

Exploring the Difficulties that English Language Teachers Encounter When Teaching the Speaking Skill in a Large Class Size

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Abstract: The main purpose of this study was assessing the impact of large class size on speaking skill. Descriptive analytical method was employed to accomplish the study. The qualitative data were analyzed using percentage using (SPSS) and the qualitative data were elaborated and narrated in words. The achieved finding of the study revealed that large class size affects negatively on students speaking skill performance. The result of study also revealed that, although teachers are trying to minimize the impact of large class size, their commitment was not significantly as required. Finally, based on the major findings, possible recommendations were far warded so as to minimize the impact of the large class size. The study recommends that, teachers should use different appreciate methods and strategies to create small class size with the large class size. Moreover, it is recommended teachers should plan their lesson beforehand, so that they can use the time allotted properly. Furthermore, teachers should draw the attention of individual students to help and should establish good teacher-student's relationships and rapport by addressing students by their names in order to solve the problem of teachers' ignorance especially when the students feel that they are neglected. Besides, teachers should encourage students to express themselves in English without using mother tongue.

Keywords: Students' numbers – communicative activities – students' performance – the impact – teaching methods.

1. INTRODUCTION

It seems that English teachers have no doubt that large size of classes is a prime impediment for the efficient English teaching and learning. With more students enrolling in schools, large classes in a country like Sudan and other developing countries like Egypt, India and Pakistan tend to obligatory rather than exceptional. Therefore, the problem seems to expand widely. As a matter of fact, large classes are not in and of themselves an issue to look forward to with dread. Admittedly, they require a great attention and careful preparation from the teacher before the teaching process takes place. Happener (2007) views large classes as a small business which should be set up and handled carefully. Generally speaking, experienced English teachers in general and teachers beginning teaching in a particular find it onerous to manage a class with a number of students with various levels and different personalities. Therefore, it is helpful for teachers to divert a lot of class responsibility to student and back up a little and that will give students space to teach each other.

No one is absolutely certain whether small classes are inherently better than the large once in regard to the roles both classes play and their effectiveness on the process of English teaching and learning. Therefore, finding a definition to an idealistic class size which could be applicable in almost all teaching and learning environment tends to be difficult. Interestingly enough, teachers in general and English teachers in particular always favor small classes and believe that students in small classes better than their counterparts in large classes as more practice and activities are employed. In fact, their beliefs are not supported by lots of research in this field.

To throw light on this phenomenon, an empirical study was conducted to Sudanese Secondary English. The general purpose of investigating teachers experience in teaching large classes was to realize their perceptions towards teaching large classes and the strategies to cope with the existing adverse situations the classroom. Such understanding is expected to be beneficial in possible improvement of some fruitful and appropriate methods to yield the maximum learning output. However, review on the related literature provided deep insights about the effect of large classes and practical methods English teachers could utilize in such contexts. It is anticipated that large English classes do not offer ideal setting where effective teaching and learning could take place. For example, students centered teaching/learning is almost impossible in large classes. Nevertheless, a strong willingness to investigate the effect of large classes on English teaching according to teacher's perception made the researcher undertake this study where the main theme of this study is to list problems Sudanese Secondary teacher/students encounter when learning English in large classes.

Aims and Scope of the Study:

This study aims at exploring the difficulties that EFL teachers encounter when teaching speaking skill in a large class size. The scope of the study is limited to EFL teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan. It is conducted in the academic year (2019-2020). The total number of the subject of this study was (40) teachers. The results of the study may not apply generally to all Sudanese Secondary Schools.

2. LITERATURE REVIEW

Definitions of a Large Class:

How a large class can be considered as a large one? Its relative answer: Hayes (1997) states says 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 schools a class with 20 students may be perceived large. In Lancaster university project an average number of the large class is around 50.

In China, large class is generally referring to that as holding 50-100 students or more which to some foreign teachers may be super large. It can be seen that in different context or culture people have different degrees of tolerance of class size. Ur (1996) concludes, what is relevant to the class considered as large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it. Therefore, large class is one with more students than the teachers prefer to manage and available resources can support, from this point of view, large classes usually are considered to pose insurmountable problems for teachers.

Ur (1996) sees that: "large, is of course, a relation term, and what a large class is, will vary from place to place, a group of twenty may be considered large; in my teaching situation 40-50 a study done by Lancaster.

Leeds language learning in large class research projects (project report N^o4) of Coleman et al. indicates that an average perception of the large class size may be around 50 students (p 302). For example, some people hold that 50 would be large enough for class; others would argue that a large class could have as many as over 100 or even 150 students. However, most teachers generally agree that a class with 50-60 or more is large enough.

