

Instituto Superior de Ciências de Educação

ISCED - Huíla

Departamento de Letras Modernas

Secção de Inglês



REPÚBLICA DE ANGOLA

**The Effects of Large Class Size on Effective
EFL Teaching and Learning – A Study of
Grade 10 Teachers and Pupils at “Instituto
Médio Politécnico do Namibe”**

Autor:

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LUBANGO, 2016



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**Título: The Effects of Large Class Size on Effective EFL
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Politécnico do Namibe”.**

**Trabalho Apresentado para a Obtenção do Grau de
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LIST OF ABBREVIATIONS

A – Always

ASEE – American Society for Engineering Education

ATL – Association of Teachers and Lecturers

CLT – Communicative Language Teaching

CS – Class Size

CSPAR – Class Size Research Project

CSR – Class size reductions

DDIC – *Departamento de Documentação e Informação Científica*

EFL– English as a Foreign Language

ELT– English Language Teaching

ESL – English as a Second Language

ESLF – English as a Second Language Flow

IATEFL – International Association of Teachers of English as a Foreign Language

IBE – International Bureau of Education

IMPN – *Instituto Médio Politécnico do Namibe*

INIDE – *Instituto Nacional de Investigação e Desenvolvimento do Ensino*

ISCED – *Instituto Superior de Ciências de Educação*

L1 – First Language

L2 – Second Language

LAP – Lambert Academic Publisher

LCS – Large Class Size

MA – Masters of Arts

NCLRC – National Capital Language Resources Center

NCTE – National Council of Teachers of English

N – Never

O – Often

RELC – Regional Language Centre

RETEP – Reforma do Ensino Técnico-Profissional

S – Sometimes

SEN – Special Educational Needs

SLA – Second Language Acquisition

SCS – Small Class Size

TESOL – Teachers of English to Speakers of Other Languages

TLMs – Teaching and Learning Materials

TNR – Total Number of Responses

TPR – Total Physical Response

UK – United Kingdom

UNESCO – United Nations Educational Scientific and Cultural Organization

USA – United States of America

DEDICATION

To:

❖ the memory of my **MOTHER,**

ROSA NALYONGO (ROSY)

With deepest love of a son, and my pride as your son.

❖ the memory of my **BROTHER,**

FLORENÇO EDSON SANGANGULA (PAIZINHO)

Who has prematurely left the living world, and didn't have the chance to finish his high school.

❖ my **DAUGHTER,**

RIQUELMA RUFINA CHIOCA SANGANGULA (MELVIN)

With deepest love of a father and pride of my life as your father.

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(MUITO OBRIGADO)

EPIGRAPH

“Large classes are the norm and a cause for concern for many language teachers”.

Richard Watson Todd

ABSTRACT

The purpose of this study was to provide views of teachers and pupils on large class size and its effects on teaching and English learning, at “*Instituto Médio Politécnico do Namibe*”, and by showing that the large class scenario at IMP-Namibe may be attributed to various factors of which the most pertinent is the imbalance between the number of I cycle public schools and II cycle public schools. The investigation was initially prompted by the researchers’ perceptions why IMPN, cannot adequately absorb the number of learners exiting I cycle schools and why in classes of about 20 to 40 pupils, teachers are faced with various challenges. In trying to find out the answer, the study set up a research question: *How can the problem of large class size be managed at IMPN?* A cross-sectional design to enable the researcher to cover a large section of the target population was thus adopted. The participants of this study were 15 EFL teachers and 204 pupils attending Informatics, Designer, Mechanics and Electricity courses. The stratified random sampling method was used. In order to collect data, the research instruments used were 2 questionnaires and direct observation. The findings showed that, first, the participants agreed with the view that large class size affects the quality of teaching and English learning; second, the group method though is time consuming and demanding is the best way to cope with large classes. Third, teachers are faced with similar challenges that their fellows in the developing countries experience.

INTRODUCTION

Research in recent times shows that large class size resulted in many problems associated with the teaching and English learning. Taher (2005: 1048) showed that large classes is an universal phenomenon nowadays. Further, Yelkperci et al. (2012: 319) points out large class size is one of the problems in the educational sector that developing nations have been grappling with. Studies carried out in different educational context have shown that large class size does not only affect the quality of teaching and learning, but also affect their “stress levels” ATL (2009: 1) in Yelkperci et al. (2012: 321-322). From this period on, large class size concept has ever been studied by various researchers like Watson (1999, 2006 and 2012), Vanderlee (2009), Yelkperci et al. (2012), Salaudeen (2011), Mintah (2014), Mupa and Chabaya (2011), McRobbie et al. (1998), Locastro (2001), Keil and Partell (1997), Hess (2001), Hayes (1997), George (1991), Ehrenberg et al. (2011), Elkington and Lloyd-Staples (n.d.), Carbone (1998), Blatchford et al. (2002, 2003), Benbow et al. (2007), Bahanshal (2013), UNESCO (2006) just to cite some who regarding to all issue behind large classes presented different view in relation to its definition, effects, effectiveness, advantages and disadvantages, and methods to cope with it.

Regarding to my research topic, in my own experience as a junior English teacher I am new in this area, and I came interested in the topic because I was facing with various challenges inside the class in how to cope with large classes in the past 6 years. In order to avoid incomprehension while writing this work, we have decided to provide clarification of some pertinent terminologies and acronyms used throughout this study, and connected to it, such as: Class size, EFL, Effects, Effective, Effectiveness, IMPN, ISCED, Large class size, Learning, Pupil, Teaching, Teacher and Small class size.

Class size (CS): There are many ways in which class size can be defined. According to Ehrenberg et al. (2011) in Mintah (2014: 7), class size is the actual number of pupils taught by a teacher at a particular time. Correspondingly, Mupa and Chabaya (2011: 13) asserts that class size are pupils who at any one time are receiving instruction or attention from the teacher in a class.

English as a Foreign Language (EFL): Corresponds roughly to the expanding circle described by Kachru (1985: 11-30) in "standards, codification and sociolinguistic

realism: The English language in the outer circle". Again, Richards and Schmidt (2010: 196) state that it stands for English as a foreign language, while Mathews (2007: 117) state that it is an abbreviation for English as a foreign language. Besides, Hickman (2013: 33) define English as a foreign language as Courses in English for those whose first language is not English.

Effects: Understood as a positive or negative change as result of or caused by a varied number of pupils in class Mupa and Chabaya (2011: 13). In addition, Walters (2008) define effects as the result of a particular influence.

Effective: This term is defined by Hornby (2005: 469) as an intended result or expected outcome. While, Walters (2008) define effective as successful or achieving the results that you want.

Effectiveness: Hornby (2005: 469) use this term to refer as the capability of producing the result that is wanted. On the other hand, Costa, Sampaio and Melo (1999: 581) define effectiveness as the quality of what is done.

IMPN: Instituto Médio Politécnico do Namibe, is a secondary technical high school institution in Namibe province, in southwestern Angola.

ISCED: Instituto Superior de Ciências de Educação, it is the higher Institute of Teacher Training of Huila in South of Angola.

Large Class-Size (LCS): According to Professor H. Coleman (personal communication, 27 July, 2016), this term is used by American writers whereas the term 'large classes' is used by writers everywhere else in the world. Again, various researchers tried to define what is considered as large class, according to UNESCO (2006: 1) state that usually it is measured in terms of the number of students per teacher (student-teacher ratio). On the other hand, Weimer (1987) in Salaudeen (2011: 15-16) state that is one in which "the possibility of individual relationship between professor (teacher) and students is precluded, in which not every student who want to speak in class can be call on, and in which grading essay exams can take up every evening and weekend of the course.

Learning: This word is defined by Richards and Schmidt (2010: 238) as the process by which change in behaviour, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process. In addition, UNESCO International Bureau of Education (2013: 35) define learning as the complex and long-

term psychosocial process consisting of the individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction.

Pupil: Understood by Hornby (2005: 1178) as a person who is being taught. In addition, Woodford and Walter (2007: 568) define pupil as a student at school.

Teaching: The word teaching is understood today by some researchers like Smith (n.d.) as the imparting of knowledge or skill. But also, UNESCO International Bureau of Education (2013: 35) define teaching as supporting the process of learners' knowledge construction and understanding, building on what is already known by the learner and involving a learner-centred approach (i.e. teaching as facilitation).

Teacher: This term is defined by Senge (2000: 26) in Zombwe (n.d.) as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. Similarly, Nyerere, LOC. CIT. defines teacher as the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge.

Small Class-Size (SCS): Is defined as a class where there is increase in teacher-students contact and interaction among students help them understand one another, and increase their desire to assist one another (NCTE, 1990) in Salaudeen (2011: 17).

The large class scenario at IMPN may be attributed to various factors of which the most pertinent is the imbalance between the number of I cycle and II cycle public schools. This is to say that II cycle public schools including IMPN, cannot adequately absorb the number of learners exiting I cycle schools in Namibe. In large classes of about 20 to 40 learners, teachers are faced with various challenges, for example, maintaining discipline, marking assignments and tests, providing feedback on time, record keeping, time taken in distribution of materials in classrooms, difficulty in managing group work and insufficient (if any) individual supervision. This situation drove me to raise so many questions in how to manage and cope with large classes, and basing on large classes to find out what is behind of this problem, we raised the following question: *How can the problem of large class size be managed at IMPN?* With this question in mind we have formulated three research questions as follow:

1. What problems and challenges do teachers and grade 10 pupils face in large classes at IMP-Namibe?

2. To what extent does large class size affect the quality of teaching, learning and assessment of grade 10 pupils learning?
3. How can the problem of large class size be managed at IMP-Namibe?

As the research at hand is an explanatory research, due to the purpose of this study which is to analyse the effects of large class size on effective EFL teaching and learning. For this reason, a hypothesis was not set in an attempt to answer the questions above, because is not needed for this study. In order to give a response to these questions above and identifying the effects of large class size on effective EFL teaching and learning of grade 10 teachers and pupils at IMP-Namibe. First, we set a teacher and pupil questionnaire made up of close-ended ordered choice questions, checklists and direct observation to collect the information in order to find out their experience, opinions, and beliefs about the problem under investigation. Second, we attempted to triangulate data to the literature review and the conduction of a review of the previous studies related to this issue.

Throughout the process of reviewing the previous studies related to the area of large classes, we could note that some researches were done and already defended at ISCED-Huila in English sector in relation to this topic but with a different scope. According to Professor C. Cacumba (personal communication, 18 August, 2016), state that there is a paper on large classes already defended by Lucas Ch. F. Cossengue in 1997. But, unfortunately the catalogue from DDIC is out of date that's why I could not find this paper timely. Other works were presented in a conference by Professor Delcio at ISCED-Huila in 2010 as well, by Antonio Massau in the 1^o Chela TESOL Conference held at ISCED-Huila in 2012 both entitled "Teaching Large Classes". On the contrary, it differs from our study which focuses on the effects of large class size on effective EFL teaching and learning.

Thus, there were some limitations related to this study. First, the most important limitation lies in the fact that the study was only limited to IMP-Namibe. Second, the absence of some pupils when the survey occurred, as well as the missing questionnaires not delivered by some teachers was an inhibiting variable. Third, this was not our primary study, the title was changed at least four times until we come to this final paper. Fourth, I faced problems in designing the questionnaires, in punctuation, some in text formatting, citing latin abbreviations and referencing some bibliographies, designing chapter three and the section on conclusions and

recommendations as well as in finding the suitable literature for this study because the previous research conducted in this area at ISCED-Huila are not in the catalogue of the DDIC from English sector, so other literature to support the study we had to order from abroad. Thus, we consider a hard task to arrive to the accomplishment of this research, the main objectives of this study are:

1. To identify the problems and challenges faced by teachers and pupils in large classes;
2. To assess the effects of large class size on the quality of teaching, learning and assessment;
3. To provide possible suggestions to overcome the problems and challenges of large class size at Instituto Médio Politécnico - Namibe.

The accomplishment of these objectives will give to the teachers some perceptions on how to deal with large classes. In order to attain the above objectives, this study is divided into three chapters as follow: Chapter one looks at the literature review. Chapter two is devoted in describing the research methodology used in the gathering and interpreting data and it highlights outcomes obtained from it. Chapter three and the last one is concerned with analysis and discussion of the most relevant results obtained from the two first chapters. These results will conduct us to the conclusions and recommendations of the study, regarding on the research problem, questions and aims.

CHAPTER ONE: LITERATURE REVIEW

... [L]arge classes are simply not as effective as small classes for retention of knowledge, critical thinking, and attitude change. Few instructors are satisfied with the achievement of knowledge if it is not remembered, if the students are unable to use it in solving problems where the knowledge is relevant, or if the students fail to relate the knowledge to relevant attitudes. If one takes these more basic outcomes of retention of knowledge, problem solving, and attitude differentiation as criteria of learning, the weight of the evidence clearly favors small classes, McKeachie (1986: 182-185).

Despite the importance of English Language in our society, it still suffers a great setback in the second cycle of the secondary education. Furthermore, due to the continuing increase of international communication in various technical and scientific fields, the demand for English as a Second Language (hereafter, ESL) is expanding, especially in countries where English is taught as a foreign language. Besides, we live in a time where the complaints made by the pupils and English teachers, is about the effects of large class size on effective EFL teaching and learning. Obviously, Angola is not an exception.

A large and growing body of literature has investigated by Yelkperli et al. (2012), Salaudeen (2011), Mintah (2014), Mupa and Chabaya (2011), Locastro (2001), Hess (2001), Hayes (1997), Ehrenberg et al. (2011), Watson (1999, 2006 and 2012), Vanderlee (2009), Blatchford et al. (2002 and 2003), Benbow et al. (2007), among others.

This chapter reviews the literature concerning the effects of large class size on effective EFL teaching and learning. To achieve this purpose, this chapter reviews the literature that relates to the current research study. The chapter is divided into four (4) sections. The first section, looks at concept of large classes and class size. The second, describes the effects of large class on teaching and learning. The third section, discusses the effectiveness of English language teaching and learning in large and small class-size, while the final section looks more closely to the methods of teaching and learning of English language in a large class size.

1.1. CONCEPT OF LARGE CLASSES AND CLASS SIZE

The effectiveness of class size on students' achievement and motivation, and its synchronous relation to teaching process and teachers' workload, attitudes and motivation, is probably the most written about, however least explored topic in the

educational field. Yet, there is no consensus definition in literature to what constitutes a large class as material developers, teachers and students in different parts of world have various perceptions of what frames large, small or ideal classes, Bahanshal (2013: 51).

Senekane (2010: 9) argues that often a class size is measured in terms of the number of students per teacher and different people have different perceptions of what defines large classes. As a result, a large class has no exact size. However, Nolasco and Arthur (1988), Xu (2000), Visano (2003) and Benbow et al. (2007) in trying to define a large class, point out that the opinion of individual teachers and interest groups varies from context to context. For instance, for those who teach in developed countries, their opinion of large classes will differ from those in developing countries. Their ideations, therefore, are affected by the educational philosophies, theories and experience of all parties involved in the teaching and learning process.

According to Weimer (1987) in Salaudeen (2011: 11) defines large class size as one in which “the possibility of individual relationship between professor (teacher) and students is precluded, in which not every student who want to speak in class can be call on, and in which grading essay exams can take up every evening and weekend of the course. Alternatively, Hess (2001) in Bahanshal (2013: 51) asserts that a class is considered large if it has 30 students or more. The above definitions depict that a large class-size is any class where there are challenges for teachers and students in having a problem free teaching and learning processes, which at the end makes evaluation more time consuming than normal. For UNESCO (2006: 1), large class

Has no exact size. Usually, the size of a class is measured in terms of the number of students per teacher – which is also called student-teacher ratio. In some countries, 25-30 students per one teacher is considered large, while in other countries, this is seen to be normal or even quite small.

According to Ehrenberg et al (2011) in Mintah (2014: 7) defines class size as the actual number of pupils taught by a teacher at a particular time. While, Mupa and Chabaya (2011: 13) asserts that class size are pupils who at any one time are receiving instruction or attention from the teacher in a class. In addition, Salaudeen (2011: 11) states that class size is an educational tool that can be used to describe the average number of students per class in a school, in order to impart and measure their academic performance. Alternatively, Hoffman (1980) in Salaudeen (2011: 14) asserts that class size is the number of students per teacher in a class. Similarly, according to

Professor N. Carbajosa (personal communication, 10 June, 2014) affirms that class size refers to the number of students inside the class.

Thus, Ur (1996: 302) asserts that large is of course a relative term, and what a large class is will vary from place to place. In some private language schools, a group of twenty students may be considered large; in her own teaching situation, 40-45; in some places numbers go up to the hundreds. At the same time, Hayes (1997) says that there is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context. In some private language schools, a class with 20 students may be perceived large. Having looked briefly at the concept of large classes and class size, I now move on to previous research on large class size.

1.1.1. Previous research on large class size

According to Benbow et al. (2007: 1-2) in Senekane (2010: 7) rapid population growth and global initiative for universal education are some of the contributing factors to overcrowded classroom in countries in Sub-Saharan Africa and South-Asia. Population growth is traced from the late 1950s up to the late 1990s. The world's population is believed to have doubled during this time with countries in Sub-Saharan Africa and South Asia witnessing the highest growth rates. It is estimated that at least 6 out of 10 countries in the Sub-Saharan Africa have the fastest growing populations. Angola has been cited as a country where the majority of the population is school-age-children. Another factor which has contributed much to the overcrowded classrooms is the global initiative for universal education.

The problem of large class size in this study has shifted at IMP-Namibe, a technical high school situated in Saco Mar Quarter (Namibe-Angola), and this is why the study explores the effects of large class size on effective EFL teaching and learning, which took place on July 2015 in the school mentioned above. The participants of the study were made up of 204 pupils and 15 English teachers, sampling technique and stratified random sampling was used to select pupils. The research instruments used in data collection were questionnaire made up of close-ended ordered choice questions, and checklists and direct observation. Some of the key findings of the study is that pupils and teachers face many challenges and problems daily in English lesson.

Although, studies also confirms that there is lack of adequate capacity to accommodate all pupils coming from the I cycle secondary schools, as there

are fewer II cycle secondary schools in Namibe. The globalization of the English language has made classes of more than 100 students a challenging reality for many English teachers, Sarwar (2001: 497) in Senekane (2010: 8). "English is a medium of instruction in many developing countries of which Angola is part ...". This is due to the fact that English has always been viewed as a prerequisite for best educational opportunities and most favoured professions and top government positions. ... [C]onsequently, English teachers are faced with many challenges because of the large numbers of students in classes, Kennedy (2006: 295) in Senekane (2010: 8).

However, Biddle and Berliner (2002) in Mupa and Chabaya (2011: 17) assert that class size has been formally researched since the 1920s. It has taken multiple methodological forms, including experimental, correlational, and meta-analysis Blatchford and Mortimore, *loc. cit.* Among the experimental/quasi-experimental studies are a few state-wide initiatives that are influential in their large scale. To conclude, these studies are very supportive of class size reduction, they are the basis of the argument of small class advocates. Thus, the main concern of the next subsection will be the discussion of the aspects which are behind of an ideal class.

1.1.2. An ideal class

According to Mintah (2014: 7) asserts that class size is not the same thing as the pupil/teacher ratio. Indeed, it is quite different. The calculation of a pupil/teacher ratio typically includes teachers who spend all or part of their day as administrators, librarians, special education support staff, itinerant teachers, or other roles outside the classroom. Thus, pupils'/teacher ratio is a global measure of the human resources brought to bear, directly and indirectly, on children's learning.

While, Brown (2001) in Bahanshal (2013: 52), on the other hand, believed that an ideal class should not exceed 12 students. In another word, a class should be big enough to offer variation and allow interaction and small enough to provide students with opportunities for participating and receiving individual attention.

An ideal class, according to Ghana Service Policy, should have between twenty-five and thirty-five students (25-35). When the number of students in a class is more than thirty-five (35) such a class is said to be large. Alternatively, in his research Murphy and Rosenberg (1998: 1-3) shows that small class contains 13-17 students, while regular (large) class contains 22-25 students. To sum up, it is interesting to note that

the number of pupils in a class in grade 11 and 12 at IMP-Namibe is inclusive, on average of 35 to 40 (thirty-five to forty) pupils.

