	Most of the time, there is less effective learning in large class					
13	In the large EFL class, there is more use of mother tongue than English period among the students themselves and teachers					
14	In large class, it is better to use student-centred teaching techniques like group work/pair work					
15	Most of the time, the atmosphere in the large class is highly teacher-centred					
16	In the large class, there is no more continuous assessment; this affects my progress negatively					
17	In large class, there is no more opportunities for teachers to identify individual students' problems					
18	In the large class, teachers encourage students to get peer feedback from classmates					
19	Large class size is one big source of problem in learning English language					
20	In the EFL large class, teachers motivate students to work cooperatively in English period.					

Instruction 2.2: Items 21-30 deal with the psychological aspects in EFL large class. Please, read the statements very carefully and then put an 'x' sign in the box according to the five point rating scales.

	Items related to the psychological aspects of EFL large class	Scale value				
		1	2	3	4	5
21	Most of the time, I like learning in EFL large classes					
22	In the large class, I usually feel ignored as I don't get sufficient attention from the English teacher					
23	In the large class, I don't feel confident that there is more opportunity to express myself to others in English language					
24	learning in EFL large class affects the level of student motivation to learn English					
25	learning in large class, increases stress by reducing students' attention					
26	In large class, I find it difficult to feel concentrated					
27	I feel worried in the large class because of the over-crowded classroom atmosphere					
28	In order to avoid criticism, I prefer silence than to actively participate in large class					
29	I feel that EFL Large class creates a stressful atmosphere and affects my English language learning					
30	In the large class, I feel that there is freedom as the EFL teacher doesn't recognize me					

Instruction 2.3: Items 30-39 deal with the social aspects in EFL large class. Please, read the statements very carefully and then put an 'x' sign in the box according to five point rating scales given.

No	Items related to the social aspects of EFL large class	Scale value				
		1	2	3	4	5
31	In the large class, working in groups and pairs helps students feel a sense of community if properly managed and controlled					
32	In the EFL large class, teachers frequently try to create a socially/behaviourally conducive classroom environment					
33	As I share a richer experience with the students, learning in a large class makes my social interaction better					
34	In large class, I don't find it difficult to make friends, to ask questions and to get support from others students					
35	Learning in large language classes helps me to develop life experience and social skills such as turn taking, active listening.					
36	In the large class, top achievers get more attention and interaction with English language teachers					
37	In the large class, teachers largely focus on antisocial behaviour such as disruptiveness or misbehaviour					
38	If it is properly managed, learning in EFL large class means getting more opinion, ideas, richer human resource to share with					
39	EFL Large class usually affects the frequency of student-teacher interaction and this in turn impedes students learning					

Instruction 3: The following two items are to be answered from your own point of view. Please read them very carefully and write your answers based on the given blank space.

40. EFL Large class related problems can be minimized by: -----

41. Learning in EFL large classes has its own:

Advantages of-----

Disadvantages of-----

Appendix-C: Students' Interview Addis Ababa University

College of Humanities, Language Studies Journalism and Communication

Department of Foreign Language and Literature

I am-----I came from the Department of Foreign Language and Literature, Addis Ababa University to study students' perceptions and perceived difficulties in the large EFL class in terms of the instructional, psychological and social aspects.

First, I would like to say thank you for your willingness to participate in the interview. This interview is conducted for the purpose of gathering information about students' perceptions and perceived difficulties in learning in large EFL class in partial fulfilment of the requirements for the degree of Master of Arts in TEFL at Addis Ababa University. So, I kindly request you to provide the necessary information being confident, genuine and honest enough as the information gathered will be used only for research purpose.

Thank you in advance for your cooperation!


1. How do you see the number of students in your class? Large or small?
2. If it is large, what are the difficulties you face in learning in large EFL class (in terms of its instructional, psychological and social aspects)? How about the good opportunities?
3. Do you think that large EFL class affects the teaching and learning process negatively? If so how?
4. In your opinion, what could be the solutions/ways that may help to maximize students learning in the large EFL class?

Thank you again for your cooperation!

Declaration

I, the undersigned, declare that this thesis is my own original work and the important supportive sources of materials used for this thesis have been duly acknowledged accordingly.

Name: Yirgalem Girma

Signature: 

Place: Institute of Language Studies

Addis Ababa University

Date of Submission: June 6, 2013