Similarly, Nolasco and Arthur (1988) stated that "Teachers who are used to teach group of 12-14 students might find a group of 20 rather than threatening. Others may be relieved when they have only 40 (p.40) Baker and Westrup (2000, p.2) suggest that a large class can be any number of students if the teacher feels that there are too many students for them all to make progress. The same thinking is held by Todd (2006, p.1) who adds that "what is taught influences teachers judgments of the size of classes which later can influence their definition of large class. Mulryan- Kyne (2010) offers different view by arguing for the importance taking into consideration the nature of the course and the resources and facilities available. For example, Mulryan -Kyne explain that "Meeting the needs of class of 50 in science laboratory designed for 30 is likely to be more challenging than presenting a history lecture to 220 students in a lecture designed for 30 (P.1979). However, Tungic and Kent (2006) further define large classes as classes with students above 30 in large university lecture rooms.

Other scholars define a large class from the context point of view. For example, writing from an African context, Onwu (1999) defines a large class "one where the majority of characteristic and conditions present themselves as inter-related and collective constraints that impede meaning teaching and learning (P.126). According to this definition, the factors which can affect the learning environment may induce:

Lack of physical space for moment due to overcrowding.

Diminished opportunities for all learners to participate actively in the learning process.

The impersonalizing of teaching.

Teachers resorting to predominantly lecture and teacher demonstrations. Excessive work load, and along homework assignment turn around.

Limited opportunities to meet individual students need for self-activity and inquiry, motivation, discipline, safety and socialization.

From what has been presented so far in the literature, it becomes evidence that the concept of large class is subjective, largely contextualized and situational based. Therefore, a large class in the Western world can be a small class in Africa or Asia or vice versa. This is because the teaching contexts differ.

The Relationships Between Class Size and Students' Performance:

Literature reveals that there is conflicting evidence from the research that smaller classes have effect on student an achievement in all language skills.

According to Toth and Montagna (2002) Hoxby's (2000) study on the effect of class size established that smaller classes had insignificant or no effect on student an achievement. Similarly, Milesi and Gamoran (2006) report in their research study that there was no evidence of class size effects on student achievement. The conclusion made by this study was that class size do not have an impact on student performance.

Papo (1999) who did a study on large class teaching at one of the South African university found strong evidence which revealed ties found strong evidence which revealed that the size of the class did not have an impact on teaching effectiveness and choice and teaching strategies used by instructors. According to him, instructors can be effective in their teaching approaches regardless of the class size because large class teaching does not negatively affect students learning. The center for excellence in learning teaching (1992) has clearly also indicated that reducing the number of student in class does not necessarily improve the quality of instruction so also, increasing class size need not to necessity worsen it.

With opposite views to the ones above Shavin (1989) some cautions, based on research finding done on class size that:

Teachers change their behavior in small classes, but the changes are relatively subtle and unlikely to make important differences in student achievement. Class size could have substantial effect on achievement indirectly, there may be highly effective instructional programs that could not be successfully implemented in large classes however, although this possibility seems logical, at present there is no hard evidence (p.106).

However, as lives (2000) states, which the author also concurs with that there is no single strategy to teach large classes, but the following should be taken into consideration:

- (1) One's teaching style.
- (2) The characteristics as the students.
- (3) The goals and the objectives of the course.

If the argument is that what is important is not the size of the group but the quality of teaching and learning that goes in there. Kew (2011, p.181) suggests that educators need to rethink their teaching strategies. English language teachers tend to view teaching English in large classes negatively. According to Hayes (1997), Large English classes are often associated with disorderliness lack of control lack concentration, lack of class room interaction and thus lack in the ability to speak English fluently. Strevens (1978) argues that an overcrowded class is one as the constraints on teaching, learning effectiveness. According to him over crowded classes reduce teacher's attention per pupil and produce real physical discomfort and distraction. They also include extreme heat and cold in the classroom. Similarly, Harmer (1983) points out that over-crowded classroom, which are badly lit, is one of the bad physical conditions which affect learner's attitudes negatively.

Izzo (1980) claims that the size of class is an important physical factor. It influences the choice of method, and decrease the amount of individual attention the teacher can give to each student. She found that small classes are preferable for language learning and correlated significantly with language achievement. Kennedy and (1996) indicates that the class size of the English class is worrying then since they believe that as soon as the number of group passes a certain number, it becomes difficult to control what happens.

To ensure more active pupil participation, Mutawa and Kailani (1989) call for making the size of the classroom normal (about 30 pupils) they add that large classes make it difficult for the teacher to supervise pupils which would lead to in effectiveness in teaching and learning.

However not all English language teachers think that class size matters such teachers believe that a good teacher is good whether he teaches small or large classes. Felder (1997) for example, argues that "there are ways to make large classes almost as effective as their smaller counter parts.