1.1.2.1. When is a class too large?

According to Norton and LoCastro (2001: 495) a second important question asks for what purposes a class becomes too large. As suggested by LoCastro (1989: 22-24), the most likely answer presumably would be that with a group of more than 15, it is difficult to give all the learners chances to practice the target language. And certainly most research in second language acquisition (SLA) since Barnes' (1976) and Long and Porter's (1985) early papers have emphasized the role of meaningful interactions in promoting proficiency in the target language. Krashen's (1982) well-known hypotheses all address the importance of learners' interacting with the language.

More recently, Long's interaction hypothesis (1996) and Swain's output hypothesis (1985) are attempts to conceptualize the need for learners to negotiate comprehensible input and the role of their own output in driving their language development. Outside SLA, the work of Vygotsky (1978) emphasizes the importance of the zone of proximal development, and the teacher's role in scaffolding and reconceptualizing learners' output to push not only language development but also cognitive gains. In addition, there have been major contributions from the field of learning strategies. More and more, the emphasis is on teachers' training learners to increase their awareness of a variety of learning strategies so that they can achieve their language learning goals.

1.1.2.2. How large is a large class?

According to Watson Todd (2006: 1-2) states that, how many students need to be in a class before it can be considered large? Is a group of 30 students a large class? How about 60 students? There are no easy answers to these questions, since perceptions of class size are subjective and also depend on a number of variables. A few patterns and key variables, however, emerge from the previous research into this area.

Firstly, teachers rely on the largest size of class that they regularly teach when making judgments concerning what makes a large class, Coleman (1989c). In other words, if a teacher is used to teaching classes of 20 students, he or she will often say that 30 students is a large class; but for another teacher whose regular class size is 40, a large

class might comprise 60 students. Despite these differences, teachers nearly always end up teaching classes larger than what they consider is ideal.

Secondly, what is being taught influences teachers' judgments of the size of large classes? At many universities for subjects other than English (and unfortunately all too often for English as well), classes for lectures may consist of several hundred students. Where the teaching involves the transfer of factual knowledge, such class sizes may not be problematic Obanya et al. (n. d.), but for the teaching of English, which requires the learning of complex skills, these massive lecture classes are likely to cause a wide variety of problems. Similarly, LoCastro (1989) in Watson Todd (2006: 2) state that the content being taught, then, must also be considered when making judgments of the size of large classes.

There are many other variables which can also influence perceptions of the size of large classes. These include the age of the students, the level of their studies, their motivation, and the size of the room in which lessons are taught.

All of these variables make it impossible to definitively state how large a class must be to be considered large. Nevertheless, there is a surprising amount of agreement on the issue in the literature. Table 1 below shows the numbers of students mentioned in articles about large classes for English Language Teaching. A quick glance shows that all the authors agree that large classes have at least 40 to 60 students. Although, other teachers may have very different ideas, these figures give us an image to grasp on to when considering previous work on large classes.

Author	Minimum size of large class
Barker (1976)	55
Chimombo (1986)	50
Dixon (1986)	40
Finocchiaro (1989)	65
George (1991)	60
Hayes (1997)	50
Holliday (1996)	50
Hubbard et al. (1983)	45
Li (1998)	50
Long (1977)	60
Nolasco & Arthur (1986)	40
Safnil (1991)	60
Samuda & Bruton (1981)	40
Touba (1999)	60

Table 1- Some minimum sizes of large classes (Watson Todd, 2006: 2)

1.1.3. Causes of large class size

According to Hou (1994) in Mintah (2014: 8), argues that in recent times people believe that education creates social and economic benefits for individuals, families and society. It is principally on the basis many people, young and old, embraces education and justifies their efforts to continually improve their qualification and other levels of skills.

And according to Mintah, *LOC. CIT.* states that the problem of large class size may be attributed to government's inability to build more schools and expand the facilities of their existing schools to accommodate the increasing number of students in the country. Pressure from old students' associations, chiefs and opinion leaders on heads of institutions is another reason for large class size in our schools. Some parents would want their wards to attend the schools they attended perhaps for the good name the school has made for itself. The beliefs and the opinion leaders in the communities in which the schools are situated think that only benefit their society could get from the school is to train their citizenry thereby persuade the heads to admit their wards even though the school may be full to its capacity.

Increase in the population of the school-going age is another reason for high enrolment in our schools. There has been a tremendous increase in the population over the last decade meanwhile the school infrastructure has remained almost the same. Education is a right not a privilege therefore; every citizen should be given the opportunity. Let us now look at the problems and advantages of teaching in large classes.

1.1.4. Problems and advantages of teaching in large classes

According to Watson Todd (2006: 3-5) states that, the vast majority of the literature into large classes falls into two kinds. Firstly, many books and articles simply list potential problems with large classes; and secondly, there is a wide range of suggestions, especially teaching techniques, for how to deal with these problems. The problems of large classes typically mentioned in the literature are summarised in Table 2.

Problem	Reference
Learning <ul style="list-style-type: none">• Less effective learning	Coleman (1989d); Ur (1996)
Management/Activities <ul style="list-style-type: none">• Discipline	Coleman (1989d); Dudley-Evans & St. John (1998); Hayes (1997); Li (1998); LoCastro (1989);

<ul style="list-style-type: none"> • Absentee students • Organising activities • Reliance on lectures and drills • Avoidance of some activities 	<p>Nolasco & Arthur (1986); Peachey (1989); Sabandar (1989); Ur (1996); Woodward (2001) George (1991)</p> <p>Harmer (1998); LoCastro (1989)</p> <p>Coleman (1989e); Hubbard et al. (1983)</p> <p>McLeod (1989); Peachey (1989)</p>
<p>Physical/Practical</p> <ul style="list-style-type: none"> • Space • Discomfort • Students can't see/hear • Noise • Timing • Time for student presentations • Provision of materials 	<p>Coleman (1989d); Nolasco & Arthur (1986); Peachey (1989); Woodward (2001)</p> <p>Hayes (1997)</p> <p>Long (1977)</p> <p>LoCastro (1989); Nolasco & Arthur (1986); Woodward (2001)</p> <p>Peachey (1989); Sabandar (1989)</p> <p>Watson Todd (1999)</p> <p>Coleman (1989d); Dudley-Evans & St. John (1998); Nolasco & Arthur (1986); Peachey (1989)</p>
<p>Affective factors</p> <ul style="list-style-type: none"> • Achieving rapport • Impersonalisation • No sense of community • Teacher discomfort • Intimidating atmosphere • Learning names 	<p>Harmer (1998); Holliday (1996); Hubbard et al. (1983); LoCastro (1989); McLeod (1989)</p> <p>Carbone (1996d)</p> <p>Hubbard et al. (1983)</p> <p>Coleman (1989d)</p> <p>Harmer (1998)</p> <p>Dudley-Evans & St. John (1998); Hubbard et al. (1983); LoCastro (1989)</p>
<p>Interaction</p> <ul style="list-style-type: none"> • Few opportunities to speak • Giving attention to Individuals • Focus on the action zone • Increased use of the mother tongue • Less interesting lessons 	<p>Coleman (1989d); Hubbard et al. (1983); Ur (1996)</p> <p>Coleman (1989d); Dudley-Evans & St. John (1998); Hayes (1997); Peachey (1989); Ur (1996); Watson Todd (1999)</p> <p>Shamim (1996)</p> <p>Dudley-Evans & St. John (1998); Woodward (2001)</p> <p>Ur (1996)</p>
<p>Feedback and evaluation</p> <ul style="list-style-type: none"> • Monitoring • Giving feedback • Assessment • Marking load 	<p>LoCastro (1989); Peachey (1989)</p> <p>Dudley-Evans & St. John (1998); George (1991); LoCastro (1989)</p> <p>Coleman (1989d); Dudley-Evans & St. John (1998); Hayes (1997); Sabandar (1989)</p> <p>LoCastro (1989); McLeod (1989); Peachey (1989); Ur (1996) Watson Todd (1999)</p>
<p>Miscellaneous</p> <ul style="list-style-type: none"> • More mixed abilities • Getting feedback from Students 	<p>Dudley-Evans & St. John (1998)</p> <p>Hayes (1997)</p>

Table 2 - The problems of large classes (Watson Todd, 2006: 3-4)

To some extent, the problems listed in Table 2 confirm the premise that large classes are not prejudicial to learning. While, ten authors highlight the problems of discipline in large classes, only two claim that large classes lead to less effective learning. It could be argued that any detrimental effects of large classes on learning are not directly the result of class size; rather, they may be due to knock-on effects of the other problems. For example, if receiving corrective feedback is a crucial factor in learning Han (2002), then the difficulties of giving useful feedback in large classes could be one real cause of any adverse effects on learning of large classes.

Even if we place little emphasis on the direct learning effects of large classes, the problems listed in Table 2 are daunting. The sheer number of potential problems as well as the variety of problem types would challenge even the most experienced and competent teachers. It is therefore not surprising that large class sizes are a matter of so much concern for teachers.

According to Quiang and Ning (2011: 1-2) argues that there is no consensus when it comes to the effects of class size on students' learning achievements, but many language teachers hold a negative view on teaching English in large classes. Often we can hear them to say such words as "out of control", "hard to organize class activities" or "impossible to communicate". Similar worries are also shared by many researchers. Kennedy and Kennedy (1996) feel that it is difficult to control what happens when the number of group passes a certain number. Hayes (1997) thinks the ideal size of language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other.

According to many teachers' views and complaints, Hayes (1997) classifies the problems associated with teaching in large classes into five categories: (1) discomfort caused by the physical constraints, (2) control problems (discipline aspects), (3) lack of individual attentions, (4) difficulty on evaluation, and (5) problems of charging learning effectiveness.

... Harmer (2000) in Wang and Zhang (2011: 2) also finds out in his study that large classes bring difficulties to both teachers and students in the process of teaching and learning. It is difficult for teachers to contact with the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions.

But like some foreign researchers such as Ur (2000) and Hess (2001), who argue that large classes can provide richer human resources and greater opportunities for creativity than smaller class, some Chinese researchers also identify some advantages of teaching large classes. Xu Zhichang (2000) notices that more students mean more ideas, and therefore, provide more opinions and possibilities. Therefore, Qi Li and Wang Jiana (2009) complement three more advantages in detail by saying that large classes can provide more opportunities for co-students' interaction, foster an atmosphere of cooperation and encourage creativity and innovation. Following is the tips on how to manage large classes.

1.1.4.1. Tips on how to manage large classes

According to studies conducted by Paigna (1997: 1-8) she gives general suggestions on how to manage large classes:

1. Teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once. For example, if you have a class of 45, you will have three groups of 15. While you are teaching the first group, the other two groups can be given practise or drill exercises on the previous day's lesson (enrichment or remediation, as needed) that they can do on their own, with little supervision from you. ... Then repeat the process with the third group.

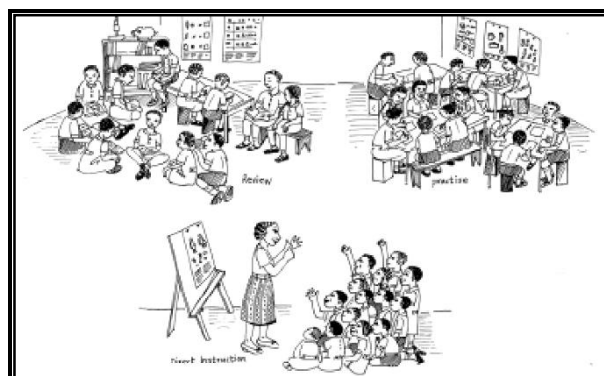


Figure 1.1: Dividing a large class into two or three groups. Assigning practice or reviewing exercises to the other group(s) while teaching one group. (Paigna, 1997: 1)

2. Assign pupils to small groups of 5 to 7 and give them simple tasks or projects to do together. Do this as often as possible so that they will get used to group work. Change the grouping every once in a while, e.g. every month or every two months.



Figure 1.2: Assigning pupils into small groups of 5 to 7 (Pasigna, 1997: 3)

3. Establish simple rules of acceptable behaviour for everybody to observe when working in groups or individually, such as:

- How to work together on a group assignment, i.e. how to be a good leader and how to be a good member of the group;
- How to talk softly without disturbing others during group work;
- How to take turns and how to wait for one's turn;
- How to work together as peer pairs during enrichment or remediation
- How to be a good tutor (the pupil giving remedial help to another pupil);
- How to be a good tutee (the pupil receiving remedial help), and
- How to work on individual assignments.



Figure 1.3: working in pairs or groups (Pasigna, 1997: 4)

4. Train all the pupils how to lead a group. Give everyone a chance to be the group leader. Make sure the members of the group take turns being the leader.

5. When the groups are working on their assignments together, have them sit around in a circle. This will increase the chances that everyone will participate.

6. Seat the pupils who need more help closer to you where you can easily see them during direct group instruction. This will help you spot difficulties more readily while you are teaching. Whenever possible, provide immediate (timely) remediation during the lesson.

7. When you want a large group (e.g. the whole class) or smaller groups of 15 or less to give a group response to yes-no types of questions, you can have the pupils give their answers without shouting and without “copying” from a classmate... for example, you can have them hold up a green response card (“yes”) or red response card (“no”) together, at a given signal, such as a click of your fingers, signalling up and down with your hand, etc.

8. Train your pupils how to routinise classroom chores. They should do these tasks efficiently and with a minimum of noise even when you are not directly supervising them... train your pupils, such as:

- How to go in and out of the classroom when classes start, during re-cess, and when classes end for the day;
- How to distribute books, papers, and other materials;
- How to pass papers, books, and other materials to the front;
- Where to put school materials after using them; and
- How to keep the classroom neat and tidy?

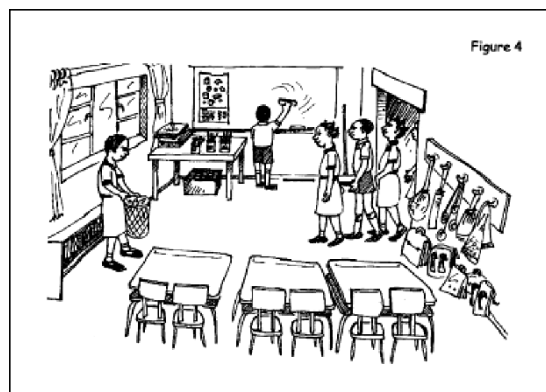


Figure 1.4: Routinising classroom chores (Pasigna, 1997:6)

Other studies carried out by Carbone (1998: 77-79) she points out three philosophies on how to manage large classes:

1. Treat the classroom as a “sacred temple of learning.” This management style or philosophy is marked by a strong notion of control and preparation. Teachers do not

tolerate latecomers, side talking, reading, or early departures. In this management style, the teacher is not afraid to act as the policeman.

2. Treat the classroom as a relaxed, “laissez-faire” place of learning. This management style or philosophy is very relaxed and “hands off.” The focus in this type of classroom is a comfortable, relaxed atmosphere where the teacher tolerates reading, talking, and late arrivals/early departures’.

3. Treat the classroom as something in between a sacred temple and a laissez-faire place of learning. This management style or philosophy is right in the middle of the two extremes. Here, teachers choose which aspects of the lesson they wish to control, how they decide to control those aspects, and what they are willing to let go. With this type of classroom management, the teacher decides which behaviours are tolerated and which are not. Let us now move on to the next subsection.

1.1.4.2. Solving the problems of large classes

According to Watson Todd (2006: 5-6) states that perhaps the majority of the literature on large classes concerns suggestions for how to solve the problems. A selection of these, matched with the problems they attempt to solve, is given in Table 3.

Problem	Solution	Reference
Management/Activities <ul style="list-style-type: none"> • Discipline • Organising activities 	Use routines Use student leaders How to run drills How to run role-plays How to use minimal pairs How to use story-telling How to give lectures How to run groupwork	Finocchiaro (1989); Nolasco & Arthur (1988); Sarwar (1991); Woodward (2001) Harmer (1998) Barker (1976) Byrne (1988); Haozhang (1997) Dobbyn (1976) Carbone (1996a) Carbone (1996b); Coleman (1989e); Dion (1996); Felder (1997); McKinney (n. d. b); Obanya et al. (n. d.) Heath (1982); Hubbard et al. (1983); Nolasco & Arthur (1986); Samuda & Bruton (1981)
Physical/Practical <ul style="list-style-type: none"> • Space 	Organise seating	Finocchiaro (1989)
Affective factors <ul style="list-style-type: none"> • Intimidating atmosphere • Learning names 	Play background music Various techniques (e.g. name cards)	Haozhang (1997) Carbone (1996d); Duppenenthaler (1991); Nolasco & Arthur (1988);

		Nunan & Lamb (1996); Obanya et al. (n. d.); Sarwar (1991)
Interaction <ul style="list-style-type: none"> Few opportunities to speak 	Eliciting oral responses Use pairwork and groupwork	Finocchiaro (1989); Harmer (1998); Long (1977) Coleman (1989e); Dion (1996); Dudley-Evans & St. John (1998); Harmer (1998); Long (1977); McKinney (n. d. b); Obanya et al. (n. d.); Safnil (1991); Touba (1999); Woodward (2001)
Feedback and evaluation <ul style="list-style-type: none"> Monitoring Giving feedback Assessment Marking load 	Use peer monitoring Student-student Consultations Give feedback in plenary Use self-assessment Use peer assessment Use portfolios Limited editing Use computer marking Use student leader	Duppenthaler (1991) Dudley-Evans & St. John (1998); Ur (1996) Chimombo (1986) Dudley-Evans & St. John (1998); Hargan (1994); Obanya et al. (n. d.) Dixon (1986); McKinney (n. d. a) Dixon (1986); Watson Todd (1999) McKinney (n. d. a) University of British Columbia (1992) Finocchiaro (1989); Harmer (1998)
Unspecified or global problems	Use project work Use e-mail, discussion boards and the Internet Team teaching Use assistant teachers Share resources between institutions	Obanya et al. (n. d.) Carbone (1996c); Desmet (1997); Gillespie (n. d.); McKinney (n. d. a); Plane (1996) Dudley-Evans & St. John (1998) Safnil (1991) Obanya et al. (n. d.)

Table 3 - Suggested solutions to the problems of large classes (Watson Todd, 2006: 5-6)

Despite the wealth of suggested solutions, a large number of the potential problems given in Table 2 remain unaddressed. The majority of the suggestions focus on problems of management, running activities and evaluation with the other types of problems largely unsolved. This may be because some problems, such as physical and practical problems, are intractable, but the paucity of suggestions specific to large classes for affective and interactional problems is worrying.

Another worrying aspect of the literature on solutions to the problems of large classes is that the suggestions are almost entirely presented simply as teaching tips. While, the suggested solutions may be very useful for teachers faced with large classes,

there is an almost complete lack of research into their effectiveness. Therefore, they remain tentative suggestions rather than being proven techniques. The lack of evaluation of these teaching tips is symptomatic of an overall dearth of research into large classes. In the next section, I will talk about the effects of large class on teaching and learning.

1.2. EFFECTS OF LARGE CLASS ON TEACHING AND LEARNING

The impact of large class on the teaching and learning has had long vigorous research history. One significant issue that appears constantly in many researches is that, when it comes to attainment of higher-order academic skills such as problem solving, written expressions and critical thinking, students in smaller classes do acquire more of these skills than do students in larger classes, Schiming (2013) in Mintah (2014: 10).

Mupa and Chabaya (2011: 13) define effects as a positive or negative change as result of or caused by a varied number of pupils in class. And a study done by Lemmer (1999), found that a large class size has an effect when it comes to the choice and use of a variety of teaching styles, in particular group work. This is so because in an over-crowded classroom the working space for group activities is limited, and mobility of the teachers to monitor group activities is also quite challenging.

According to James, McInnis and Devlin (2002) marking pupils class work, tests and giving them feedback in time is always a challenge in large classes. Students expect feedback that is detailed in order to identify their weaknesses and understand how they have to improve in future but in large classes that becomes a problem. This is an indication that feedback is important for guiding learning. While, Chung and Mutumbuka (1989) in Mupa and Chabaya (2011: 45) argue that teachers with large classes simply will not be able to mark, they will not be able to set proper exercises. "He further argues that piles of exercises books will not allow the pupils to get immediate feedback...".

Yet, Ur (1996: 302) according to her view point related to the definition about large classes expressed that,

Large is of course a relative term, and what a large class is will vary from place to place. In some private language schools, a group of twenty students may be considered large; in my own teaching situations, 40-45; in some places numbers go up to the hundreds.

Datta (1984) in Mupa and Chabaya (2011: 48) highlights that in larger classes the

teachers fail to facilitate single channel communication, where they talk to pupils as individuals, but talks them in pairs or groups... because in most cases, teachers load pupils with pair work and group work which they never supervise. Certainly, large class has untold effect on teaching and learning I strongly support the assertion made by the above writers.” However, when the problem of large class is addressed using innovative approach to teaching...”.

But also, Bahanshal (2013: 51) states that the literature review also reveals that, the number of studies conducted in developing countries about class size and large classes are not enough compared with those addressing the issues in developed world. Let us look now to the effect of class size on teachers’ instructional practices in the next subsection.

1.2.1. Effect of class size on teachers’ instructional practices

In terms of instructions, personalized education Waldeck (2007: 345) in Mupa and Chabaya (2011: 42) states that it includes small group work, along with accessibility and instructors who take on close relationships. Classroom participation activities, in particular, such as discussion and writing exercises, are worthwhile methods of fostering engagement in classrooms Bruss (2009); Gute and Gute (2008).

However, while previous research has found a positive relationship between student engagement and learning Pascarella and Terenzini (1991), class size does affect teaching styles Westerlund (2008). Thus, class size can be viewed as a potential threat to current best practices in various courses for all the aforementioned negative classroom conditions, perceptions, and concerns.

Griffiths (1990) argues that in large class sizes, marking becomes overwhelming and either fewer exercises are given or pupils are enlisted to do the marking. While, Mutumbuka (1989: 52) in Mupa and Chabaya (2011: 45) argues that teachers with large classes simply will not be able to mark; they will not be able to set proper exercises.

Having looked at the effect of class size on teachers’ instructional practices above, let us in the next subsection below look at the effect of class size on distribution of resources.

1.2.2. Effect of class size on distribution of resources

Chung (1989) in Mupa and Chabaya (2011: 46) argues that if people were to try and impose a high pupil–teacher ratio on teachers whose abilities were already overextended, they could create problems. She argues that increasing ration from 1 to 60 is possible if supports like textbooks, furniture, classrooms, etc. were put in place. It is argued that increasing ratio tend to lower standards because of lack of back up services like library books, textbooks and learning materials Chiwaro and Manzini (1995) in Mupa and Chabaya (2011: 47).

Besides, Griffiths (1990) argues that smaller classes make possible greater physical movement for the pupils and a more creative arrangement of furniture. In a disorganized classroom arrangement, the teacher would not see all the pupils either to call them to give an answer to a question or in the case of controlling mischievous behavior, Mupa and Chabaya (2011: 48). In the next subsection, we look at the effect of class size on interaction patterns and levels.

1.2.3. Effect of class size on interaction patterns and levels

Datta (1984) in Mupa and Chabaya, *loc. cit.* highlights that in larger classes the teacher fails to facilitate single channel communication, where the teacher talks as individuals, but talks to them in pairs or groups. In most cases teachers load pupils with pair work and group work which they never supervise. This will just be done to get rid of the noise or create oneself time to sit down and offload large piles of exercises books that need to be marked.

Smaller classes are preferred to large ones as they result in better rapport and relationship with the pupils. They make for happier, related classroom environment and fewer discipline problems. Smaller classes enable the teacher to run their classes more effectively and smoothly with fewer rules and regulations, Griffiths (1990).

According to Farrant (1985) in Mupa and Chabaya (2011: 50) argues that large groups encourage passive learning and pupils in a large class have only one chance in forty of getting an opportunity to contribute positively to the lesson at any moment. On the other hand, Glass and Smith (1978) in Griffiths (1990) argue that large numbers in class increase the pool of talent in a group in addition to increasing the scope for cooperation and even helpful competition. Next are the effect of class size on pupils' levels of achievement.

1.2.4. Effect of class size on pupils' levels of achievement

According to Madaus (n.d) in Chakanyuka (1996) argues that where pupils-teacher ratio is high, academic achievement is lower than in schools where there are fewer pupils to a teacher. Although, Chung (1989) in Mupa and Chabaya (2011: 51) demonstrate that the formula of increasing pupil-teacher ratio can create problems such as very demoralized teachers and very low standards of education.

It is argued in educational theory and practices that demanding or expecting academic attainment from a class of sixty pupils would be a frustration, not to say futile. Glass and Smith (1978) in Griffiths (1990) found that as class size increases, achievement decreases. Following is the, effects of class size on teachers' and pupils'.

1.2.5. Effects of class size on teachers' and pupils'

According to Blatchford (2009) in Anderman and Anderman (2009) argues that despite the widely held view that small classes will lead to a better quality of teaching and learning, the research evidence has not been clear. One reason is the often-anecdotal nature of much research. Finn, Pannozzo, and Achilles (2003) point out the need for systematic, preferably observational, research in this field.

Effects on Teachers. Perhaps the most consistent finding is that class size affects individualization of teaching. ... In smaller classes there also tends to be more teaching overall. Large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. Teachers are put under more strain when faced with large classes.

Effects on Pupils. Finn, Pannozzo, and Achilles (2003) conclude that students in small classes in the elementary grades are more engaged in learning behaviors, and they display less disruptive behavior than do students in larger classes... [I]n large classes pupils were more likely to simply listen to the teacher while in smaller classes pupils interacted in an active way with teachers, by initiating, responding, and sustaining see Blatchford, Bassett, and Brown (2005).

Besides, in a survey carried out by ATL (2009: 2) in Yelkperci et al. (2012: 324) indicated that, Helen Terry, a secondary school teacher from Rotherham, said, "I am unable to give all students the time and attention they often need". They further found that 83% of the respondents felt that the size of their classes had an impact on pupils

'concentration and participation. Having seen the effects of class size on teachers and pupils now let us move to the next subsection.

1.2.6. How does class size affect language learning and teaching?

According to Norton and LoCastro (2001) argues that first, many teachers in all parts of the world from whom at least self-report data, LoCastro (1989) were collected claimed that having a large class prevented them from doing what they wanted to do to help learners make progress in developing their language proficiency. Yet, what class size is large or too large depends to a great extent upon the individual teacher's perceptions and experiences. Teachers who have taught classes of 6–12 students in what might be described as elite contexts, such as company language programs or private language schools, complain when suddenly faced with a group of 22. Those who have coped with 40 in language learning classes cease to find that number large, ... etc.

Teacher respondents to a questionnaire of the Lancaster-Leeds research group see LoCastro (1989: 113) generated this list of problems related to class size and language learning organized into three categories:

Pedagogical

1. More difficulties in carrying out speaking, reading, and writing tasks
2. Difficulties in monitoring work and giving feedback
3. Problems with individualizing work
4. Difficulties in setting up communicative tasks
5. Tendency to avoid activities that are demanding to implement

Management-Related

1. Correction of large numbers of essays virtually impossible
2. Pair and group work often cumbersome to execute
3. Noise level high, affecting neighboring classes
4. Difficulties in attending to all students during class time
5. Discipline problems more acute

Affective

1. Difficulties in learning students' names

2. Impossibility of establishing good rapport with students concerns for weaker students who may get lost
3. Crowd phenomenon: students' not listening to teacher and other students
4. Problems in assessing students' interests and moods.

1.2.7. Implications for Policy and practice

According to Blatchford (2009) in Anderman and Anderman *loc. cit.* states that the overall results, suggest that while small classes will not make a bad teacher a good one, they can allow teachers to be more effective; conversely, large classes inevitably present all teachers with difficulties and the need for compromises. Small classes can offer opportunities for teachers to teach better Anderson (2000) or, to use a different term; they can create facilitating conditions for teachers to teach and students to learn, Wang and Finn (2000).

Age of pupil. Research shows that the age of the child needs to be taken into account when class size effects are considered. ... Another policy implication is to maintain smaller classes across years where possible.

Age versus start up effect. Research also suggests that class-size reduction initiatives are best seen as a policy of prevention but not remediation, in the sense that the evidence supports the use of small classes immediately after entry to school, but there is little evidence that small classes introduced later in children's school lives are as effective.

Implications for practice. It has often been pointed out that teachers do not necessarily change the way they teach when faced with smaller classes, and this fact might well account for the relatively modest effects of class size on achievement. In the next section, we are going to look at the effectiveness of English language teaching and learning in large and small class-size.

1.3. EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING AND LEARNING IN LARGE AND SMALL CLASS-SIZE

According to Ijaya (1997) in Salaudeen (2011: 19-20) in her research opined that a large class-size offers nothing but noise making, difficulty of cheating students, restriction of teacher's movement to the front of the class and inadequate participation in the lesson by students sitting at the back. She added that the increase in

examination practices cannot be divorced from poor seating arrangement in classrooms. She finalized that the quantity and quality of interaction are likely to be adversely affected due to lack of space for moving round the class and the overwhelming number of students that the teacher has to deal with within a forty-minute lesson. Though many researchers have concluded that large class-size poses lots of problems, but Hess (2001) on the contrary states that large classes have many advantages. “He affirms that the number of the students is so huge; it means more communication and interaction in the classroom, moreover a diversity of human assets...”.

Salaudeen (2011: 22-23) argues that efficiencies and effectiveness of English language teaching and learning of students in a small class-size to some extent is known. Some researchers have investigated and concluded that the class-size has nothing to do in the students’ achievements, while lots of them are of the opinion that effectiveness of teaching is high when there is reduction in class-size.

IATEFL (43rd Conference 2009) argued that in smaller classes teachers move from group to individual instruction; time spent on procedural activities is reduced; time on review increases. “In support of small class-size, Blatchford et al. (2002) commented that in small classes, there exist individualization of teaching and less time spent in management or procedural activities, hence more teaching overall...”. “In Blatchford et al. (2002) research, he concludes that ...” while small class-size will not make a bad teacher better, they can allow teachers to be more effective...”. In the next subsection, we explain the effectiveness of English language teaching and learning in large class size.

1.3.1. Effectiveness of English language teaching and learning in large class size

According to Salaudeen (2011: 20-22) argues that It has been noticed that the minimum population of students in various classes are 50 and above. As a result of this, teachers and students are tending to face difficulties in teaching-learning processes. In addition, outstanding students will cooperate with their weak peers. Ur (1996) in support of this clarifies that while the teacher has a big number of students and cannot provide help to all students, nevertheless students can expand strategies

to be better by doing peer-teaching and group effort, thus benefiting and nurturing an environment of cooperation and mutual end.

Juxtaposing the merits and demerits of large class-sizes, it would be realized that large class-sizes forces teachers to be teacher-centered and teaching English as a Second Language {TESL} based on research is not effective when a teaching is teacher-centered. The National Capital Language Resources Center of the United State (NCLRC, 2007) identified the two major draw backs in teacher-centered model of teaching. These are:

1. *It involves only a minority of students in actual language learning;*
2. *It gives students knowledge about language, but does not necessarily enable them to use it for purposes that interest them.*

1.3.2. Effectiveness of English language teaching and learning in a small class size

NCTE (1999) has identified the following encouraging results from small class-size and improving instructional methods:

- I. Smaller classes result in increased teacher-students contact;
- II. More learning activities take place in small class-sizes.
- III. Students in smaller classes show more appreciation for one another and more desire to participate in classroom activities;
- IV. Smaller class-sizes allow for potential disciplinary problems to be identifies and resolved more quickly;
- V. Smaller classes result in higher teacher morale and reduced stress;
- VI. Less retention, fewer referrals to special education, and fewer dropouts are the ultimate rewards of class-size reduction.

To contradict the positive influence of teaching and learning English language in small class-size, Adeyemi (1998) stated that average class-size influences the cost of education while capital cost could be reduced by increasing the average class-size in schools. Researches have therefore shown that the negativity attached to English language teaching and learning in large class-size outweighs that of small class- size. While, Salaudeen (2011: 22-25) shows that small classes focus on more time to identify problems and provide feedback, large class teachers experience more stress along with issues of control, marking etc.

Again, Evertson and Folger (1989) argue that students in small classes have more opportunity to talk to the teacher about problems. The interaction between the teacher and students improves when classes are smaller and student participation increases, which results in a more positive attitude toward learning McCluskey (2002). Similarly, Wells and Chang-Well (1992) claim it is true that small groups stimulate more student talk-time, and student utterances.

Having discussed the effectiveness of English language teaching and learning in a small class size, in the next section let us look at methods of teaching and learning of English language in a large class size.

1.4. METHODS OF TEACHING AND LEARNING OF ENGLISH LANGUAGE IN A LARGE CLASS SIZE

According to Ornstein and Lasley II (2002) in Mintah (2014: 12) states that, dividing students into groups seems to provide an opportunity for students to become more active in learning and for teachers to monitor students' progress better. Between five and eight students seems to be an optimal number. While, according to IATEFL (43rd Conference 2009) in Salaudeen (2011: 28) asserts that the strategies for teaching English language in large class-size is tagged problem-solution approach. These involve:

a. *Managing Large Classes:* this involves the grouping of students into different categories. This would ensure the management of limited resources and also give room for easy identification and assessment of those that refuse to be involved.

b. *Teaching Writing:* it is of the opinion that when this is done, students are totally involved in the activities of the class.

c. *Assessing Speaking / Writing:* this approach emphasizes the learner-centered method of teaching, whereby teacher only supervises the students and let the main activities to be carried out by the learners.

d. *Dealing with Limited Resources:* after the grouping of students, this ensures the identification of the inadequacy or non-availability of resources and thereby making provision for such.

And it has been proved beyond reasonable doubt that large class-size unlike small class-size has negative influences on the teaching and learning of English language in our schools... generally in any teaching and learning, it is of great importance to

select and utilize the right instructional strategies. Onasanya (1988) said that:

The effective teacher is one that uses instructional strategies in communicating with the learners and guiding him / her to the desired performances of understanding as specified in the lesson objective(s).

Teaching and learning a language like English is a scientific process that has been studied and researched a great deal over 50 years (<http://esflow.com>) ... some of the ways / approaches of tackling the large class-size problem is the understanding the variety of teaching methods and how those methods have changed through history. This will help teachers tailor their lessons to the needs of the class. According to Lindsay and Knight (2006: 15-24), Larsen-Freeman (2000) and the ESL website (<http://esflow.com>) highlighted some basic effective teaching methods for languages. These methods are:

1. Grammar Translation Method: This method arose in Germany in the late 18th century. It originated with the study of classic languages like Greek and Latin. By using this method, teachers assume that students will probably need to use a language but that just studying a language will be good for them. The method puts a high priority on the ability to read literature in foreign language and translate accurately into first language. Some features of this method are:

- I. Teaching is done in students' first language thereby causing total concentration by students;
- II. Reading and writing are emphasized and little time is spent on speaking or listening;
- III. Class exercises are usually grammatical and focus on control of form.

2. Communicative Language Teaching {CLT}: This method was developed around 1990. The goal of the method is to make the language classroom as much like the real world as there is problem for students to communicate in a large environment. It also emphasizes appropriate use of language. Some of the features of this method are:

- I. Students and teachers are involved in the teaching and learning processes using the target language;
- II. Errors in this method are considered natural and thereby result to the participation of students without fear of condemnation by peers or teacher;
- III. Variety is emphasized when studying language functions.

3. Total Physical Response {TPR}: This method was developed in the 1960s and 1970s and it is called TPR because one of the principles is that students learn more and faster when they involve their entire body. This method is based on series of commands given by teacher and emphasizes listening and comprehension and allows students as much time as they need to begin speaking. Features of this method are:

- I. The attitude is relaxed and comfortable and errors are acceptable;
- II. In TPR, students are generally active;
- III. The teacher speaks relatively little and only in the target language.

It is further emphasizing that when teachers' technique of teaching is set to meet these learners needs certainly the learning activity will lead to a positive outcome. Having seen the section of methods of teaching and learning of English language in a large class size, let us in the next subsection look at methods used to cope with large class sizes.

1.4.1. Methods used to cope with large class sizes

According to Benbow et al. (2007: 8-9) while few methods to teach in large classrooms have been systematically used (i.e., trained and then evaluated for effectiveness) in the developing world, there are a number of education projects addressing these conditions through in-service teacher training efforts. These efforts have not been undertaken through projects specifically designed to address large classrooms, but rather through project implementers who find themselves faced with large classrooms and teachers who are asking for help dealing with the many problems they confront in large classrooms. Anecdotal evidence reveals a list of potential teaching practices that have been recommended as potentially effective. These include: (1) use of small groups, (2) pupil-to-pupil support and mentoring, (3) effective use of existing space (i.e. largest classes in largest rooms), (4) using the most effective teachers in the larger classes, (5) use of volunteers and teachers' aides, (6) team teaching, and (7) shift instruction.

Pasigna (1997) in Benbow et al. (2007: 9) captures similar information in her informative guide to managing large classrooms. Her suggestions can be organized into three categories: groupings; classroom management; and remedial/enrichment activities. Pasigna stresses that the strategic grouping of pupils is fundamental to

teaching in large classrooms. ... In order to familiarize pupils to group work, Passigna suggests that they can be assigned into small groups (e.g., from 5-7 pupils) on a regular basis.

Within these groupings, all pupils should be given opportunities to lead the group, thereby ensuring that there will be any numbers of pupils that can help the teacher lead group-based exercises. Furthermore, Nation and Thomas (1988) in Meng (2009: 220) state that group work can help learning in the following ways: learning the content matter in the activity, learning new language items from other participants in the activity, development of fluency in the use of previously met language items, learning communication strategies, and development of skill in the production of comprehensible spoken discourse. All these serve as the learning goals which can only be achieved through speaking activities in group work.

Having looked at the methods used to cope with large class size, let us in the next subsection look at group method of teaching.

1.4.2. Group method of teaching

Marvin et al. (2002) in Mintah (2014: 12) define group as persons who are interacting with one another in such a manner that each person influences and is influenced by each other. From the above definition, group method of teaching can be described as putting learners into smaller groups to discuss on specific issues or work on specific task in order to achieve some interdependent goal, such as increased understanding coordination of activities, or a solution to a shared problem.

According to Ornstein and Lasley II (2002) in Mintah, *LOC. CIT.* states that dividing students into groups seems to provide an opportunity for students to become more active in learning and for teachers to monitor students' progress better. Between five and eight students seems to be an optimal number. So, the next subsection will be concerned about the benefit of group method of teaching.

1.4.3. Benefit of group method of teaching

According to Walter (1986) in Mintah (2014: 13), acquisition of skills, attitudes and values can be done by practice, involving series of activities, therefore, to achieve

learning in the category of skills, attitude and values; it is recommended to use the project and group methods.

He enumerated the following advantages of group method of teaching: it provides a more relaxed and natural learning situations; it creates situations that favour effective learning; it is problem centered; can arouse the motivation of many learners' in class, especially as one problem normally covers many varieties of interests. He further stated that, group work offers lots of avenues for self-expression and creativity among students. A good deal of social learning, therefore takes place, and every individual in the class is given the opportunity to contribute his or her worth towards group success.

According to Farrant (2002) in Mintah, *LOC. CIT.* in his book, Principles and Practice of Education, made mention of a lot of advantages that are derived from group method of teaching. Among these are: it gives more students an opportunity to participate actively in the lesson: in skill subjects more students are given the chance to practice for longer times; in a class where students are put in similar ability groups, the slow move at their own pace without hindering the progress of the bright. ... Having looked at benefit of group method of teaching, we are going now to turn our attention to conditions under which group method is appropriate.

1.4.4. Conditions under which group method is appropriate

According to Sprinthall and Sprinthall (1990) in Mintah (2014: 14), group method is appropriate where students are to discover facts on their own and where creativity is crucial. According to them, it is a means by which students get together in an attempt to solve problem in new and creative ways. In this sense, each participant will individually produce more creative solutions by interacting freely, to call out any ideas no matter how bizarre, and to holding nothing back.

In addition, Mintah, *LOC. CIT.* considers that group method is also appropriate for tackling jobs too big for individuals and too restricting for the whole class. For an example, in projects, the tasks can usually be divided into several parts and one allocated to each group. In such circumstances, the groups enjoy the satisfaction of contributing their part and feel that they are truly involved in the project as a whole.

At this chapter attention has been directed to some pertinent aspects raised by researchers about the effects of large classes within EFL teaching and learning context. So, we have divided this chapter into four sections. The first section, has

looked at the concept of large classes and class size followed by four subsections. The second, described the effects of large class on teaching and learning followed by seven subsections. The third section, discussed the effectiveness of ELT and learning in large and small class-size subdivided into two subsections, while the final section looked more closely to the methods of teaching and learning of English language in a large class size and subdivided into four subsections.