The relationship between students' achievement in the classroom and the class size is still under discussion. Blatchford and Mortimore (1994) argue that the studies conducted between the 1950's and 1970's tend to show that students in large classes performed moderately higher than student in smaller classes. According to them these studies should be taken into consideration.

Other factors such as teachers changing their style of teaching or parental interests and occupation. However, Rice (1999) indicates that despite the high frequency of studies consider these factors, no definite answers exist about the effect of class size on student performance.

The importance of class size is also stressed at university level. Sabander (1989) wrote about the English language learning in large classes at the universities in Indonesia. The situation in these universities is characterized by increasingly large student numbers and a severe teacher shortage. A survey of 28 teachers of these universities concerning classroom management, teaching and learning, evaluating students' progress, time allocation and instructional aids suggested that the problem of large classes seriously affects classroom management and solutions to those problems are urgently needed. However Kickbusch (2000) shows in her recent research that "reduction in class size to less than 20 students without changes in instructional methods cannot guarantee an improved academic achievement, and that class size appears to have more influence on students attitudes, attention, interest and motivation than on academic achievement." Al Bassam (1987) found that student's achievement in learning English is significantly correlated with their attitudes, motivation, parental encouragement and satisfaction with the English program.

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

In dealing with the problems associated with large classes, Nnaji (1991) proposes tutorial classes as a solution to help reduce the menace of large classes. According to her tutorials are discussion sessions where the teacher and his students talk to each other and express their views on topics they did not completely understand, the large number of the students makes it practically difficult to have a proper conversation class, and physical setting of the classroom makes the possibility of having communicative or interactive environment difficult. Chitrapu (1996) proposes the whole language approach for large classes which emphasizes that language, use requires interaction which seems to improve student confidence and fluency and help develop strategies for improving all language skills. Alimi, et al (1998) introduce team teaching to overcome some of the problems of the large classes in the university of Agriculture in Nigeria. According to these researches, team teaching may be explained as any form of collaboration between two or more teachers in order to improve classroom teaching management to enhance learning.

The General Problems of Large Size Classes:

It is difficult to enumerate all the problems regarding large size ELT class's. However, there are certain problems which may look small from a general point of view but may affect teaching learning process badly. Certainly there are certain problems that are related to all the large class size English teaching classes and cannot be ignored at any time.

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The Discipline:

Teachers face difficulties in controlling their students, who make noise especially when they do activate to finish before the other, then the teachers cannot stop them. A disciplined class is an ideal field for a teacher to impart knowledge.

Discipline is only possible if the strength of a class is normal. In a class of 40 students and more, it is impossible to maintain discipline. Maybe a teacher is very competent in his profession his preparation is satisfactory is smart and punctuate; but will fail to control and maintain discipline in those large size classes. Hayes (1997) stated that; "it is noisy, some students who aren't interested in class will disturb the others when we have the activities class, it will be difficult to control or to solve their problems." (p.109) we can say discipline problems are common in overcrowded classes in a way that the teacher should have enough proficiency on how to prevent those problems from occurring in his class.

The Discomfort:

Many teachers, as well as students, may find themselves uncomfortable when teaching and learning in an overcrowded class, they might feel unhappy and hopeless because of the overall hostile situation. Teachers cannot keep proper eye contact with the class, they cannot speak constantly at a high pitch. They cannot involve their students in learning activities if they cannot do so they get nervous then teaching learning process will not be in natural number.

Hayes (1997) argues that large size of class makes me frustrated and tired and I feel hopeless to manage the class successfully." (p.109) this it is important that the class must be a comfortable place to gain successful interaction.

The Individual Attention:

Due to the large number of students as well as the shortage of time, teachers cannot pay attention to every individual student in the class. Ur (1996) argues that "I can't get to know and follow the progress of all the individual in my class, they are too many of them and they are all so different." (p.303).

Teachers emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be made to encourage to participate in different activities. Participants in Al. Jarf's (2006) study commented that, "due to the size of the class they do not have enough time to pay attention to each and give every student a chance to speak and participate (P.24).

In words such context makes some students especially they shy or weak, to be neglected and left behind. Kennedy and Kennedy (1996) shared a similar view, as they believed it is difficult to overcome all of what occur in class when the number of student exceeds a certain limit.

The Evaluation of Students Progress:

It has been proved in various researches that is very difficult for the teachers to carry out proper evaluation in a class size.

The teachers consider it very challenging task to supervise and give appropriate feedback to a class that exceeds forty students per class, in addition, it is hard to check all the exercises done by each student in the classroom it becomes almost impossible to correct, their mistakes. Pair work, group work and trio work becomes impossible. It is troublesome for the teacher to make too many scripts of home assignment, However, all this, evaluation is essential in the teaching.