On the whole, firstly, most of the literature produced on large classes pertains to primary and higher education, and it is mainly written by Western and Eastern writers according to their own context. Because, the lack of sufficient literature on EFL teaching and learning in large classes in Angola needs attention from the researcher as well from other researchers in whole country. Secondly, the review of literature also shows that the issue of large classes is complex and controversial in many ways. Thirdly, the definition of large classes, debate over its advantages, disadvantages, and the techniques of coping with large classes are issues, which are hard to be resolved unless practice-based research is conducted. It also shows the need for teacher training to cope with large classes. Lastly, the attempts to improve teaching and learning will be subject to taking account of contextual issues to form intervention. Hence, as this study focuses on a public sector of the second cycle of the secondary education in a developing country like Angola, particularly in Namibe province, it will hopefully generate a discussion on the teacher's teaching methodology by involving the aspects of education and English language teaching. Various authors have been made reference to, and contributed competing arguments regarding the effects of large class size on effective EFL teaching and learning.

In conclusion, the purpose of reviewing the literature was to establish a framework in which the present research was conducted. I think that, this chapter has reviewed the literature and different aspects regarded to it, like problems and challenges that large classes pose for teachers and pupils, ways of handling large classes have also been discussed in order to provide quality public address system to enhance instruction delivery, as well the practical and concluding ideas that we have looked at in this chapter, can serve as the right bridge to the next chapter, and where the research methodology used in this study is presented.

CHAPTER TWO: RESEARCH METHODOLOGY

In the foregoing chapter, we mainly focused in the literature review on effects of large class size on effective EFL teaching and learning. The most theoretical background discussed on it, conclude that large class size has great effects on effective EFL teaching and learning, and it shows that the issue of large classes is complex and controversial in many ways. The definition of large classes, debate over its advantages, disadvantages, and the techniques of coping with large classes are issues, which are hard to be resolved unless practice-based research is conducted. It also shows the need for teacher training to cope with large classes.

The current chapter describes the research methodology and approaches used in carrying out this study. The chapter is divided into two main sections. The first section outlines the main features related to research methodology, and is divided into three (3) sub-sections; participants, period of study, and the methods. The second and last section is about the results gathered from the research study, which is divided into two (2) sub-sections pupil questionnaire and teacher questionnaire.

Finally, the chapter discusses the second phase of the research, i.e. the main study.

2.1. METHODOLOGY

This section will make a description of the methodology used to gather all the necessary data for the question: “***How can the problem of large class size be managed at IMPN?***” and it is divided into three subsections. The first one, describes the participants of the study; the second, describes the period of study, and the third and last one, describes the methods and procedures used in this study.

2.1.1. Participants

In order to answer our research question posed above, we worked with pupils and English teachers from “IMPN”. The researcher selected this school because he worked there, as well as proximity, and accessibility to data was also taken into consideration. And as special way to provide the participants opportunity so that their: opinion, perceptions, beliefs should be raised through this study on the effects of large class size on effective EFL teaching and learning.

The institution is “Instituto Médio Politécnico”, situated in Namibe province (Saco Mar Quarter), its construction started on July 30th, 2007 and concluded on August 30th, 2008. Inaugurated in June 2009 and occupies an area of 10000 m², of which the construction surface is of 3054.26 m², and was designed only for 800 pupils and currently has 3.457 pupils, the purpose of the institution is to train professional technicians. And the actual situation of the school is good with great pupils and suitable teachers.

The institute is equipped with teaching materials and equipments of laboratories internationally accredited. Its construction interferes in the “Projects of the Structural Agreement of Petroleum, Credit, Economy and Trade” signed among the two Governments from China and of Angola, being peace symbol and friendship of the governments and people of the two countries. We were supposed to work with 204 pupils age ranged between 16 to 38 years old both gender female and male, and 15 male English teachers’ age ranged between 24 to 40 years old, who have Portuguese as their L1 and English as their L2. The pupils are from four (4) technical courses such as Informatics, Designer, Mechanics and Electricity, the learning experience are good, the pupils’ language level is beginner; most of them were well motivated; and the school timetable is in two periods (morning and afternoon), the textbook(s) are official from Reforma do Ensino Técnico Profissional (hereafter, RETEP) and General Education such as Inglês 10^o Classe, approved by the Ministry of Education.

The pupils have English lesson three (3) times a week (50 minutes’ lesson of teaching) which totals 150 minutes per week (2h:30’of teaching). The fifteen (15) English Teachers randomly selected majority of them are not expert in the area, only one (1) concluded and defended his thesis in Linguística/Inglês at ISCED-Huila, the other nine (9) are specialized in other technical courses but they taught English in the past. Therefore, the other five (5) are currently attending Linguística/Inglês at ISCED-Huila. However, due to the lack of specialized English teachers has been indicated to temporary fulfil the vacancy, all of them have been teaching English more than three (3) years.

2.1.2. Period of study

This research phase, was planned in May 2014, and the permission to conduct a research in the institution, was given on 31st July 2014 but, due to some technical

problems related to some key references that was needed for this study, and to our research tool, which was only ready in the first week of May 2015. To achieve the results, we resorted to two research tools: Pupils' Questionnaire and Teachers' Questionnaire, which were administered in July 2015. Next, follows the explanation of the methods used in the present study.

2.1.3. Methods

To carry out this study, we used descriptive quantitative and qualitative data collection methods simultaneously (pupils' and teachers' questionnaire, and direct observation to collect the information). We administered the questionnaire made up of close-ended ordered choice questions, and checklists, in order to find out their experience, opinions, and beliefs. We also, attempted to triangulate data to the literature review. Following is the analysis of the methods employed.

2.1.3.1. Teacher Questionnaire

Fifteen (15) questionnaires was administered to fifteen male English teachers of "IMPN", but unfortunately only (10) ten of them returned back the questionnaires, because others simply received it promising to fill at home calmly and return it back in the following day, but they didn't because they were not interested with our research. The teacher survey is attached in the appendices (see Appendix III).

2.1.3.2. Pupil Questionnaire

The questionnaire was administered to forty-one (41) females' pupils and one hundred and fifty-four (154) male pupils, which totalises one hundred and ninety-five (195) pupils instead of two hundred and four (204) pupils who were previously selected at "IMPN" for the survey. They have Informatics, Designer, Mechanics and Electricity course as their speciality.

During the design of the questionnaire, we adapted it in order to suit to pupils' levels, comprehensible and without ambiguities during the answering process. (For further information see appendix II). Additionally, the pupils' questionnaire was translated into Portuguese because of pupils' low English background (See appendix I). Next, we look at the design of the pupil and teacher questionnaire survey.

2.1.3.3. Design of the Pupil and Teacher Questionnaire Survey

Initially the first version of pupils' and teachers' questionnaire had 10 open ended questions only. But due to the study we carried on, and changes made when we submitted it to the tutor he advised us to adapt it according to our own reality, basing in the main article research questions where the study was based, that's why both questionnaires are large.

The questionnaire design was one of the very difficult parts to conclude and adapt. And after all efforts we got this final version of the questionnaires replacing the old ones, comprised with three questions where its Question 1 has fifteen statements in both questionnaire, Question 2 has twelve statements for pupils' questionnaire, and thirteen for teacher questionnaire, while Question 3 has eleven for pupils' questionnaires, and twelve statements for teachers' questionnaire. This means that the only difference in both questionnaires resides in Question 2 and 3 statements numeration, and the addition of one more statement in question 2 and 3 concerning to teacher questionnaire. Because the others statements are the same, meaning that all the questions numeration were changed.

Thus, both questionnaires are made up of "close-ended ordered choice questions" and "checklists", because close-ended ordered choice questions responses are usually intended to measure degree or intensity in an ordered sequence or scale, it gives also uniformity of answers, it is very easy to code the answers, and produce statistical analysis on the data. After these amendments the questionnaire was administered in the way demonstrated in the appendices.

2.1.3.4. Procedures

The final version of the questionnaire is made up of close-ended ordered choice questions and checklists. It was applied to one hundred and ninety-five (195) pupils, and ten (10) teachers instead of two hundred and four (204) grade 10 pupils and fifteen (15) English teachers previously fixed by using stratified random sampling technique, because they are pupils from different courses, doing Informatics, Designer, Mechanics and Electricity courses who studied in the morning period.

Unfortunately, only 195 pupils and 10 teachers returned the questionnaires, the respondents in the case of pupils filled the questionnaire inside the class and were not allowed to take it at home, and the other pupils were not around in the school in that

day, it took them from 35' - 45' to fill the questionnaires inside the class. While, the teachers did the same but inside teachers' room, and the others simply received it promising to fill at home calmly and return it back in the following day, but they didn't because they were not interested with our research, so it served as the total sample, that we have worked with for the final study.

The questionnaire was designed by regarding to the topic under discussion, what is ***“The effects of large class size on effective EFL teaching and learning?”*** for the following two main reasons: i. To provide pupils background information and, ii. To explore pupils' belief about the effects of large class size on effective EFL teaching and learning. Besides the questions, the research instrument provides an introductory paragraph whereby the aim of the study is made clear. In addition to, it guarantees confidentiality, secrecy and anonymity in terms of data treatment, and the respondents were asked to provide their personal identification.

In relation to Section A of pupils' questionnaire, the respondents were asked to answer all the questions related to their background information (from 1 to 4). Then, question one, inquired the pupils' name to see in reality which pupil is giving the answer. Question two, asks about pupils' grade to see in which level they are. Question three, inquired about pupils' gender to see how many boys and girls we have worked with. Question four, and the last one inquired about pupils' age to find out whether it tend to affect on the effective EFL teaching and learning.

Similarly, in Section A of teachers' questionnaire the questions don't much differ from pupils' questionnaire, and the respondents were asked to answer also all the question related to their background information (from 1 to 8). Although, question one, inquired also the teachers' name to see in reality which teacher is giving the answer. But, question two asks about teachers' qualifications to see which academic degree they have, and if they are expert in the subject or not. Question three, inquired about teachers' experience to see for how long they have been teaching the subject and for how long they are in the education system. Question four, asks about teachers' school to see where they work. Question five, asks about teachers' grade to see which grade they have been teaching along these years. Question six, inquired about teachers' number of pupils in each class to see how many pupils they have in their classes. While, question seven inquired about teachers' gender to see how many teachers are

males and females. And question eight and the last one inquired about teachers' age to find out whether the teachers are young or above 35 years old.

In Section B, of pupils' questionnaires they were asked to respond an alternative column that best describe their option or point of view, and consist of three questions with 15 statements in the first question, 12 statements in the second question, and 11 statements in the third question, which totalise 38 statements. Besides, Section B, of teachers' questionnaires consist of three questions too, but with 15 statements in the first question also, 13 statements in the second question, and 12 statements in the third question, which totalise 40 statements. Moreover, in both questionnaires in the first question, we intended to find out the problems and challenges teachers and pupils face in large classes at "IMPN". In the second question, our aim was to confirm to what extent large class size affects the quality of teaching, learning and assessment of pupils learning, as well as in question three our aim was to see how the problem of large class size can be managed at "IMPN". So, as we stated above in the subsection (2.1.3.1) and (2.1.3.2), pupils and teachers were asked truth, carefulness in filling the questionnaires.

In addition, there is always a need for research to be conducted in an ethical way which does not harm the participants. Smith et al. (2009: 85) state that research ethics are, therefore, the principles that we use to make decisions about what is acceptable practice in any research project. While, Hamid (2013: 42), state that the researcher is responsible for how the data will be collected, stored and disposed of.

For Smith et al. (2009), Wiles et al. (2008) and Howe and Moses (1999), ethical issues are not limited to issues related to informed consent, confidentiality, anonymity, and privacy and others. According to De Vos et al. (2005), Fouka and Mantzorou (2011) and Smith et al. (2009) the following can be considered as the general summary of the techniques used to control the ethical issues of a study.

Informed consent: This means that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate.

Confidentiality or anonymity: While confidentiality is the assurance that no one, including the researcher, will know the identity of individual participants, anonymity is the assurance that the identity of participants will be preserved by the researcher.

Honesty and trust: Researchers should honestly report data, results, methods and procedures, and publication status. They should not fabricate, falsify, or misrepresent data, neither deceive colleagues, or the public. According to Malhotra (2004), trust has been a significant concept in the marketing area for decades.

Ownership of data and conclusion: Refers to both the possession of and responsibility for information. Ownership implies power as well as control. The control of information which includes not just the ability to access, create, modify, package, derive benefit from, sell or remove data, but also the right to assign these access privileges to others Loshin (2002).

Reciprocity and the use of results: The most influential author for the definition of reciprocity is Gouldner (1960), which state that the norm dictates that individuals need to help those who have helped them in a previous experience and reject to help those who have disturbed their interests. In accordance, as stated in Chiu, Hsu and Wang (2006) reciprocity can be referred to knowledge exchanges that are mutual and perceived by the parties as fair in the use of results.

Regarding to data collection which is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. This can be carried out in a variety of ways such as through questionnaires, surveys, tests, observations, as well as interviews Brown and Rodgers (2002) and Nunan (1992). It is generally agreed that regardless of the type of data and the means used for its collection, it is necessary to gain the approval of the people, institutions or community from which the data will be collected.

Permission for this main study was requested and granted. For the study I wrote a request to the Principal of IMP-Namibe (Appendix IV) asking for permission to conduct the research at school. Considering the aspects related to anonymity, confidentiality and the use of the participants' photos were also emphasized orally with the principal as well as with the participants. And permission was given in writing (Appendix V and VI) with the knowledge of Pedagogic Director of IMP-Namibe (Appendix VII). Therefore, all the participants were orally informed two weeks before about the aims and the proposed data collection methods of the research study.

Having looked at the procedures related to how the study was done, we now turn our attention to another stage from the study: the results.

2.2. RESULTS

In the previous section, we delineated the methodology and procedures used to collect data for this study using the methods that have already been described. The aim of this section is to present the results we obtained from the pupil and teacher questionnaire.

2.2.1. Pupil Questionnaire

As previously referred, the questionnaire was distributed to forty-one (41) females' pupils and one hundred and fifty-four (154) male pupils from Informatics, Designer, Mechanics and Electricity courses, which totalises one hundred and ninety-five (195) pupils instead of two hundred and four (204) pupils which we were supposed to work with for the survey. The first part of the questionnaire Section A was done for the purpose of raise pupils' background information, like: name, grade, gender and age. The second part Section B deals with effects of large class size on effective EFL teaching and learning which includes the three questions and its statements.

The statistics was done on questions inside the questionnaire, and based only on the ones that answered the questions. For that matter, the results of the study are presented below one at a time by following the order of the questions in the instrument, for further information see Appendix II.

A – BACKGROUND INFORMATION

The background information was designed to obtain general information data about the participants such as, name, grade, gender and age.

As mentioned above the questionnaire was distributed to 195 pupils (=95.5%), by which 41 are females (=21%), and 154 are males (=79%). Besides, the other 4.4%, corresponds to 9 male pupils that were absent. Basically we are going to present all the results obtained through questionnaire in tables, graphs and diagrams underneath:

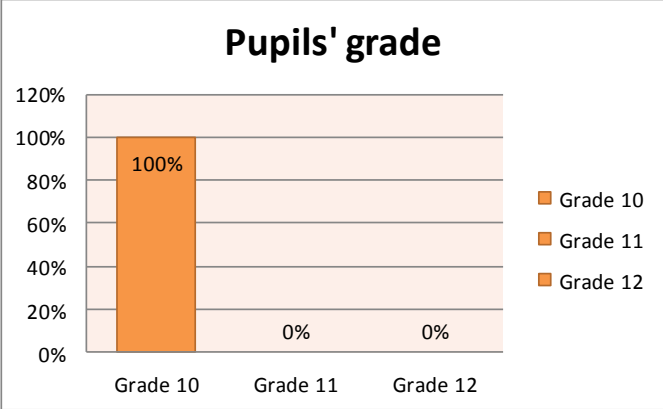
Question 1 – What is your name?

Name	Respondents	%	Non-respondents	%
Male	147	79.89	7	63.63
Female	37	20.10	4	36.36
Total	184	100	11	100

Table 4: Pupils' name

As shown in Table 4 above, 147 males respondents which correspond to 79.89% at IMP-Namibe answered the questionnaires with their names and 7 non-respondents, which corresponding to 63.63 % answered without their names. While, the females only 37, corresponding to 20.10 % answered the questionnaire with their names and only 4 of them, corresponding to 36.36 % didn't do it.

Question 2 – What is your grade?



Graph 1: Pupils' grade

According to Graph 1 above, all 195 pupils are in grade 10 which corresponds to 100%, so we had no participants from grade 11 and 12 corresponding to 0%. Because our main focus was only pupils from grade 10.

Question 3 – What is your gender?

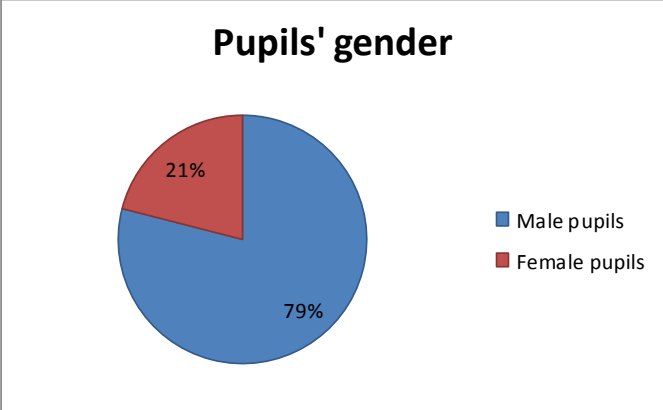


Diagram 1: Pupils' gender

Diagram 2 above, shows that 41 pupils which corresponds to 21% are females, while 154 pupils which corresponds to 79% are males.

Question 4 – What is your age range?

Age range	Respondents	Percentage
Below 16	9	4.61%
16-20	117	60%
20-25	43	22.05%
Above 25	26	13.33%
Total	195	100%

Table 5: Pupils' age range

Table 5, illustrate that 9 pupils corresponding to 4.61% are those pupils below 16 years old, meaning that with 15 years old. The other 117 pupils are between 16-20 years old, corresponding to 60%, moreover 43 pupils are between 20-25 years old corresponding to 22.05%, while 26 of them are above 25 years old corresponding to 13.33%.

Despite the results above related to background information, the section B below from the questionnaire presents other results about the three questions including its reasons, which we submitted to pupils through questionnaire also. And we can see the results we obtained from the questions:

B - EFFECTS OF LARGE CLASS SIZE ON EFFECTIVE EFL TEACHING AND LEARNING

Question 1 - What problems and challenges do teachers and pupils face in large classes at IMPN? (*Check one*).

No.	Reasons	Response	A	O	S	N
*1.1	Communicative activities are neglected in the large classroom	Participants	52	99	44	0
		Percentage	26.6%	50.7%	22.5%	0%
*1.2	Contributions in class are done by few pupils while other pupils tend to disturb.	Participants	66	90	39	0
		Percentage	33.8%	46.1%	20%	0%
*1.3	Difficulty in giving more than two exercises.	Participants	90	39	66	0
		Percentage	46.1%	20%	33.8%	0%
*1.4	Difficulty in identifying truant pupils in the class.	Participants	80	91	24	0
		Percentage	41%	46.6%	12.3%	0%
*1.5	Difficulty in marking pupils' scripts and providing feedback on time.	Participants	81	57	57	0
		Percentage	41.5%	29.2%	29.2%	0%
*1.6	Inability of most pupils to read from the board.	Participants	71	62	62	0
		Percentage	36.4%	31.7%	31.7%	0%
*1.7	Inability to organize quizzes and class tests regularly.	Participants	79	58	58	0
		Percentage	40.5%	29.7%	29.7%	0%
*1.8	Inadequate public address system stipulated by the government.	Participants	88	98	9	0
		Percentage	45.1%	50.2%	4.6%	0%
*1.9	Inadequate time for questioning	Participants	55	70	70	0
		Percentage	28.2%	35.8%	35.8%	0%
*1.10	Interactions with pupils in order to know their problems and offer assistance become difficult;	Participants	35	80	80	0
		Percentage	17.5%	41%	41%	0%
*1.11	More theoretical work than practical work.	Participants	80	75	40	0
		Percentage	41%	38.4%	20.5%	0%
	Mob manners of some pupils' force teachers to focus on	Participants	79	79	37	0

*1.12	behaving pupils instead of using the time on more productive actions.	Percentage	40.5%	40.5%	18.9%	0%
*1.13	Problem of class control because of large class size.	Participants	68	68	59	0
		Percentage	34.8%	34.8%	30.2%	0%
*1.14	Pupils have less chance to effectively participate and use the target language in class.	Participants	179	13	3	0
		Percentage	91.7%	6.6%	1.5%	0%
1.15	Use of TLMs (teaching and learning materials) becomes a problem, since teaching cannot have many TLMs for individual pupils.	Participants	85	87	23	0
		Percentage	43.5%	44.6%	11.7%	0%

Table 6: **Pupils' reasons about the problems and challenges teachers and pupils face in large classes.**

Pupils in Table 6, state that communicative activities are often neglected in the large classroom, see reason 1.1 (=50.7%). Others as show reason 1.2 (=46.1%), state that contributions in class are often done by few pupils while other tends to disturb. In reason 1.3 (=46.1%), state that teachers always have difficulty in giving more than two exercises. And sometimes face difficulty in identifying truant pupils in the class, as show reason 1.4 (=46.6%). While in reason 1.5 (= 41.5%), they state that teachers always face difficulty in marking pupils' scripts and providing feedback on time.

Concerning to reason 1.6 (=36.4%) and 1.7 (=40.5%), pupils state that in large class always most classmates are not able to read from the board, and the teachers are not able to organize quizzes and class tests regularly. In reason 1.8 (=50.2%), they state that public address system stipulated by the government is often inadequate. And in relation to reason 1.9 (=35.8%) and 1.10 (=41%), pupils state that teachers often and sometimes have inadequate time for questioning. And interactions with pupils in order to know their problems and offer assistance become difficult too. Other pupils state that they always have more theoretical work than practical work, as show reason 1.11 (=41%).

Finally, with (40.5%) in reason 1.12 they state that always and often mob manners of some pupils' force teachers to focus on behaving pupils instead of using the time on more productive actions. And with (34.8%) in reason 1.13 and as show reason 1.14 (=91.7%), they state that teachers always and often have problem of class control because of large class size, and pupils always have less chance to effectively participate and use the target language in class. Next we are going to see the results related to question two.

Question 2 - To what extent does large class size affect the quality of teaching, learning and assessment of pupils learning? (*Check one*)

No.	Reasons	Response	A	O	S	N
*2.1	Affects the quality of my learning.	Participants	102	42	48	3
		Percentage	52.3%	21.5%	24.5%	1.5%
*2.2	Delays feedback on pupils' assignments.	Participants	114	68	13	0
		Percentage	58.4%	34.8%	6.6%	0%
*2.3	Does not allow teachers to move around freely to monitor, observe and assess pupils during activities.	Participants	117	64	14	0
		Percentage	60%	32.8%	7.1%	0%
*2.4	Impacts on useful monitoring/evaluation of lessons.	Participants	105	52	38	0
		Percentage	53.8%	26.6%	19.4%	0%
*2.5	Limits the number of exercises given to pupils.	Participants	168	20	7	0
		Percentage	86.1%	10.2%	3.5%	0%
*2.6	Makes assessment of pupils difficult.	Participants	177	14	4	0
		Percentage	90.7%	7.1%	2%	0%
*2.7	Pupils feel shy to speak in the large class.	Participants	182	10	3	0
		Percentage	93.3%	5.1%	1.5%	0%
*2.8	Pupils in large classes receive less individual attention than their peers in small classes and that leads to dissatisfaction among pupils especially weak ones who will feel marginalized.	Participants	119	43	33	0
		Percentage	61%	22%	16.9%	0%
*2.9	Teachers have less opportunity to assess and evaluate their pupils' work and achievement, discuss their problems or provide any useful and constructive feedback.	Participants	154	21	20	0
		Percentage	78.9%	10.7%	10.2%	0%
2.10	Teaching of the practical skills in the large class is neglected.	Participants	69	63	63	0
		Percentage	35.3%	32.3%	32.3%	0%
*2.11	The atmosphere is noisy and stressful in large class	Participants	40	89	66	0
		Percentage	20.5%	45.6%	33.8%	0%
*2.12	The opportunity for pupils to express themselves is rare.	Participants	173	19	3	0
		Percentage	88.7%	9.7%	1.5%	0%

Table 7: **Pupils' reasons about the problems in large class size effects and the quality of teaching, learning and assessment.**

In Table 7 pupils' state that large class size always affects the quality of their learning, as show the reason 2.1 (=52.3%). Other pupils state that large class size always delays feedback on pupils' assignments, as show the reason 2.2 (=58.4%). Pupils state that large class size always does not allow teachers to move around freely to monitor, observe and assess pupils during activities, as show in reason 2.3 (=60%). While, in reason 2.4 (=53.8%) pupils state that large class size always impacts on useful monitoring/evaluation of lessons.

In reason 2.5 (=86.1%), they state that large class size always limits the number of exercises given to them. And in reason 2.6 (=90.7%), pupils state that large class size

always makes their assessment difficult. While reason 2.7 (=93.3%), state that pupils always feel shy to speak in large class.

Talking about reason 2.8 (=61%), pupils state that pupils in large classes always receive less individual attention than their peers in small classes and that leads to dissatisfaction among pupils especially weak ones who will feel marginalized. And pupils in reason 2.9 (=78.9%), state that teachers always have less opportunity to assess and evaluate their pupils' work and achievement, discuss their problems or provide any useful and constructive feedback.

As show reason 2.10 (=35.3%), pupils' state that teaching of the practical skills in large class always is neglected. While in reason 2.11 (=45.6%) and 2.12 (=88.7%), the atmosphere often is noisy and stressful in large class, and as well the opportunity for pupils to express themselves always is rare. To end with this question in last responses pupils emphasize that (1.5%) of large class size never affects the quality of teaching, learning and assessment of pupils' learning while other is 0%. Following is the results related to question three.

Question 3 - How can the problem of large class size be managed at IMPN? (*Check one*).

No.	Reasons	Response	A	O	S	N
*3.1	To provide quality public address system to enhance instruction delivery.	Participants	156	31	8	0
		Percentage	80%	15.8%	4.1%	0%
*3.2	To build more schools to enable school headquarters to break large classes into smaller ones.	Participants	180	11	4	0
		Percentage	92.3%	5.6%	2%	0%
*3.3	To give group work and select pupils at random from the group to do the presentation and also answer questions.	Participants	65	66	64	0
		Percentage	33.3%	33.8%	32.8%	0%
*3.4	To give objective tests for easy assessment and marking	Participants	176	13	6	0
		Percentage	90.2%	6.6%	3%	0%
*3.5	To employ more teachers to organize teaching in small groups for pupils.	Participants	90	102	3	0
		Percentage	46.1%	52.3%	1.5%	0%
*3.6	To reduce large class sizes into smaller ones.	Participants	183	12	0	0
		Percentage	93.8%	6.1%	0%	0%
*3.7	Teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once.	Participants	131	33	31	0
		Percentage	67.1%	16.9%	15.8%	0%
*3.8	Assign pupils to small groups of 5 to 7 and give them simple tasks or projects to do together.	Participants	119	56	20	0
		Percentage	61%	28.7%	10.2%	0%
*3.9	Train all the pupils how to lead a group	Participants	44	116	35	0
		Percentage	22.5%	59.4%	17.9%	0%
*3.10	Seat the pupils who need more help closer to you where you can	Participants	121	70	4	0
		Percentage	62%	35.8%	2%	0%

	easily see them during direct group instruction.					
*3.11	Train your pupils how to routinise classroom chores.	Participants	112	75	8	0
		Percentage	57.4%	38.4%	4.1%	0%

Table 8: **Pupils’ reasons about the problem of large class size management**

Table 8 above, demonstrates that the majority of pupils’ state that school headquarters and the government must always provide quality public address system to enhance instruction delivery, as show in reason 3.1 (=80%). Others state that the government must always build more schools to enable school headquarters to break large classes into smaller ones, as show reason 3.2 (=92.3%).

Besides, pupils say that teachers must always and often give group work and select pupils at random from the group to do the presentation and also answer questions, as show in reason 3.3 (=33.3%). And in reason 3.4 (=90.2%), pupils state that teachers must give objective tests for easy assessment and marking to their pupils. While, in reason 3.5 (=52.3%) pupils state that the government must often employ more teachers to organize teaching in small groups for pupils. Moreover, in reason 3.6 (=93.8%), pupils state that school headquarters must always reduce large class sizes into smaller ones. And in reason 3.7 (=67.1%) and 3.8 (=61%), pupils state that teachers must always teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once, and assign pupils to small groups of 5 to 7 and give them simple tasks or projects to do together.

Concluding, pupils state that teachers often must train all the pupils how to lead a group, as show reason 3.9 (=59.4%). They must always seat pupils who need more help closer to them where they can easily see them during direct group instruction, as show in reason 3.10 (=62%). Others state they must always train their pupils how to routinise classroom chores, as show reason 3.11 (=57.4%). And in all last responses pupils emphasize that (0%) of the problem of large class size never can be managed at “IMPN” by the teachers, school headquarter and the government.

2.2.2. Teacher Questionnaire

In the view of the above, to what happened in pupils’ questionnaire the similar process happens here in teachers’ questionnaire. As can be seen fifteen (15) questionnaires was administered to fifteen male English teachers of “IMPN”, but unfortunately only (10) ten of them returned back the questionnaires we submitted to them.

The first part of the questionnaire Section A aimed to elicit teachers' background information, such as: name, qualifications, teaching experience, school, grade, number of pupils in each class, gender and age. The purpose of the second part Section B was to ask information about teachers' belief on effects of large class size on effective EFL teaching and learning which includes the three questions and its reasons also. Now, we will see the results of the study we acquired, following the order of the questions as it is in the Appendix II.

A – BACKGROUND INFORMATION

As mentioned above in the pupil background information, the same procedure happened here regarding to teacher background information in order to collect general information data about them. So, the questionnaire was distributed to 15 EFL male teachers (=100%), by which (0%) corresponds to the female teachers that we didn't have in this study. And (=66.6%) correspond to 10 questionnaires from those teachers who returned back the copies. In addition, the (33.3%) corresponds to data related to 5 questionnaires not delivered by the other teachers who participated in the survey for this study.

Fundamentally we are going to present all the results obtained through questionnaire in tables, graphs and diagrams underneath:

Question 1 – What is your name?

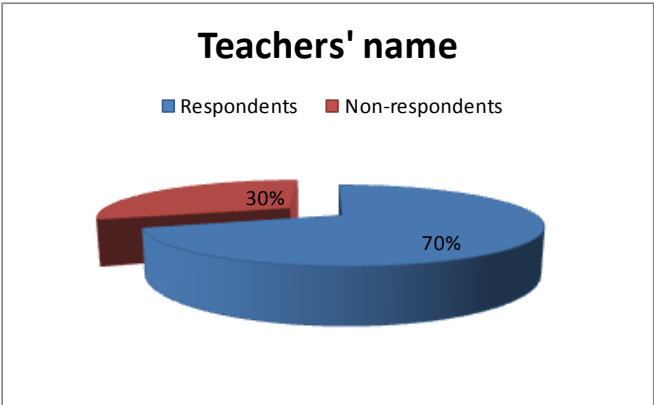
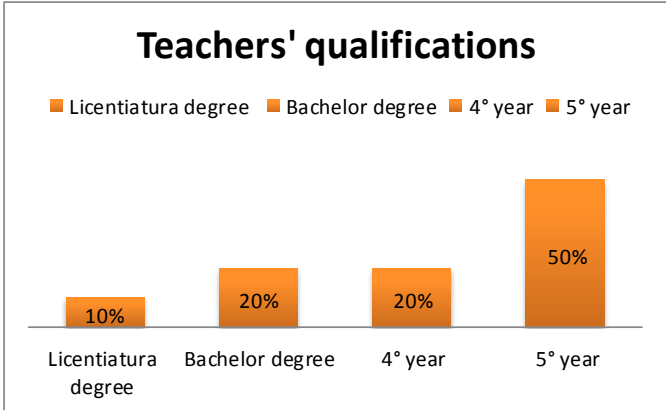


Diagram 2: Teachers' name

Diagram 3 above shows that, 7 teachers which correspond to 70% answered the questionnaires with their names. While, 3 of them corresponding to 30% didn't put their

names in the questionnaires claiming that there is no need for us to put our name, because it is anonymous.

Question 2 – What are your qualifications?



Graph 2: Teachers' qualifications

Graph 2 shows teachers' qualification, as can be seen in the graph above only 5 teachers are in 5^o year corresponding to 50%, 2 with bachelor degree corresponding to 20%, the other 2 are in 4^o year corresponding to 20%, while only 1 has got licentiatuura degree in English corresponding to 10%.

Question 3 – What is your teaching experience?

Teaching experience	Respondents	Percentage
7 years	1	10%
15 years	2	20%
5 years	2	20%
6 years	5	50%
Total	10	100%

Table 9: Teachers' teaching experience

Table 9 above, illustrate teaching experience from the whole participants, only 1 of them is teaching for 7 years corresponding to 10%, 2 of them for about 15 years corresponding to 20%, other 2 are teaching for about 5 years corresponding to 10%, while the other 5 are in the system of education for about 6 years corresponding to 50%.

Question 4 – Which school are you working?

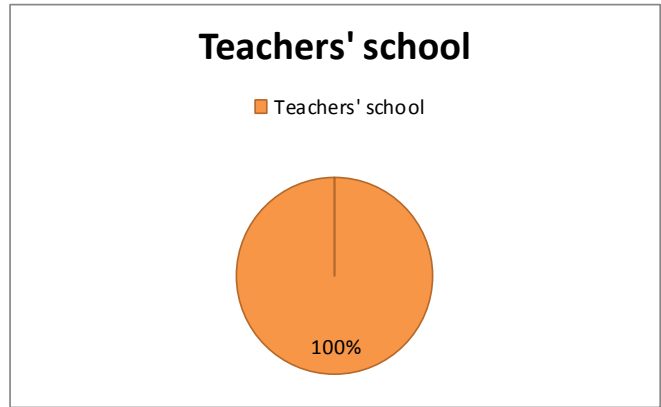
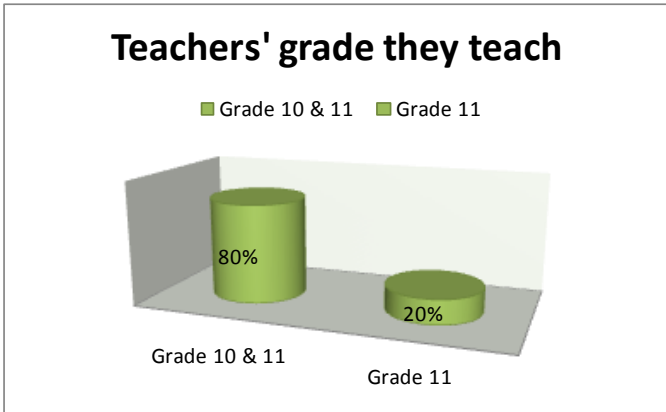


Diagram 3: **Teachers' school**

According to Diagram 3, all 10 English teachers work at IMP-Namibe corresponding to 100%, although that some of them are not teaching English as subject for a while, because they are graduated in other areas of knowledge.

Question 5 – Which grade are you teaching?



Graph 3: **Teachers' grade they teach**

As can be seen from Graph 3 above, 8 teachers which correspond to 80% are teaching grade 10 and 11, while the other 2 corresponding to 20% are teaching only grade 11.

Question 6 – What is the number of pupils you have in each class?

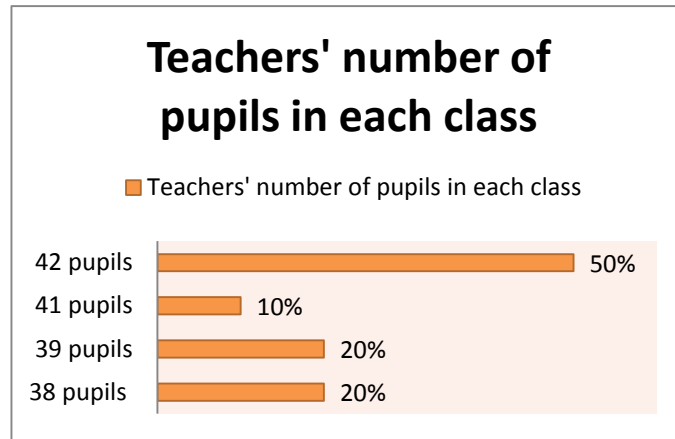
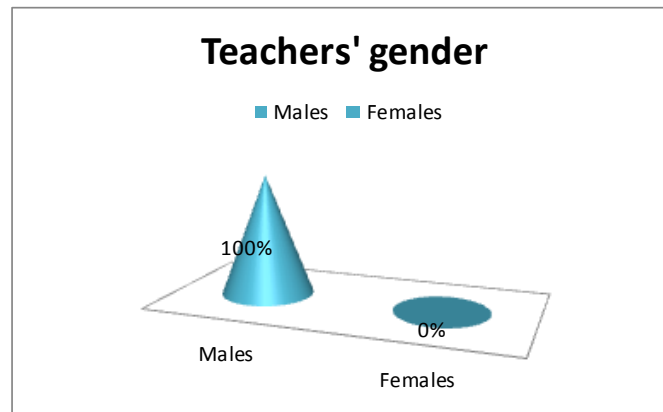


Diagram 4: Teachers' number of pupils in each class

From Diagram 4, we can see that only 5 teachers corresponding to 50% had 42 pupils, 2 teachers corresponding to 20% had 38 pupils in their class; the other 2 teachers corresponding to 20% had 39 pupils, while only 1 teacher corresponding to 10% that had 41 pupils in the class.

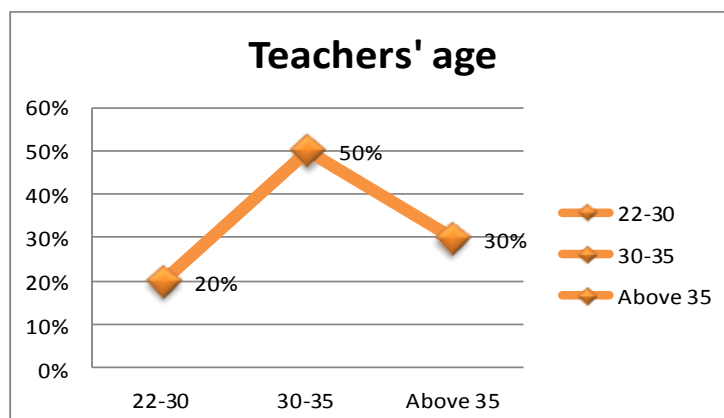
Question 7 – What is your gender?



Graph 4: Teachers' gender

According to Graph 4, all 10 teachers which correspond to 100% as stated in the graph above are males, meaning that we had no females' teachers corresponding to 0%.

Question 8 – What is your age?



Graph 5: Teachers' age

Graph 5, shows that only 2 teachers are between 22-30 years old, corresponding to 20%, other 5 teachers are between 30-35 years old corresponding to 50%, while the last 3 teachers corresponding to 30% are above 35 years old.

Similarly, according to what happen in pupils' questionnaire in relation to the question submitted to them, the same procedure happens here with teachers about the questions. And now, we can see the results we obtained from the questions submitted to teachers concerning to the questions and its reasons in the questionnaire:

B - EFFECTS OF LARGE CLASS SIZE ON EFFECTIVE EFL TEACHING AND LEARNING

Question 1 - What problems and challenges do teachers and pupils face in large classes at IMPN? (*Check one*)

No.	Reasons	Response	A	O	S	N
*1.1	Communicative activities are neglected in the large classroom	Participants	5	4	1	0
		Percentage	50%	40%	10%	0%
*1.2	Contributions in class are done by few pupils while other pupils tend to disturb.	Participants	7	3	0	0
		Percentage	70%	30%	0%	0%
*1.3	Difficulty in giving more than two exercises.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%
*1.4	Difficulty in identifying truant pupils in the class.	Participants	1	4	5	0
		Percentage	10%	40%	50%	0%
*1.5	Difficulty in marking pupils' scripts and providing feedback on time.	Participants	6	3	1	0
		Percentage	60%	30%	1%	0%
*1.6	Inability of most pupils to read from the board	Participants	7	3	0	0
		Percentage	70%	30%	0%	0%
*1.7	Inability to organize quizzes and class tests regularly.	Participants	5	4	1	0
		Percentage	50%	40%	1%	0%
*1.8	Inadequate public address system stipulated by the government.	Participants	0	3	7	0
		Percentage	0%	30%	70%	0%
*1.9		Participants	6	4	0	0

	Inadequate time for questioning	Percentage	60%	40%	0%	0%
*1.10	Interactions with pupils in order to know their problems and offer assistance become difficult;	Participants	6	3	1	0
		Percentage	60%	30%	10%	0%
*1.11	More theoretical work than practical work.	Participants	4	5	1	0
		Percentage	40%	50%	10%	0%
*1.12	Mob manners of some pupils' force teachers to focus on behaving pupils instead of using the time on more productive actions.	Participants	6	3	1	0
		Percentage	60%	30%	10%	0%
*1.13	Problem of class control because of large class size.	Participants	1	4	5	0
		Percentage	10%	40%	50%	0%
*1.14	Pupils have less chance to effectively participate and use the target language in class.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%
1.15	Use of TLMs (teaching and learning materials) becomes a problem, since teaching cannot have many TLMs for individual pupils.	Participants	4	3	3	0
		Percentage	40%	30%	30%	0%

Table 10: **Teachers' reasons about the problems and challenges teachers and pupils face in large classes.**

Talking about the problems and challenges do teachers and pupils face in large classes at IMP-Namibe. Teachers' response in Table 10 doesn't much differ also from pupils' response in Table 6, they state that communicative activities are always neglected in the large classroom, as show the reason 1.1 (=50%). Others state that contributions in class are always done by few pupils while other tends to disturb, as show reason 1.2 (=70%).