The Teaching Learning Process:

In a class that is overcrowded the teaching learning process gets very slow. There are many distraction and disturbances. The teacher is not audible to the student because of overcrowding; there is much noise in the class. The student finds it easier to talk with each other than to ask the teacher and listening to him. As a result, the class lacks the proper teacher student relationship and the teaching learning process gets disturbed Hayes (1997) points out:

I am not sure that my student get what I have taught exactly. It is difficult to control the student and I don't know what they have learned because there are a lot of students. Some may understand but some may be not understood and the teacher does not know what to do (p.109).

The Teaching Through Lecture Method Only:

In large size class, teachers are forced to depend on lecture method only. Mesachie (1980) notes that class size and method are almost inextricably intertwined, Thus, the research on class size and that on lecture Vs. discussion overlap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes.

Consequently, this leads to the question of how learning outcomes achieved by courses taught with the lecture method only in large class settings compare with outcomes achieved. In smaller size classes, where the discussion method is more likely to be employed.

In fact, lecture method is not appropriate for teaching English. In the lecture method, the teacher needs to make sure that the decoding of information by the student is correct and that the decoding of information by the teacher is based on assumptions it is valid. This method needs to be modified.

The Methods and Strategies of Teaching in a large Class Size:

Teaching in classes of large size may not be a big problem as far as the scientific specialties are concerned. In such specialties, the student can easily be taught in the form of group. However, teaching English in a class of large size is really a difficult task.

The following tools and strategies can help the English language teachers to teach in a class of large size.

The Management of Pair and Group Work:

Pair work is an activity in which two students work together when the number of students exceed two it is, then called a group work.

These two types are very important, while teaching along class. For example, the teacher through these techniques can maximize participation, make clear instructions and give feedback.

Harmer (2001) states:

Pair and group work will help provoke quite student into talking. When they are with one or perhaps two or three other students they are not under so much pressure as they are being asked to speak in front of the whole class (p.116). Managing pair and group work is needed more in some activities but teachers, in some cases may find difficulties.

The Management of Teaching Methods:

Management of teaching method is a technique that may help English language teachers maximize interaction as well as achieve better learning outcomes. Choosing the best method for teaching English as a foreign language in a large class may prevent teachers from suffering from many problems related to overcrowded classrooms. As an example Richards and Rodgers (2001) stated that remembering the characteristics of some of the worst lectures that teachers had as they were students and tries not repeat them these might include reading from the text or taking material straight from the assigned text only 60 minutes of non-stop lecturing, out dated or incorrect information presented etc. Moreover, the audio visual aids should be presented in a pleasant way that keeps students focus with the lesson. At the end of the class summarize the important points which we conversed during, the lecture and give the students some ideas of what to look forward to for the next time.

3. MATERIALS AND METHODS

In order to elicit teachers' participants and thoughts about the effects of large class size on students' performance in speaking skill. A questionnaire was designed and followed up interviews were carried out.

1- The Questionnaire:

The questionnaire used in this study consists of fifteen statements and participants were asked to respond and state their ideas and thoughts about the effect of large class size on speaking skill of the students studying English as a foreign language. The questionnaire was designed for (40) teachers with various educational backgrounds and academic degrees.

2- The Interview:

In order to shed more lights on teacher's opinions and beliefs about the effect of large classes on students speaking skill in English language as foreign language, semi structural interviews were held with total of (10) participants following the completion of the questionnaire, the interviews will be analyzed as qualitative data.

4. RESULTS AND DISCUSSIONS

The researcher used the questionnaire and interview as main tools for collecting data related to this study. The researcher has designed a questionnaire to find out English language teachers' opinions towards the difficulties that the teachers face when teaching speaking skill.

1-The Questionnaire:

Dear English Language Teacher:

I am a teacher of English language working on my MA thesis at the college of graduate studies at Sudan University of Science and Technology.

This study tries to investigate the impact of large class size on speaking skill. Based on your experience in English language teaching, please indicate whether you agree or disagree with the following statements. I shall be grateful if you respond honestly and unambiguously to them.

A lot of thank for your cooperation.

Yours faithfully.