In reason 1.3 (=80%) and 1.4 with (50%), teachers' state that they always have difficulty in giving more than two exercises, and sometimes face difficulty in identifying truant pupils in the class. In what concern reason 1.5 (=60%), teachers' state that they always face difficulty in marking pupils' scripts and providing feedback on time.

While, in reason 1.6 (=70%) and 1.7 (=50%) teachers state that in large class always most pupils are not able to read from the board, and them as teacher are not able to organize quizzes and class tests regularly. In reason 1.8 (=70%), they state that public address system stipulated by the government is sometimes inadequate.

And in reason 1.9 (=60%), teachers state that they always have inadequate time for questioning. While, in reason 1.10 (=60%) teachers state that always interactions with pupils in order to know their problems and offer assistance become difficult. Others in

reason 1.11 (=50%) state that they often have more theoretical work than practical work.

Finally, with (60%) in reason 1.12 they state that always mob manners of some pupils' force teachers to focus on behaving pupils instead of using the time on more productive actions. And with (50%) in reason 1.13 and as show reason 1.14 (=80%), they state that sometimes have problem of class control because of large class size, and pupils always have less chance to effectively participate and use the target language in class. Following is the results related to question two.

Question 2 - To what extent does large class size affect the quality of teaching, learning and assessment of pupils learning? (*Check one*)

No.	Reasons	Response	A	O	S	N
*2.1	Affects the quality of my teaching.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%
*2.2	Delays feedback on pupils' assignments.	Participants	7	3	0	0
		Percentage	70%	30%	0%	0%
*2.3	Does not afford me time for remedial teaching.	Participants	6	3	1	0
		Percentage	60%	30%	10%	0%
*2.4	Does not allow teachers to move around freely to monitor, observe and assess pupils during activities.	Participants	5	4	1	0
		Percentage	50%	40%	10%	0%
*2.5	Impacts on useful monitoring/evaluation of lessons.	Participants	7	2	1	0
		Percentage	70%	20%	10%	0%
*2.6	Limits the number of exercises given to pupils.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%
2.7	Makes assessment of pupils difficult.	Participants	4	2	4	0
		Percentage	40%	20%	40%	0%
*2.8	Pupils feel shy to speak in the large class.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%
*2.9	Pupils in large classes receive less individual attention than their peers in small classes and that leads to dissatisfaction among pupils especially weak ones who will feel marginalized.	Participants	7	3	0	0
		Percentage	70%	30%	0%	0%
*2.10	Teachers have less opportunity to assess and evaluate their pupils' work and achievement, discuss their problems or provide any useful and constructive feedback.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%
*2.11	Teaching of the practical skills in the large class is neglected.	Participants	3	6	1	0
		Percentage	30%	60%	10%	0%
*2.12	The atmosphere is noisy and stressful in large class	Participants	6	4	0	0
		Percentage	60%	40%	0%	0%
*2.13	The opportunity for pupils to express themselves is rare.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%

Table 11: Teachers' reasons about the problems in large class size effects and

the quality of teaching, learning and assessment.

Teachers' response in Table 11 doesn't much differ from pupils' response above, they state that large class size always affects the quality of their teaching, as show the reason 2.1 (=80%). Other teachers state that large class size always delays feedback on pupils' assignments, as shown in the reason 2.2 (=70%).

Although, other teachers' state that large class size always does not afford them time for remedial teaching, as show in reason 2.3 (=60%). And in reason 2.4 (=50%), teachers state that large class size always does not allow them to move around freely to monitor, observe and assess pupils during activities. While, in reason 2.5 (=70%) teachers state that large class size always impacts on useful monitoring and evaluation of lessons.

Regarding to reason 2.6 (=80%), they state that large class size always limits the number of exercises given to pupils. And in reason 2.8 (=80%), teachers state that pupils always feel shy to speak in the large class. While, in reason 2.9 (=70%) teachers state that pupils in large classes always receive less individual attention than their peers in small classes and that leads to dissatisfaction among pupils especially the weak ones who will feel marginalized.

Again, teachers state that they always have less opportunity to assess and evaluate their pupils' work and achievement, discuss their problems or provide any useful and constructive feedback, as show in reason 2.10 (=80%). Teachers' state also that teaching of the practical skills in large class is often neglected, as show reason 2.11 (=60%). In reason 2.12 (=60%) and 2.13 (=80%), the atmosphere always is noisy and stressful in large class, and as well the opportunity for pupils to express themselves is rare.

To end with this question in all last responses again teachers emphasize that zero percent (0%) of large class size never affects the quality of teaching, learning and assessment of pupils learning. Finally, we will see the results related to question three.

Question 3 - How can the problem of large class size be managed at IMPN? (*Check one*)

No.	Reasons	Response	A	O	S	N
*3.1	To provide quality public address system to enhance instruction delivery.	Participants	5	4	1	0
		Percentage	50%	40%	10%	0%
*3.2	To build more schools to enable school headquarters to break large classes into smaller ones.	Participants	6	4	0	0
		Percentage	60%	40%	0%	0%

*3.3	To give group work and select pupils at random from the group to do the presentation and also answer questions.	Participants	7	3	0	0
		Percentage	70%	30%	0%	0%
*3.4	To give objective tests for easy assessment and marking	Participants	6	3	1	0
		Percentage	60%	30%	10%	0%
*3.5	Further studies are needed to investigate the effects of large class size on effective teaching and English learning at IMPN.	Participants	2	1	7	0
		Percentage	20%	10%	70%	0%
*3.6	To employ more teachers to organize teaching in small groups for pupils.	Participants	2	5	3	0
		Percentage	20%	50%	30%	0%
*3.7	To reduce large class sizes into smaller ones.	Participants	8	2	0	0
		Percentage	80%	20%	0%	0%
*3.8	Teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once.	Participants	6	4	0	0
		Percentage	60%	40%	0%	0%
*3.9	Assign pupils to small groups of 5 to 7 and give them simple tasks or projects to do together.	Participants	6	4	0	0
		Percentage	60%	40%	0%	0%
3.10	Train all the pupils how to lead a group	Participants	6	2	2	0
		Percentage	60%	20%	20%	0%
*3.11	Seat the pupils who need more help closer to you where you can easily see them during direct group instruction.	Participants	9	1	0	0
		Percentage	90%	10%	0%	0%
3.12	Train your pupils how to routinise classroom chores.	Participants	4	3	3	0
		Percentage	40%	30%	30%	0%

Table 12: **Teachers' reasons about the problem of large class size management**

The purpose of this question was basically to know how teachers' checked their understanding about the problem of large class size management at "IMPN". We have set distinctive choices in the questionnaire (e.g. always, often, sometimes and never). The response from Table 12 doesn't much differ from pupils' response above, and shows that the majority of respondents' state that school headquarters and the government must always provide quality public address system to enhance instruction delivery, as show the reason 3.1 (=50%). Others respondents state that the government must always build more schools to enable school headquarters to break large classes into smaller ones, as show the reason 3.2 (=60%). Other respondents state that teachers must always give group work and select pupils at random from the group to do the presentation and also answer questions, as show in reason 3.3 (=70%). And in reason 3.4 (=60%), the respondents' state that teachers must always give objective tests for easy assessment and marking to their pupils. While, in reason 3.5 (=70%) the respondents state that further studies are sometimes needed to investigate the effects of large class size on effective EFL teaching and learning at IMPN.

In reason 3.6 (=50%), they state that the government must often employ more teachers to organize teaching in small groups for pupils. And in reason 3.7 (=80%), the respondents state that the school headquarters must always reduce large class sizes into smaller ones. While, in reason 3.8 (=60%) and 3.9 with (60%), the respondents state that teachers must always teach the class in groups of 15 to 20, instead of trying to teach the whole class at once, and often assign pupils to small groups of 5 to 7 and give them simple tasks or projects to do together. To end up with this question the respondents state that teachers must always train their pupils how to lead a group, and seat those who need more help closer to them where they can easily see the pupils during direct group instruction, as show reason 3.10 (=60%) and 3.11 with (90%).

The aim of this chapter was to report on the research methodology used in carrying out this study. It was divided into two sections: It first outlined the main aspects related to research methodology and the second has presented the results obtained from the research tools. From the presented results, we then may attempt to conclude that. First; a close look at the answers provided by both sides shows that the problems and challenges faced by teachers were not different from those encountered by pupils and are relevant in this study. Second, the effects of large class size on the quality of teaching, learning and assessment is that it reduces the quality of teaching and levels between the teacher and the pupils inside the class. Third, a careful look at the suggestions to cope with large class size at "IMPN" reveals that both groups of respondents have similar pertinent views with respect to the types of solutions that could be used to manage this problem. We now turn to Chapter 3 which presents the analysis and discussion of the results obtained from the main study.

CHAPTER THREE: ANALYSIS AND DISCUSSION

The previous chapter has dealt with research methodology, applied for the objective of this study, that is, to search for a possible answer to the question “***How can the problem of large class size be managed at IMPN?***”. With this in mind, the previous chapter has comprised the presentation of the factual report obtained from the teachers’ questionnaire, pupils’ questionnaire and direct observation through three (3) questions.

In this chapter, we shall look at the interpretative report of the data obtained in chapter 2 by discussing the purpose of this study, the research question and the literature review. To accomplish these objectives, this chapter is divided into two main sections. The first one analyses and discusses the results we obtained from the IMPN English teachers’ questionnaire, while the second one and the last section concentrate on IMPN pupils’ questionnaire too, which is divided into two sections (A and B).

3.1. Teacher Questionnaire

The aim of this current section is to analyse and discuss the outcomes from the teachers’ questionnaire. In order to achieve these objectives, in this section the reliability and validity of this study starts from the experience that our participants possess on effective EFL teaching and learning, see subsection 2.2.2 (Table 10, 11 and 12) in the previous chapter.

Referring to teachers’ background information (Section A), the results obtained from the teachers’ questionnaire, showed that the majority of the respondents 70% answered the questionnaires with their names, and 50% of them are in 5^o year at ISCED-Huila as well as in the system of education for 6 years. Concerning to 100% all English teachers work at IMP-Namibe, and the majority of them which corresponds to 80% are teaching grade 10 and 11. In relation to teachers’ number of pupils in each class 50% had 42 pupils. Besides, this study revealed that 100% of teachers are male and, 50% of them their age range from 30-35 years old.

On the contrary, Section B which deals about the effects of large class size on effective EFL teaching and learning. In an attempt to answer the first question, the researcher tried to investigate if teachers had any difficulty in handling large classes. To this question, the study found that the majority of the respondents affirmed that they

actually had difficulties in dealing with large class sizes. They outlined the following challenges and problems as their reasons: (1) communicative activities are neglected, (2) contributions in class are done by few pupils while other tends to disturb, (3) difficulty in giving more than two exercises, in identifying truant pupils, as well difficulty in marking pupils' scripts and providing feedback on time, just to cite some.

Besides these challenges, large class size in recent times has become a necessary evil for public schools in the country. The seriousness of the matter is directly connected to the quality of teaching in RETEP system, assessment of pupils, and the quality of some teachers admitted to teach in this system of education. This assertion is shared by other scholars, such as Anderson (2000), whose opinion of likely factors that are associated with class size and pupils' achievements includes aspects directly linked to teaching.

As mentioned in the literature review, a study done by Lemmer (1999), found that a large class size has an effect when it comes to the choice and use of a variety of teaching styles, in particular group work. This is so because in an over-crowded classroom the working space for group activities is limited, and mobility of the teachers to monitor group activities is also quite challenging. Similarly, Chung and Mutumbuka (1989) in Mupa and Chabaya (2011: 45) argue that teachers with large classes simply will not be able to mark and set proper exercises.

The present findings seem to be consistent with other research which found one significant issue that appears constantly in many researches is that, when it comes to attainment of higher-order academic skills such as problem solving, written expressions and critical thinking, students in smaller classes do acquire more of these skills than do students in larger classes, Schiming (2013) in Mintah (2014: 10).

For question two, views collected from teachers to assess the extent to which large class size affects the quality of teaching and assessment of pupils' learning are presented as follows: (1) affects the quality of teaching, delays feedback on pupils' assignments, (2) does not afford time for remedial teaching, and also does not allow teachers to move around freely to monitor, observe and assess pupils during activities, (3) impacts on useful monitoring and evaluation of lessons, just to cite some. For further information, see subsection 2.2.2 (Table 11).

A strong relationship between these findings and what has been reported in the literature by Han (2002) which stated that the difficulties of giving useful feedback in large classes could be one real cause of any adverse effects on learning of large classes. In spite of, some Chinese researchers also identify some advantages of teaching large classes, Xu Zhichang (2000) notices that more students mean more ideas, and therefore, provide more opinions and possibilities. While, Griffiths (1990) argues that in large class sizes, marking becomes overwhelming and either fewer exercises are given or pupils are enlisted to do the marking.

Regarding to the effects of class size on distribution of resources, it is argued that increasing ratio tend to lower standards because of lack of back up services like library books, textbooks and learning materials Chiwaro and Manzini (1995) in Mupa and Chabaya (2011: 47). While, Griffiths (1990) argues that smaller classes make possible greater physical movement for the pupils and a more creative arrangement of furniture. While, in relation to the effects of class size on interaction patterns and levels Farrant (1985) in Mupa and Chabaya (2011: 50) argues that large groups encourage passive learning and pupils in a large class have only one chance in forty of getting an opportunity to contribute positively to the lesson at any moment. But also, Griffiths (1990) states that smaller classes enable the teacher to run their classes more effectively and smoothly with fewer rules and regulations.

With respect to the effects of class size on levels of achievement, Glass and Smith (1978) in Griffiths (1990) found that as class size increases, achievement decreases. While, Madaus (n.d) in Chakanyuka (1996) argues that where pupils-teacher ratio is high, academic achievement is lower than in schools where there are fewer pupils to a teacher. In relation to the effects of class size on teachers and pupils, Blatchford (2009) in Anderman and Anderman (2009) argues that despite the widely held view that small classes will lead to a better quality of teaching and learning, the research evidence has not been clear. One reason is the often-anecdotal nature of much research.

Thus, according to Norton and Locastro (2001) argues that first, many teachers in all parts of the world from whom at least self-report data, LoCastro (1989) were collected claimed that having a large class prevented them from doing what they wanted to do to help learners make progress in developing their language proficiency.

Furthermore, in relation to question three this question sought to find solutions to the problem of large class size and thereby minimize its effects on teaching and learning at IMP-Namibe. Therefore, the perspective of the majority of teachers who participated in the research were asked and these are presented as follows: (1) school headquarters and the government must provide quality public address system to enhance instruction delivery, (2) build more schools to enable school headquarters to break large classes into smaller ones, (3) to give group work and select pupils at random from the group to do the presentation and also answer questions, just to cite some.

These findings further support the idea of Ornstein and Lasley II (2002) in Mintah (2014: 12) which state that dividing students into groups seems to provide an opportunity for students to become more active in learning and for teachers to monitor students' progress better. Between five and eight students seems to be an optimal number. Pasigna (1997) in Benbow et al. (2007: 9) captures similar information in her informative guide to managing large classrooms. Her suggestions can be organized into three categories: groupings; classroom management; and remedial or enrichment activities. Pasigna stresses that the strategic grouping of pupils is fundamental to teaching in large classrooms. ... In order to familiarize pupils to group work, Pasigna suggests that they can be assigned into small groups (e.g., from 5-7 pupils) on a regular basis.

Finally, we may conclude that the answer that we got in literature reviewed and questionnaire applied justifies the relevance of this study. Besides, it is obvious that, the majority of teachers face problems in large classes as stated above and they have in any way trying to solve the problems related to the effective EFL teaching and learning, through any strategies recommended. Concerning to the types of problems that pupil and them as teacher face inside the class, and the problems and challenges stated above would require from teachers to consider all of them when dealing with large class size. In the next section we will analyse and discuss the pupils' questionnaire.

3.2. Pupil Questionnaire

As in the previous section, in this section the aim is to analyse and discuss the outcomes from the pupils' questionnaire. In order to attain the objectives, the

reliableness and validity of this research starts from the experience that our participants have on effective EFL teaching and learning, see Table 6, 7 and 8 (subsection 2.2.1.) in the previous chapter. Referring to pupils' background information (Section A), the results acquired from the pupils' questionnaire, showed that the majority of the respondents 79.89% answered the questionnaires with their names, and 100% of them are in grade 10. For pupils' gender 79% are male, and 50% of the total sample their age range from 16-20 years old.

In relation to the effects of large class size on effective EFL teaching and learning (Section B) from the questionnaire, the results we obtained on the other hand does not much differ from the results analysed and discussed from the majority of the participants' in the previous section above related to question one. Herewith, the majority of pupils also opined that, pupils and teachers in this study faced several instructional challenges in large classes, because the presentation of data in Chapter 2 clearly reveals that some of the most salient and prominent problems identified by them in classes are: (1) disturbance, (2) ignorance of communicative activities (3) difficulties in marking pupils' scripts and providing feedback on time which is clearly the problem we face at IMP-Namibe now a day, for further information see (Table 6).

This finding is in agreement with Datta (1984) in Mupa and Chabaya (2011: 48) findings which showed that in larger classes the teachers fail to facilitate single channel communication, where they talk to pupils as individuals, but talks them in pairs or groups... because in most cases, teachers load pupils with pair work and group work which they never supervise. Even though, marking pupils class work, tests and giving them feedback in time is always a challenge in large classes. For James, McInnis and Devlin (2002) points out,

Students expect feedback that is detailed in order to identify their weaknesses and understand how they have to improve in future but in large classes that becomes a problem. This is an indication that feedback is important for guiding learning, James, McInnis and Devlin (2002).

However, there is a surprising amount of agreement on the issue in the literature. Table 1 in chapter one shows the numbers of students mentioned in articles about large classes for English language teaching. A quick glance shows that all the authors agree that large classes have at least 40 to 60 students.

Although, the problems listed in Table 2 in chapter one confirms the premise that large classes are not prejudicial to learning. While, ten authors highlight the problems of

discipline in large classes, only two claim that large classes lead to less effective learning. It could be argued that any detrimental effects of large classes on learning are not directly the result of class size; rather, they may be due to knock-on effects of the other problems. For example, if receiving corrective feedback is a crucial factor in learning, Han *op. cit.* then states that the difficulties of giving useful feedback in large classes could be one real cause of any adverse effects on learning of large classes.

Concerning to the second question, in this section this question sought to examine how this problem affects the quality of teaching, learning and assessment of pupils' learning at IMP-Namibe. Because the problem of large class size is one of the big challenges that confront this public school. In Table 7, the results that we gained from pupils' questionnaire does not much differ from what we have obtained from teachers' questionnaire in Table 11 in the previous chapter, as the results are similar according to what we have analysed and discussed in the previous section above, except reason 2.3. from teacher questionnaire which is not included in pupil questionnaire. For further information, see subsection 2.2.1 (Table 7) in the previous chapter. As can be seen, the results of this study show that large class size affects the quality of teaching, learning and assessment. For instance, both groups of respondents stated the similar problems in relation to large class size.

Similarly, the findings of the current study are consistent with those of Finn, Pannozzo, and Achilles (2003) who found the need for systematic, preferably observational, research in this field. Because in relation to the effects on teachers the most consistent finding is that class size affects individualization of teaching. ... In smaller classes there also tends to be more teaching overall. Large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. Teachers are put under more strain when faced with large classes. Concerning to the effects on pupils Finn, Pannozzo, and Achilles *loc. cit.* conclude that students in small classes in the elementary grades are more engaged in learning behaviors, and they display less disruptive behavior than do students in larger classes... [I]n large classes pupils were more likely to simply listen to the teacher while in smaller classes pupils interacted in an active way with teachers, by initiating, responding, and sustaining see Blatchford, Bassett, and Brown (2005).

Incidentally, in a survey carried out by ATL (2009: 2) in Yelkpiri et al. (2012: 324) indicated that, Helen Terry, a secondary school teacher from Rotherham, said, "I am

unable to give all students the time and attention they often need". They further found that 83% of the respondents felt that the size of their classes had an impact on pupils 'concentration and participation. In addition, as mentioned in the literature review regarding to the effects of class size on teachers' instructional practices a study conducted by Griffiths (1990) argues that in large class sizes, marking becomes overwhelming and either fewer exercises are given or pupils are enlisted to do the marking.

For question three, according to what happen in the previous section, this question sought to find solutions to the problem of large class size and thereby minimize its effects on effective EFL teaching and learning at IMP-Namibe. Pupils' suggestions as to how the problem of large class size could be managed which do not much differ from teachers, except reason 3.5. from teacher questionnaire which is not included in pupil questionnaire. For further information, see subsection 2.2.1 (Table 8) in the previous chapter.

A careful look at the suggestions provided by both teachers and pupils reveals that both groups of respondents have similar point of view with respect to the types of solutions that could be used to address this problem at IMPN. Therefore, there are similarities between the results expressed in this study by the respondents and those described by Paigna (1997) in Benbow et al. (2007: 9) which captures similar information in her informative guide to managing large classrooms. And according to what Ornstein and Lasley II (2002) in Mintah, *op. cit.* stated. In addition, Benbow et al. (2007: 8-9) reveals a list of potential teaching practices that have been recommended as potentially effective way to address large classes which include: the use of small groups, pupil-to-pupil support and mentoring, effective use of existing space (i.e. largest classes in largest rooms), using the most effective teachers in the larger classes, use of volunteers and teachers' aides, team teaching, and shift instruction.

Therefore, a further study with more focus on the effects of large classes is suggested, to see whether pupils improve their learning and teachers can gain more experience in dealing with this issue. So, in order to deal with large classes at IMP-Namibe we propose the following activities to EFL teachers by (1) dividing class into two or three groups, (2) assign practice or reviewing exercises to the other group(s) while teaching one group, (3) and work in pairs or groups as well by using small group discussions, team spelling contests, questionnaires, role plays, moving partners, balderdash, wall

newspaper, a resource for self-correction, group dictations, peer reviews and the quiet signal for further information see Watson Todd (2006: 5-6), Pasigna (1997: 1-8) as well Appendix VIII, IX and XI. Thus, there is a relationship between Appendix I, II, III with Appendix VIII and XI, because these appendix focus on the same problem although the only differences are in the contents as well as in its purpose for this study.

So far, comparing these results to what other studies have found in Chapter 1 and to what this study has found in the previous chapter that can support this stance. The problem of large class size has arisen because of increase in the population, the quest for secondary education and better living conditions of life. Bahanshal (2013: 51) reported that the literature review also reveals that, the number of studies conducted in developing countries about class size and large classes are not enough compared with those addressing the issues in developed world. Though many researchers have concluded that large class-size poses lots of problems, but Hess (2001) on the contrary states that large classes have many advantages. "He affirms that the number of the students is so huge; it means more communication and interaction in the classroom, moreover a diversity of human assets...".

The aim of this chapter was to analyse and discuss the data collected during the empirical main study through the research instruments. To achieve that the chapter was divided into two main parts: the first was about the analysis and discussions of the results from teacher questionnaire. And the last one, which is the second, analysed and discussed the results from pupil questionnaire too. From the analysis and discussions conducted, we conclude that this study produced results which corroborate and validate the findings of a great deal of the previous work in this field, but also generated some results that are different from several studies previously conducted and already experienced in developing and developed countries as provided in Chapter 1. The data were analysed and compared according to the results we found in the previous chapter and against the literature that has been collected for this research.

In conclusion, as stated in earlier discussions, we can primarily conclude that the numbers of pupils in the classroom for this study clearly fits the description of large classes i.e. 35 to 41 pupils in a class. Second, the analysis and discussions in this chapter have shown that grade 10 teachers and pupils in the classes that have been defined as large at IMP-Namibe are faced with similar problems and challenges that

their fellows in developing countries experience, and pupils in large classes do not participate well compared to other pupils in small classes. Thirdly, although some authors in chapter one confirms the premise that large classes are not prejudicial to learning and only two claim that it leads to less effective learning. Most of the authors and the participants of this study state that large classes affect the quality of teaching, learning and assessment. Lastly, grade 10 teachers and pupils state that the problem of large class size can be managed at IMP-Namibe by the school headquarter and the government. Thus, the next and final section summarises the whole study. It also looks at the recommendations in general and possible areas for further research in the public sector of the second cycle of the secondary education according to Angolan context.

CONCLUSIONS AND RECOMMENDATIONS

This section seeks to give the conclusions and recommendations of the whole study, which aimed at researching and determining the effects of large class size on effective EFL teaching and learning at IMP-Namibe in order to find solutions on how to deal and overcome the related problems with large classes at IMP-Namibe. It summarises the study regarding the contextualized literature on large class size, its effects and the major findings. Finally, it proposes areas for further research.

Thus, the present study was designed in attempting to find a possible set of answers to the following research question: “***How can the problem of large class size be managed at IMPN?***” In the light of the results collected from the research, we arrive to the following conclusions:

- a) This study revealed that IMP-Namibe is faced with large class problems in Grade 10, because the numbers of pupils in the classroom clearly fits the description of large classes i.e. 35 to 41 pupils in a class which are against the National Politics of Education.
- b) The issue of large classes is complex and controversial in many ways, meaning that teacher training to cope with large classes is needed, because English Language Teaching in small class-size is easier as teachers are able to evaluate without being burdened by the population of the pupils as well as their own teaching methodology to suit the needs of each pupil.
- c) The lack of sufficient literature in English Language Teaching about large classes in Angola needs attention from the researcher as well as from other English teachers, because the most literature produced on large classes and collected for this study pertains to primary and higher education mainly written by Western and Eastern writers according to their context.
- d) The definition of large classes, debate over its advantages, disadvantages, and the techniques of coping with it are issues, which are hard to be resolved unless practice-based research is conducted.
- e) The problems and challenges faced by teachers and pupils in large classes are significant, the effects of large class size on the quality of teaching, learning and assessment reduces the quality of teaching, the possible suggestions to cope with large class size at “IMPN” are good and pertinent.

- f) Teachers in the classes that have been defined as large at IMP-Namibe are faced with similar challenges that their fellows in developing countries experience, and pupils in large classes do not participate well compared to other pupils in small classes.
- g) The group method though is time consuming (in terms of planning) and demanding (in relation to supervision and control) is the best way of making impact on large class. Because pupils are able to discover facts on their own where creativity is crucial.

Due the conclusions stated above, large classes have considerable negative effects on effective EFL teaching and learning. However, regarding on the creation of a good environment to solve this problem, a careful attention to this issue is needed. So, on the light of the conclusions above mentioned, we can draw the following recommendations:

1. Government should provide quality public address system to enhance instruction delivery by building more schools to enable school headquarters to break large classes into smaller ones, and make provision for more language instructional materials such as language lab, conducive and serene learning environment for the purpose of optimizing teachers' and pupils' output in English language.
2. English teachers should teach the classes in group of 15 to 20, instead of trying to teach the whole class all at once, and seat the pupils who need more help closer to them where they can easily see their pupils during direct group instruction as well as by assigning pupils to small groups of 5 to 7, give them simple tasks or projects to do together, and apply objective tests for easy assessment and marking as well as small group discussions, team spelling contests, questionnaires, role plays, moving partners (See subsection 1.1.4.1.; Appendix XI).
3. In cases where large classes could not be broken down as a result of factors beyond the administrators and teachers control, the English teachers should strive to embark on grouping the pupils. This will give room for efficiency, monitoring the pupils' participation in the class, identifying deviant pupils,

identifying pupils' individual differences and also make the available instructional materials to circulate.

4. More studies should be conducted in this area by EFL teachers, as well as workshops and seminars should be organized for teachers quarterly by the school headquarters and local authorities of education to enhance and improve their classroom efficiencies and teaching methodology, because of the paucity of research in the effects of large classes on effective EFL teaching and learning in Namibe, especially in Angola.
5. English teachers at IMP-Namibe in order to overcome problems in an ELT large classroom regarding to teaching should use these strategies: groupings, classroom management, remedial and enrichment activities, small groups, pupil-to-pupil support and mentoring, effective use of existing space (i.e. largest classes in largest rooms), using the most effective teachers in the larger classes, use of volunteers and teachers' aides, team teaching, as well shift instruction (See section 1.4.; subsection 1.4.1.; 1.4.3. and 1.4.4.).
6. English teachers at IMP-Namibe should use the following activities everyday in their lessons to overcome problems in an ELT large classroom related to teaching: divide class into two or three groups, assign practice or reviewing exercises to the other group (s) while teaching one group, work in pairs or groups, routinise classroom chores, use routines and student leaders, organise seating, play background music various techniques (e.g. name cards), elicit oral responses, team teaching, use peer monitoring, self and peer assessment, portfolios, as well as by using wall newspaper, a resource for self-correction, group dictations, balderdash, categories, peer reviews and the quiet signal to ensure that their aims are accomplished (See for example, subsection 1.1.4.1.; 1.1.4.2. and Appendix VIII, IX and XI).

After this we can say that further research might investigate:

1. The effects of large class size on effective EFL teaching and learning – A study of II cycle schools in Namibe province.
2. Ways of increasing pupils' effective teaching and English learning in large classes of grade 10 pupils at IMP - Namibe.

The phenomenon of large class size in education is not only a negative situation for developing nations, but also for developed nations. Angola as a developing nation is no exception and has its own fair share of this problem at the secondary level of education. It is a very broad topic experiencing several researches for years; therefore, not everything could be mentioned here about large classes. All the findings of this work have to be understood within the limitations of sample size and the research context. Although, no generalisations could be made from this single study, it does make clear that the problem of large class size on effective EFL teaching and learning at IMP-Namibe exist, and its effects were revealed.

To sum up, we believe that this study we have carried out will serve as basis for subsequent researchers specifically in the area of large classes on secondary education in technical schools as well in general education. Therefore, I have taken care in elaborating this academic and scientific piece of writing, implicated in the existent difference among the addressees, because little was written about the effects of large classes on effective EFL teaching and learning according to our own context.

APPENDICES

APPENDIX I: PORTUGUESE TRANSLATED VERSION OF PUPILS' QUESTIONNAIRE



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-Huíla
DEPARTAMENTO DE LETRAS MODERNAS
REPARTIÇÃO DE INGLÊS

QUESTIONÁRIO DOS ALUNOS

Estimado (a) aluno (a),

Este questionário é projectado para ajudar a identificar o EFEITO DAS TURMAS VASTAS NO ENSINO EFICAZ E DA APRENDIZAGEM DO INGLÊS COMO LINGUA ESTRANGEIRA no Instituto Médio Politécnico do Namibe. Por favor responda cada pergunta cuidadosamente baseando se na sua própria opinião e experiência de aprendizagem. Os resultados serão usados para a conclusão do Grau de Licenciatura em Ciência de Educação na especialidade de Linguística Inglês no Instituto Superior de Ciências de Educação - ISCED, Lubango. Todas as informações recolhidas serão tratadas de forma confidencial.

Londaka Amásio Sangangula

A: INFORMAÇÕES PESSOAIS

1. Nome: _____
2. Classe _____
3. Género Masculino Feminino
4. Faixa etária 16 -20 20 – 25 Acima de 25

B: EFEITOS DAS TURMAS VASTAS NO ENSINO EFICAZ E DA APRENDIZAGEM DO INGLÊS COMO LINGUA ESTRANGEIRA

Orientação: Por favor marca na coluna abaixo que melhor lhe convém com o seu ponto de vista acerca das afirmações abaixo relacionado com as questões assinalando com um (X) na caixa apropriada: **sempre, as vezes, algumas vezes ou nunca.** (Verifica uma).

Nº	Pergunta/Afirmação	Resposta			
		Sempre	As Veze s	Algu mas veze s	Nunca
1.0	De acordo com o teu ponto de vista, Que problemas e desafios os professores e alunos enfrentam nas turmas vastas no IMPN?				
1.1	Actividades comunicativas são negligenciadas nas turmas vastas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2	As contribuições na turma são feitas por poucos alunos enquanto outros alunos tendem a perturbar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Dificuldade em aplicar mais exercícios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Dificuldade em identificar alunos que matam a aula na turma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Dificuldade em corrigir a caligrafia dos alunos e proporcionar uma resposta a tempo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Inabilidade da maioria dos alunos de lerem a partir do quadro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Inabilidade para organizar concursos de cultura geral e avaliações regularmente na turma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Sistema de ensino público inadequado estipulado pelo governo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Tempo inadequado para fazer perguntas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Interação com os alunos para saber dos seus problemas e dar assistência torna-se difícil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Trabalho mais teórico do que trabalho prático.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Modos rudes de alguns alunos forçam os professores a focalizarem-se em alunos com bom comportamento, em vez de usarem o tempo em acções mais produtivas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13	Problema de controlo da turma por causa das turmas vastas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14	Alunos têm menos chance para participar efectivamente e usar o idioma alvo na turma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15	Uso de materiais do ensino e aprendizagem se torna um problema, visto que o ensino não pode ter muitos materiais de ensino aprendizagem para alunos individuais.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.0	De acordo com o teu ponto de vista, Até que ponto as turmas vastas afectam a qualidade do ensino e aprendizagem, e avaliação dos alunos na aprendizagem?				
2.1	Afecta a qualidade da minha aprendizagem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Atrasa a reacção dos exercícios dados aos alunos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Não permite com que os professores se movimentam ao redor livremente para monitorar, observar e avaliar os alunos durante os exercícios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Tem impactos positivos no monitoramento e avaliação das lições.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Limita o número de exercícios dado a alunos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Torna a avaliação dos alunos difícil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Os alunos sentem-se tímidos em falar nas turmas vastas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Os alunos nas turmas vastas recebem pouca atenção individual do que os seus semelhantes em turmas pequenas, e isso conduzem ao descontentamento entre alunos especialmente os fracos que sentirão-se marginalizados.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Os professores têm pouca oportunidade para avaliar o trabalho e proeza dos seus alunos, debater os seus problemas ou proporcionar qualquer avaliação útil e construtiva.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.10	O ensino das técnicas práticas nas turmas vastas é negligenciado.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	O ambiente é barulhento e estressante nas turmas vastas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12	A oportunidade para os alunos para se expressarem é rara.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0	De acordo com o teu ponto de vista, Como pode ser gerido o problema das turmas vastas no IMPN?				
3.1	Proporcionar a qualidade do sistema de ensino público para aumentar a entrega da instrução.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Construir mais escolas para permitir que a direcção escolar possa transformar turmas vastas em turmas pequenas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Dar trabalho em grupo aos alunos seleccionados ao acaso do grupo, para fazer também a apresentação e responder as perguntas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Aplicar testes objectivos de avaliação e marcação fácil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Empregar mais professores para organizar o ensino em pequenos grupos para os alunos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Reduzir as turmas vastas em turmas pequenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensinar os alunos em grupos de 15 a 20, em vez de tentar ensinar a turma inteira de uma só vez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Fixe os alunos em grupos pequenos de 5 à 7 e lhes dê tarefas simples ou projectos para fazerem juntos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	Treine todos os alunos de como devem liderar um grupo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10	Põe sentado os alunos que precisam de mais ajuda próximo de ti onde você pode facilmente os ver durante instrução directa do grupo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	Treine seus alunos como routinar as tarefas na de sala de aula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptado e traduzido do original de: Yelkper, D et al. 2012. Effects of Large Class Size on Effective Teaching and Learning at the Winneba Campus of the UEW. *US-China Education Review A* 3, 319-332. [Online document] Available at <http://www.files.eric.ed.gov/fulltext/ED532900.pdf>. Accessed on 21 June 2013.

MUITO OBRIGADO PELA TUA COOPERAÇÃO

Namibe, Maio de 2015

APPENDIX II: PUPILS' QUESTIONNAIRE



**INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-Huíla
DEPARTAMENTO DE LETRAS MODERNAS
REPARTIÇÃO DE INGLÊS**

LARGE CLASS SIZE PUPIL QUESTIONNAIRE

Dear pupil,

This questionnaire is designed to help identify EFFECT OF LARGE CLASS SIZE ON EFFECTIVE EFL TEACHING AND LEARNING at *Instituto Médio Politécnico do Namibe*. Please answer each question carefully based on your own opinion and learning experience. The results will be used for the completion of Licenciatura Degree in Science of Education in Linguistic/English speciality at Instituto Superior de Ciências de Educação – ISCED, Lubango. We guarantee that the data you provide will be treated confidentially and with the most secrecy possible.

Londaka Amásio Sangangula

A: BACKGROUND INFORMATION

1. Name: _____
2. Grade _____
3. Gender Male Female
4. Age Bracket 16 -20 20 – 25 Above 25

B: EFFECTS OF LARGE CLASS SIZE ON EFFECTIVE EFL TEACHING AND LEARNING

Directions: Please tick the column that best suits your viewpoint about the statements below related to the questions by ticking (X) in the appropriate box: **A = Always; O = Often; S = Sometimes; N = Never.** (Check one).

No.	<u>Question/Statement</u>	<u>Response</u>			
		<u>Alway s</u>	<u>Ofte n</u>	<u>Som etim es</u>	<u>Never</u>
1.0	According to your view point, What problems and challenges do teachers and pupils face in large classes at IMPN?				
1.1	Communicative activities are neglected in the large classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Contributions in class are done by few pupils while other pupils tend to disturb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Difficulty in giving more than two exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Difficulty in identifying truant pupils in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Difficulty in marking pupils' scripts and providing feedback on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Inability of most pupils to read from the board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Inability to organize quizzes and class tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	regularly.				
1.8	Inadequate public address system stipulated by the government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Inadequate time for questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Interactions with pupils in order to know their problems and offer assistance become difficult;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	More theoretical work than practical work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Mob manners of some pupils' force teachers to focus on behaving pupils instead of using the time on more productive actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13	Problem of class control because of large class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14	Pupils have less chance to effectively participate and use the target language in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15	Use of TLMs (teaching and learning materials) becomes a problem, since teaching cannot have many TLMs for individual pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.0	According to your view point, To what extent does large class size affect the quality of teaching, learning and assessment of pupils learning?				
2.1	Affects the quality of my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Delays feedback on pupils' assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Does not allow teachers to move around freely to monitor, observe and assess pupils during activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Impacts on useful monitoring/evaluation of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Limits the number of exercises given to pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Makes assessment of pupils difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Pupils feel shy to speak in the large class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Pupils in large classes receive less individual attention than their peers in small classes and that leads to dissatisfaction among pupils especially weak ones who will feel marginalized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Teachers have less opportunity to assess and evaluate their pupils' work and achievement, discuss their problems or provide any useful and constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Teaching of the practical skills in the large class is neglected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	The atmosphere is noisy and stressful in large class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12	The opportunity for pupils to express themselves is rare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0	According to your view point, How can the problem of large class size be managed at IMPN?				
3.1	To provide quality public address system to enhance instruction delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	To build more schools to enable school headquarters to break large classes into smaller ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3	To give group work and select pupils at random from the group to do the presentation and also answer questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	To give objective tests for easy assessment and marking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	To employ more teachers to organize teaching in small groups for pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	To reduce large class sizes into smaller ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Assign pupils to small groups of 5 to 7 and give them simple tasks or projects to do together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	Train all the pupils how to lead a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10	Seat the pupils who need more help closer to you where you can easily see them during direct group instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	Train your pupils how to routinise classroom chores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from: Yelkpiri, D et al. 2012. Effects of Large Class Size on Effective Teaching and Learning at the Winneba Campus of the UEW. *US-China Education Review A* 3, 319-332. [Online document] Available at <http://www.files.eric.ed.gov/fulltext/ED532900.pdf>. Accessed on 21 June 2013.