Part One:

Personal Information:

-Your qualification:	B.ED ()	MA ()	Ph.D ()
-Experience in years:	1-5 ()	6-10()	Over 11()

The Analysis of Questionnaire:

Qualification:
Table No(1): The frequency distribution for the respondents' degrees of Qualifications:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.ED	8	20.0	20.0	20.0
	MA	22	55.0	55.0	75.0
	PHD	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Table No(1):

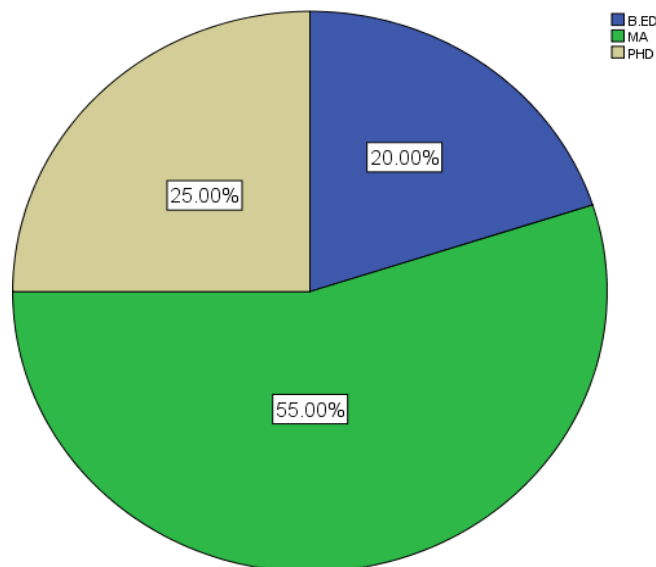


Figure No. (1):

The frequency distribution for the respondents’ degrees of Qualification.

According to the table and chart above, it is indicated that, the participants are holding deferent degrees such as BA. with percentage of 20%, MA. with percentage of 55% and Ph.D. with percentage of 25%.

Experience in Year:
Table No (2): The frequency distribution for the respondents’ Experiences in years.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	8	20.0	20.0	20.0
	6-10	22	55.0	55.0	75.0
	over 11	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Table No (2):

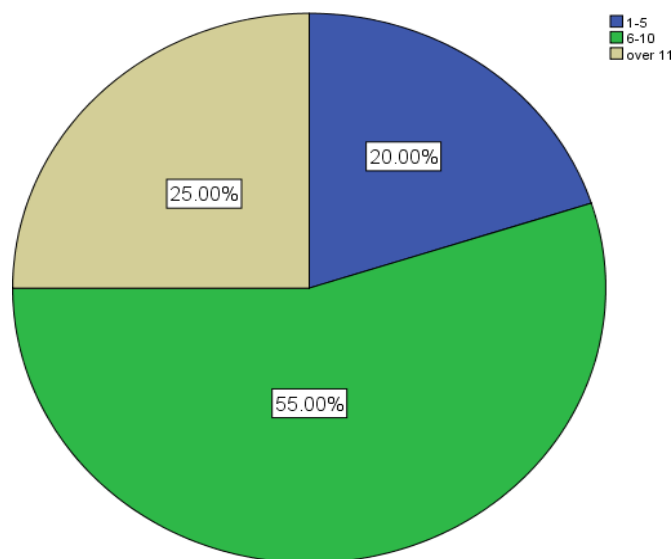


Figure No. (2):

The frequency distribution for the respondents’ Experiences in years:

According to the table and chart above, it is clear that, the participants have different background experiences ranging from 1-5 with 20%, from 6-10 with 55% and more than 11 with 25%

Part Two:

The Hypothesis Statements:

English language teachers face difficulties in teaching speaking skill in a large class’s size.						
NO	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-	Learning cannot occur when students are noisy in a large classroom.					
2-	The teacher cannot control the students' discipline					
3-	In a large class size, teachers spend more time in classroom management at the expense of facilitating the students learning.					
4-	Students cannot learn English when they practice activities in crowded classes.					
5-	In a large classroom, the teacher does not pay attention to individual students.					

Table No (3):

Statement NO (1) (English language teachers face difficulties in teachingspeaking skill in a large class size.)

Learning cannot occur when students are noisy in a largeclassroom.
Table No (4): The frequency distribution for the respondents' judges of statement No. (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	45.0	45.0	45.0
	Agree	20	50.0	50.0	95.0
	Disagree	1	2.5	2.5	97.5
	Stronglydisagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table No 8 (4):