Thank you very much for your cooperation.

Namibe, May 2015

APPENDIX III: TEACHERS' QUESTIONNAIRE



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO ISCED-Huíla DEPARTAMENTO DE LETRAS MODERNAS REPARTIÇÃO DE INGLÊS

LARGE CLASS SIZE TEACHER QUESTIONNAIRE

Dear teacher,

This questionnaire is designed to help identify EFFECT OF LARGE CLASS SIZE ON EFFECTIVE EFL TEACHING AND LEARNING at *Instituto Médio Politécnico do Namibe*. Please answer each question carefully based on your own opinion and learning experience. The results will be used for the completion of Licenciatura Degree in Science of Education in Linguistic/English speciality at Instituto Superior de Ciências de Educação – ISCED, Lubango. We guarantee that the data you provide will be treated confidentially and with the most secrecy possible.

Londaka Amásio Sangangula

A: BACKGROUND INFORMATION

1. Name: _____
2. Qualifications _____
3. Teaching experience _____
4. School _____
5. Grade _____ 6. No. of pupils in each class _____
7. Gender Male Female
8. Age Bracket 22 -30 30 – 35 Above 35

B: EFFECTS OF LARGE CLASS SIZE ON EFFECTIVE EFL TEACHING AND LEARNING

Directions: Please tick the column that best suits your viewpoint about the statements below related to the questions by ticking (X) in the appropriate box: **A = Always; O = Often; S = Sometimes; N = Never.** (Check one).

No.	<u>Question/Statement</u>	<u>Response</u>			
		<u>Alway</u> <u>s</u>	<u>Ofte</u> <u>n</u>	<u>Som</u> <u>etim</u> <u>es</u>	<u>Never</u>
1.0	According to your view point, What problems and challenges do teachers and pupils face in large classes at IMPN?				
1.1	Communicative activities are neglected in the large classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Contributions in class are done by few pupils while other pupils tend to disturb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Difficulty in giving more than two exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Difficulty in identifying truant pupils in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Difficulty in marking pupils' scripts and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	providing feedback on time.				
1.6	Inability of most pupils to read from the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Inability to organize quizzes and class tests regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Inadequate public address system stipulated by the government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Inadequate time for questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Interactions with pupils in order to know their problems and offer assistance become difficult;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	More theoretical work than practical work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Mob manners of some pupils' force teachers to focus on behaving pupils instead of using the time on more productive actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13	Problem of class control because of large class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14	Pupils have less chance to effectively participate and use the target language in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15	Use of TLMs (teaching and learning materials) becomes a problem, since teaching cannot have many TLMs for individual pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.0	According to your view point, To what extent does large class size affect the quality of teaching, learning and assessment of pupils learning?				
2.1	Affects the quality of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Delays feedback on pupils' assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Does not afford me time for remedial teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Does not allow teachers to move around freely to monitor, observe and assess pupils during activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Impacts on useful monitoring/evaluation of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Limits the number of exercises given to pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Makes assessment of pupils difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Pupils feel shy to speak in the large class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Pupils in large classes receive less individual attention than their peers in small classes and that leads to dissatisfaction among pupils especially weak ones who will feel marginalized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Teachers have less opportunity to assess and evaluate their pupils' work and achievement, discuss their problems or provide any useful and constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Teaching of the practical skills in the large class is neglected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12	The atmosphere is noisy and stressful in large class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	The opportunity for pupils to express themselves is rare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0	According to your view point, How can the problem of large class size be managed at IMPN?				

3.1	To provide quality public address system to enhance instruction delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	To build more schools to enable school headquarters to break large classes into smaller ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	To give group work and select pupils at random from the group to do the presentation and also answer questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	To give objective tests for easy assessment and marking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Further studies are needed to investigate the effects of large class size on effective teaching and english learning at IMPN.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	To employ more teachers to organize teaching in small groups for pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	To reduce large class sizes into smaller ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	Assign pupils to small groups of 5 to 7 and give them simple tasks or projects to do together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10	Train all the pupils how to lead a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	Seat the pupils who need more help closer to you where you can easily see them during direct group instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12	Train your pupils how to routinise classroom chores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from: Yelkper, D et al. 2012. Effects of Large Class Size on Effective Teaching and Learning at the Winneba Campus of the UEW. *US-China Education Review A* 3, 319-332. [Online document] Available at <http://www.files.eric.ed.gov/fulltext/ED532900.pdf>. Accessed on 21 June 2013.

Thank you very much for your cooperation.

Namibe, May 2015

APPENDIX IV: REQUEST TO CONDUCT A RESEARCH AT IMP-NAMIBE



REPÚBLICA DE ANGOLA
MINISTÉRIO DA EDUCAÇÃO
INSTITUTO MÉDIO POLITÉCNICO nº 55 DO NAMIBE
COORDENAÇÃO DE LINGUA INGLESA

A:
SUA EXCELENCIA SENHORA DIRECTORA
DO INSTITUTO MÉDIO POLITÉCNICO.

= NAMIBE =

C/c: Subdirector Pedagógico

Assunto: Solicitação nº 03/CI/IMP/Nbe/2014

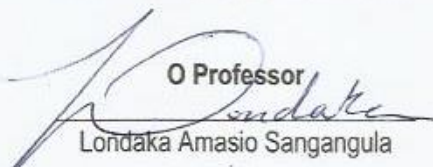
Eu, **Londaka Amásio Sangangula**, venho por meio desta solicitar a Exma. Senhora Directora do IMP-Namibe, a permissão da recolha de dados a partir dos estudantes e docentes de Língua Inglesa dos cursos de Desenhador Projectista, Maquinas e Motores, Informática, e Electricidade no IMP-Namibe. Este processo vai envolver dois questionários, sendo um para os estudantes e o outro para os professores.

Os dados servirão para a conclusão do meu Trabalho de Fim do Curso (Tese de Licenciatura) em Linguística Inglês no ISCED-HUILA (Instituto Superior de Ciências da Educação, Huila). O meu tópico tem a ver com "Os efeitos das turmas vastas no ensino eficaz e da aprendizagem do Inglês dos alunos da 10ª classe no IMP – Namibe."

Tendo em conta que as turmas vastas é um facto no sistema de ensino angolano e particularmente no IMP-Namibe, e que afecta muito o ensino eficaz e da aprendizagem do Inglês, espero que com o vosso consentimento e dos participantes, os dados a obter deste estudo possam espelhar a necessidade e os procedimentos, a utilizar no efeito que as turmas vastas causam no ensino eficaz e da aprendizagem do Inglês no IMP – Namibe.

Sem mais qualquer assunto, espero que Vossa Excelência consentirá que se conduza esta investigação.

Namibe, aos 31 de Julho de 2014.

O Professor

Londaka Amasio Sangangula

APPENDIX V: PERMISSION GRANTED TO CONDUCT A RESEARCH AT IMP-NAMIBE



REPÚBLICA DE ANGOLA
MINISTÉRIO DA EDUCAÇÃO
INSTITUTO MÉDIO POLITÉCNICO DO NAMIBE nº 55 "PASCOAL LUVUALU"
Telefone/264269390 - Fax: 264269391

NOTA Nº 061 /14

Para efeitos de **permissão de recolha de dados a partir dos estudantes e professores de Língua Inglesa no IMP-Namibe**, para o Trabalho de Fim do Curso (Tese de Licenciatura) no ISCED-HUILA.

Declara-se que **Londaka Amásio Sangangula**, é professor do I Ciclo do Ensino Secundário Diplomado do 6º Escalão, nº de Agente: **08714072**, colocado neste instituto Médio Politécnico, exercendo a função de professor de Inglês titular do B.I nº **001968359NE031** emitido em Namibe aos 09 de Dezembro de 2010. E por este meio dou o meu consentimento a ele, para conduzir a investigação para esta Tese de Licenciatura com o tópico Efeitos das Turmas Vastas no Ensino Eficaz e da Aprendizagem do Inglês, usando os estudantes e professores desta instituição.

E, por ser verdade, me ter sido solicitada mandei passar a presente Nota, que por mim vai assinada e autenticada com carimbo a óleo em uso nesta instituição escolar.

DIRECÇÃO DO INSTITUTO MÉDIO POLITÉCNICO DO NAMIBE 31 DE JULHO DE 2014.



Dr.ª CÂNDIDA JOÃO CARMO PEREIRA

APPENDIX VI: ENGLISH TRANSLATED VERSION OF PERMISSION GRANTED TO CONDUCT A RESEARCH AT IMP-NAMIBE



REPUBLIC OF ANGOLA
MINISTRY OF EDUCATION
MEDIUM POLYTECHNIC INSTITUTE OF NAMIBE no. 55 "PASCOAL LUVUALU"
Telephone/264269390 - Fax: 264269391

NOTE NO. 061/14

31st JULY, 2014

Re: Londaka Sangangula: Thesis of Licenciatura in Linguistics/English at ISCED-HUILA, on the Effects of Large Class Size on Effective Teaching and English Learning.

For the purposes of data collection permission from the students and teachers of English language at IMP-Namibe, for the final course work (Licenciatura Thesis) at ISCED-HUILA.

We declare that **Londaka Amásio Sangangula**, is 1st cycle teacher of Secondary Education 6th tier, agent no. 08714072, placed in this Medium Polytechnic Institute, exercising the function of English teacher, I.D card holder no. 001968359NE031 issued in Namibe on 9th December, 2010. I hereby give my consent to him to conduct this research for Licenciatura Thesis on the Effects of Large Class Size on Effective Teaching and English Learning, using the students and teachers of this institution.

And, because it is true, I have been sent this requested note, which for me is signed and authenticated with oil stamp in use at this school institution.



Candida Pereira
The Principal
Graduated in Psychology

APPENDIX VII: INFORMATION SUBMITTED TO PEDAGOGIC DIRECTOR ABOUT THE RESEARCH CONDUCTED AT IMP-NAMIBE



REPÚBLICA DE ANGOLA
MINISTÉRIO DA EDUCAÇÃO
INSTITUTO MÉDIO POLITÉCNICO n° 55 DO NAMIBE
COORDENAÇÃO DE LINGUA INGLESA

AO:
SUBDIRETOR PEDAGÓGICO DO
INSTITUTO MÉDIO POLITÉCNICO.

= N A M I B E =

C/c: Diretora do Instituto Médio Politécnico

Assunto: Informação n° 04/CI/IMP/Nbe/2014

Eu, **Londaka Amásio Sangangula**, venho por meio desta informar ao Subdirector Pedagógico do IMP-Namibe, que farei uma recolha de dados a partir dos estudantes e docentes de Língua Inglesa nos cursos de Desenhador Projectista, Maquinas e Motores, Informática, e Electricidade. Este processo vai envolver dois questionários, sendo um para os estudantes e o outro para os professores.

Os dados servirão para a conclusão do meu Trabalho de Fim do Curso (Tese de Licenciatura) em Linguística Inglês no ISCED-HUILA (Instituto Superior de Ciências da Educação, Huila). O meu tópico tem a ver com "Os efeitos das turmas vastas no ensino eficaz e da aprendizagem do Inglês dos alunos da 10ª classe no IMP – Namibe."

Sem mais qualquer assunto de momento, reitero os meus votos de um bom dia de trabalho.

Obs.: O documento só deu entrada hoje, visto que nas duas últimas semanas o Subdirector Pedagógico não se encontrava na instituição.

Namibe, aos 12 de Agosto de 2014.

O Professor

Londaka Amásio Sangangula

APPENDIX VIII: PRACTICAL CLASSROOM ACTIVITIES FOR TEACHING LARGE CLASSES

PRACTICAL CLASSROOM ACTIVITIES FOR TEACHING LARGE CLASSES

<p>Wall newspaper</p> <ul style="list-style-type: none">❖ Each time a writing project has been done in your class, randomly choose ten to fifteen papers that you will read over carefully.❖ Choose two of the most interesting from this group and edit them thoroughly.❖ Invite the two pupils whose papers you have chosen for a brief conference. Explain how or why you have edited their papers and ask if they want to change or add anything.❖ The chosen pupils re-write their papers and they are posted on the Wall Newspaper.❖ Leave the papers there for about ten days.
<p>Give me your sticks</p> <ul style="list-style-type: none">❖ Prior to any small group discussion, give each pupil five toothpicks.❖ Each time pupils speak up in a discussion, they place a toothpick in the centre.❖ During the discussion, all toothpicks should be used.❖ Once all toothpicks are used, pupils are not allowed to talk unless they get special permission from the facilitator.❖ When the group discussions over, ask “How many of you used all five toothpicks?”
<p>A resource for self-correction</p> <ul style="list-style-type: none">❖ Post the rules in several different places.❖ After completing a piece of writing, pupils take it up to one of the lists to check their composition.❖ As pupils write, circulate, checking their writing.❖ On a post-it note, write the number of the rule that they should check and unobtrusively place it on students’ papers.❖ As you correct compositions, you can also simply write the number of the rule when and where needed.
<p>Group dictations</p> <ul style="list-style-type: none">❖ Divide the class into groups of five.❖ Each group sends a reader to the front of the room.❖ Give each reader the passage to be dictated.❖ Groups send another pupil who meets the group reader. This pupil is the messenger.❖ The reader reads the first sentences to the group messenger. The messengers may ask for as many repetitions as they need. They can also ask for only half of the sentence. (But the reader is not allowed to show the text to the messenger.)❖ The messenger returns to the group and dictates what (s)he heard while the group members write. They may ask for repetitions as many times as they wish.❖ When you notice fatigue on the part of the messengers, call “CHANGE”. This will be a signal for groups to send new messengers. The former messengers will join the groups and continue the dictation of the previous writers.❖ Do several CHANGES.❖ When one group is finished with the entire passage, declare that group the winner.❖ Give each group the entire passage and allow some time for them to check their work.❖ Ask for a correct reading of the entire passage.
<p>Peer reviews</p> <ul style="list-style-type: none">❖ In groups of three, pupils give each group member a copy of their composition.❖ From a central place in the room, each group takes 6 review sheets (2 for each group member).❖ Explain the difference between being a Reviewer (who reads content) and an Editor (who reads for structure and grammar).❖ The first pupil in each group reads his/her composition out loud while his/her groupmates follow along. They can make comments or ask questions during the reading.❖ At the completion of the reading, each pupil fills out the reviewer/editor form.❖ The process is repeated with each pupil.

- ❖ Pupils receive their peer review/edit forms and read the comments of classmates. They may wish to ask questions for clarification.
- ❖ Pupils re-write compositions making appropriate additions and changes.

The quiet signal

- ❖ Tell pupils that since language demands a lot of practice, much time in class will be spent on talking in pairs and in small groups. To do this successfully it is very important that everyone knows just when an activity starts, what everyone is supposed to do, and when an activity ends. This is why you will establish, and stick with, a certain quiet signal that everyone must know and recognise.
- ❖ Show the class the quiet signal and tell them that you will spend some time practising it.
- ❖ Assign pupils a topic to talk about in pairs.
- ❖ In pairs, pupils talk until the conversation seems animated and lively.
- ❖ Use the quiet signal and time how long it takes the class to become quiet.
- ❖ Say, "Congratulations pupils. That only took you ...minutes. But since we will have to do this many times during each lesson, I want it to go even faster. Let's see if we can practice one more time, and make the quiet signal work very, very quickly."
- ❖ Repeat the procedure with another topic.
- ❖ Again, congratulate the pupils and if you feel that it is necessary, repeat one more time.

Adapted from: Thang, H.M. 2015. How to teach large classes. [Online document] Available at <http://www.nnkt.ueh.edu.vn/wp-content/uploads/2015/12/11-2015.pdf>. Accessed on 23 July 2016.

APPENDIX IX: ILLUSTRATION AND EXEMPLIFICATION OF PRACTICAL CLASSROOM ACTIVITIES FOR TEACHING LARGE CLASSES



Wall Newspaper (Thang, 2015)



Give me your sticks (Thang, 2015)



Resource for self-correction (Thang, 2015)



Group dictations (Filimonov, n.d.)



Peer reviews (Thang, 2015)



Give Me Five!

- 1 – Eyes on speaker
- 2 – Lips closed
- 3 – Body still
- 4 – Hands free
- 5 – Ears listening

The quiet signal (www.pinterest.com)

Adapted from: Thang, H.M. 2015. How to teach large classes. [Online document] Available at <http://www.nnkt.ueh.edu.vn/wp-content/uploads/2015/12/11-2015.pdf>. Accessed on 23 July 2016.

APPENDIX X: ILLUSTRATION OF SOME PHOTOS OF THE STUDY PARTICIPANTS'



IMPN Pupils



IMPN Pupils



IMPN Pupils



IMPN Pupils



IMPN Pupils



IMPN Pupils

APPENDIX XI: PRACTICAL AND COMMUNICATIVE ACTIVITIES TO USE IN LARGE CLASSES

PRACTICAL AND COMMUNICATIVE ACTIVITIES TO USE IN LARGE CLASSES

Nº	Activity	Procedure
1.	Small group discussions	Use topics related to a theme, or ask pupils to submit topic suggestions.
2.	Who Am I?	Tape the name of a famous person to the back of each pupil. Pupils go around the room asking questions and trying to identify themselves. Once they guess who they are they can place their nametag on the front and continue helping other pupils identify themselves.
3.	Team spelling contests	Each pupil who gets the spelling correct gets a point for their team.
4.	Balderdash	Large class can be split into teams. Teacher calls out a word and pupils have to write down the part of speech and definition. Each pupil to get both correct gets a point for her team.
5.	Write the question	Large class can be split into teams. The teacher calls out an answer and the pupils have to write the question. (ex. "Lynn") Each pupil to write the correct question gets a point. (ex. answer: What's your middle name?)
6.	Questionnaires	Pupils circulate around the room asking each other questions. Pupils can create their own questions on a given topic or theme, or you can provide the questionnaire handout. Follow up by asking each pupil to report the most interesting answer they received.
7.	Categories	The teacher calls out a category, such as fruit, and each pupil has to name a fruit when it is his turn. If a pupil hesitates for more than five seconds, he or she has to choose a new category and sit out the rest of the game. The last person to get out wins.
8.	Half Crosswords	Pupils are put into groups of four. The four is further divided into two pairs. Each pair receives a half completed crossword. The two halves make up a complete crossword. There are no written clues. The two pairs takes turns explaining their words, and listening to the other pair's explanations, thereby completing the crossword.
9.	Role Plays	Practise functional situation such as ordering in a restaurant, booking a hotel room, and visiting a doctor by using role plays. In pairs, assign roles and allow some time to think about what they will need to say. A couple of minutes is sufficient. This should be thinking time not writing time. Have them act out the role play, changing roles when finished. The teacher should monitor carefully, noting where problems have occurred and where new language is needed by the pupils. Write this up on the board and point it out to the pupils. Change partners and practise again. Repeat once more if time allows.
10.	Moving partners	Start the activity in pairs. Pupils are given a target time, e.g. 3 minutes in which to talk about the given topic. They must continue talking until the 3 minutes is over. Assign pupils as A or B within pairs. Ask all the pupils to stand and move one place so everyone has a new partner. Increase the time to 4 minutes and repeat the activity. Continue this four or five times or even more, each time increasing by one minute or increasing every other time by one minute. Higher levels can have longer times, and for all levels, as the weeks go by, the starting time can gradually increase.

Adapted from: Wilson, C. and D.E. House 2009. Communicative Activities for Large Classes: Implementing communicative activities in oral communication classes for non-English majors in Japanese universities. [Online document] Available at https://www.tht-japan.org/publications/2009/08-15_c_wilson.pdf. Accessed on 29 August 2016.

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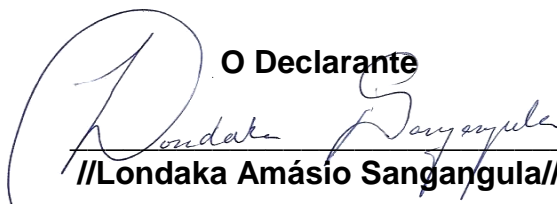
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DECLARAÇÃO

Eu, **Londaka Amásio Sangangula**, estudante do Curso de **Linguística /Inglês**, Departamento de Letras Modernas do ISCED-Huila.

Declaro por minha honra profissional que elaborei o meu trabalho de fim de curso, fazendo uso exclusivo dos conhecimentos adquiridos durante a minha formação, e da bibliografia que esteve à minha disposição, sem qualquer ajuda.

Lubango, aos 14 de Setembro de 2016


O Declarante
//Londaka Amásio Sangangula//