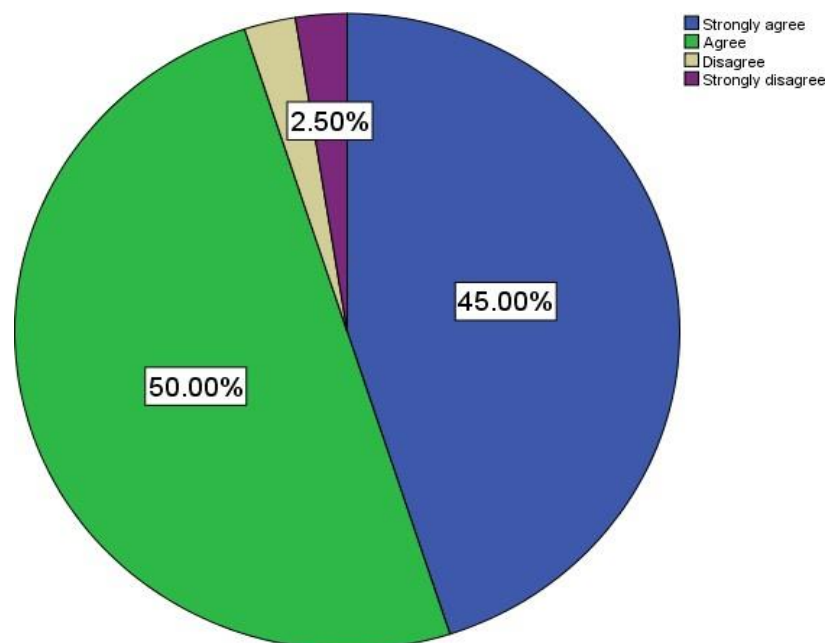


Figure No. (3):

The frequency distribution for the respondents' judges of statement No. (1)

From the above table and the figure, it is clear that, the majority of participants agree that, learning cannot occur when students are noisy in large classroom with 95.5%.

Statement NO (2): (The teacher cannot control the students' discipline.)

2- The teacher cannot control the students' discipline.
Table No (5) The frequency distribution for the respondents' judges of statement No. (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	27.5	27.5	27.5
	Agree	12	30.0	30.0	57.5
	Neutral	4	10.0	10.0	67.5
	Disagree	6	15.0	15.0	82.5
	Strongly disagree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Table No (5)

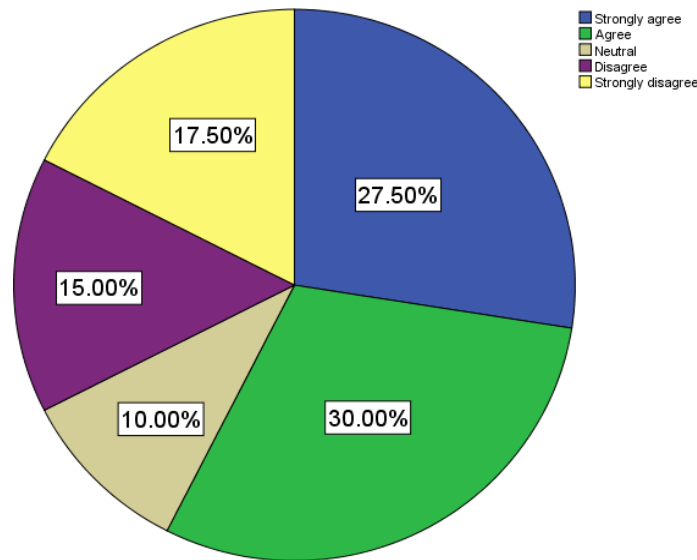


Figure No. (4):

The frequency distribution for the respondents' judges of statement No. (2)

With reference to the table and the chart above, it is obvious that 57.5% of the participants agree that, the teacher cannot control the students' discipline in large classes.

Statement NO (3): (In a large classroom, teachers spend more time in classroom management at the expense of facilitating the students learning.)

3- In a large classroom, teachers spend more time in classroom management at the expense of facilitating the students learning.					
Table NO. (6): The frequency distribution for the respondents' judges of statement No.(4)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	42.5	42.5	42.5
	Agree	12	30.0	30.0	72.5
	Neutral	8	20.0	20.0	92.5
	Disagree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table No (6)

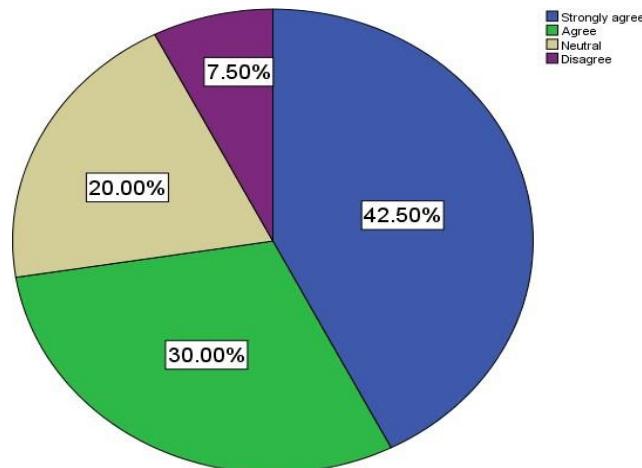


Figure NO. (5)

The frequency distribution for the respondents' judges of statement No. (4) According to the table and the chart above, it is clear that 72.5% of the participants agree that, in a large classroom, teachers spend more time in classroom management at the expense of facilitating the students learning.

Statement NO (4): (Students cannot learn English when they practice activities in crowded classes.)

4- Students cannot learn English when they practice activities in crowded classes.
Table No (7): The frequency distribution for the respondents' judges of statement No. (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	42.5	42.5	42.5
	Agree	12	30.0	30.0	72.5
	Neutral	8	20.0	20.0	92.5
	Disagree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table No (7)

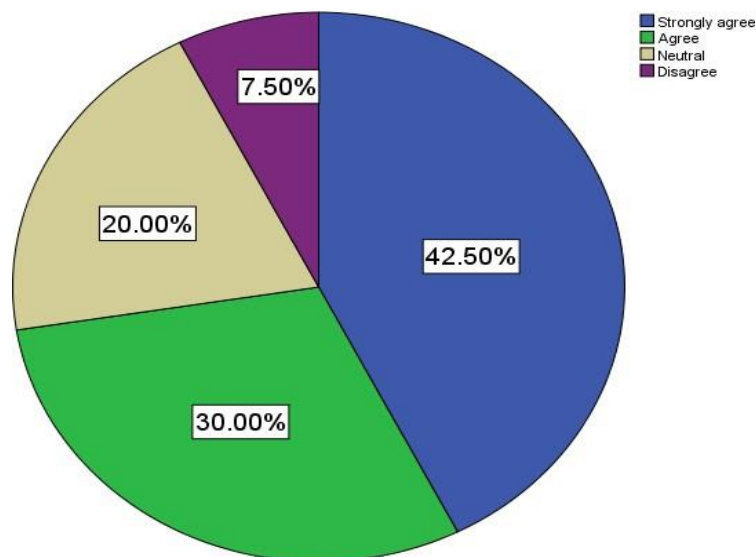


Figure NO. (6):

The frequency distribution for the respondents' judges of statement No.(4)

With reference to the table and the chart above, it unambiguous that, 72.5% of the participants agree that, Students cannot learn English when they do practical activities in crowded classes.

Statement NO (5): (In a large classroom the teacher does not pay attention to individual students.)

5- In a large classroom the teacher does not pay attention to individual students.
Table No (8): The frequency distribution for the respondents' judges of statement No. (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	20.0	20.0	20.0
	Agree	12	30.0	30.0	50.0
	Neutral	2	5.0	5.0	55.0
	Disagree	8	20.0	20.0	75.0
	Strongly disagree	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Table No (8)

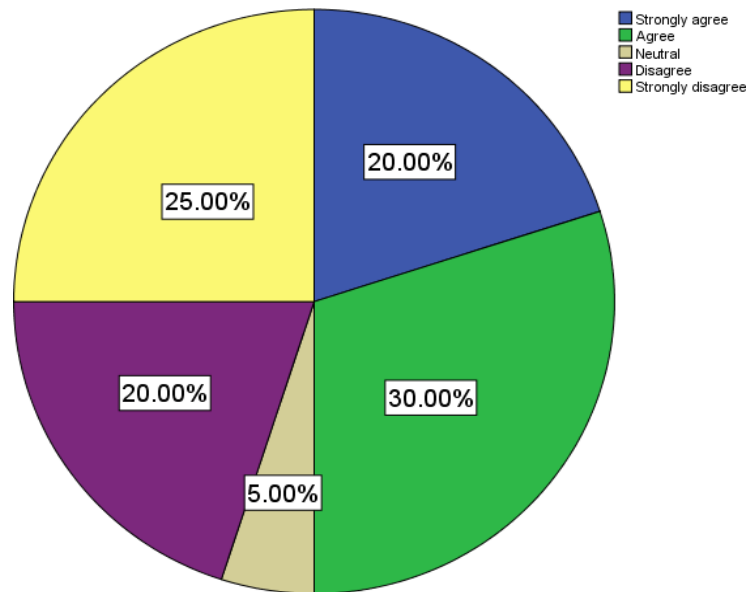


Figure NO. (7)

The frequency distribution for the respondents’ judges of statement No. (5)

According to the table and the chart above, it is clear that, the average number of participants agree that, in large classroom the teacher doesn’t pay attention to individual students with 50 %.

The Questionnaire Statements Interpretation:

With references to the hypothesis (English language teachers face difficulties in teaching speaking skill in large classroom), it is obvious that, this hypothesis is achieved, because the majority of the teachers indicate that, it is extremely difficult to teach speaking skill in a large classroom. They clarify that, they suffer a lot in practicing conversations and dialogues in group or pair work when doing activities. They believe that, it is better to them sometimes to skip the work in groups or pairs due to the effect of a large class. In addition to that, the majority of participants complain that they are not given appropriate opportunities to manipulate and make the creativity in teaching speaking skill.

The Interview:

In order to shed more lights on teachers’ opinions and beliefs about the effect of large classes on students speaking skill in English language as foreign language, semi structural interviews were held with total of (10) participants following the completion of the questionnaire, the interviews will be analyzed as qualitative data. The participants were asked the following questions:

- 1- In what way does a large class affect your class management?
- 2- What are the challenges that you encounter, due to the effects of a large class size in your teaching?
- 3- In order to minimize the impact of a large class, what do you do?
- 4- What do you suggest should be done to reduce the negative impact of a large class in teaching and learning English?
- 5- What language learning in teaching activities is severed by affection, due to factors related to a large class size?

The Analysis and Interpretation of Interview:

The interview shed light into the impact of large class size on learners' speaking skills. When the participants were asked to elaborate and explore their opinion about the impact of large classes, they generally responded as followings:

- 1- Concerning the first question (In what way does a large class affect your class management?) All of them consider that; it is very hard to manage the class and assess the students, it's very difficult to control the large classes, large classes enforce us to use mother tongue instead of using the target language. They added also large classes enforce them to make learning students-centered.

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2- With reference to the second question, (What are the challenges that you encounter, due to the large class size in your teaching?) In term of student's

involvement, in ability to manage pair and group work, teachers complain about getting students in activities with high attention, they believe that, it is extremely difficult to practice new components of language in a large classroom, because students find a lot of chances to be distracted. Although teachers everyday try to do their best, but they are frustrated to control and orientate the behaviors of naughty students when teaching speaking skill in a large classroom.

3- The responses of the third question (In order to minimize the impact of large class, what do you do?) were that, we try to put students in pair and group work; we attempt to change the seating arrangements to minimize the negative effect of large class.

4- According to the responses of question four, (in order to minimize the impact of large class, what do you do?)

What do you suggest should be done to reduce the negative impact of large class in teaching and learning English, the participants use different ways, techniques of teaching, establish small groups within the large class size by seating up groups; we assist some groups rather than individuals.

5- With reference to the question five (What language learning in teaching activities is severed by affection, due to factors related to large class size?) The respondents think that speaking and reading skills are severed by affection due to factors related to large class size. They added unambiguously that, they suffer seriously from the atmosphere of a large class in teaching certain communication skills such as dialogues and conversations.

according to their categories.

Report Discussions

Based on the analysis of both the qualitative and quantitative data, the following major findings were achieved:

Teachers face challenges of controlling the noisy students in a large class size. Teachers can't be able to pay attention to individual students in large classes.

In large classes the focus of teachers' assessment is on a written test rather than oral proficiency.

Large classes don't give enough opportunities to all learners to participate and interact orally.

From the above major findings, it can be concluded that, teachers have better perception about the things that hinder how to implement oral interaction in large classes.

The biggest problems often encountered in teaching in large classes are that: 1-The teacher cannot control the students' discipline.

2-In large classes, the teachers find it difficult to pay attention to all students. 3-learning in large classes promotes teacher-centered learning approach.

4-large classes force teachers to use the first language rather than the target language.

5. RECOMMENDATIONS

Based on the findings of the study, the researcher would like to forward the following recommendations to reduce the negative effects of a large class size and improve speaking skills.

1- Teachers of large classes should encourage students' interaction either by pair or group work; providing opportunities for students to learn from each other, and through more meaningful feedback from their teachers.

2- Teachers should use different appreciate methods and strategies to create small class size with the large class size. For instance, they ought to break the class into small groups, change the class seating arrangement to students and groups; and create students' profile, more authorized the group leaders and teachers encourage those disciplined students.

3- Teachers should plan their lesson beforehand, so that they can use the time allotted properly.

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4- Teachers should draw the attention of individual students to help and should establish good teacher-student's relationships and rapport by addressing students by their names in order to solve the problem of teacher's ignorance especially when the students feel that they are neglected.

5- Teachers should also try to conduct continuous assessment and provide feedback by giving activities using peer and self-assessment strategies among students.

Summary:

With reference to what is explored and presented throughout the questionnaire and interview and the data analysis, it is observed obviously that it is often difficult and sometimes impossible to teach any content in a large class effectively, especially speaking skill. In addition to that, few teachers do their best in order to minimize and reduce those bad effects of large classes to optimize and develop teaching and learning process. The majority of English language teachers are unable to control the students' discipline in large noisy classrooms or effectively implement certain communicative activities that suit the whole large classrooms.

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