ASSESSING THE PRACTICE OF TEACHING SPEAKING SKILLS IN LARGE CLASSES: THE CASE OF GRADE 11 YABALO PREPARATORY SCHOOL, OROMIA

MA Thesis

KEBEDE ASEFFA

November 2013

Haramaya University

ASSESSING THE PRACTICE OF TEACHING SPEAKING SKILLS IN LARGE CLASSES: THE CASE OF GRADE 11 YABALO PREPARATORY SCHOOL, OROMIA

A THESIS SUBMITTED TO THE COLLEGE OF SOCIAL SCIENCES AND HUMANITIES, SCHOOL OF FOREIGN LANGUAGE STUDIES, SCHOOL OF GRADUATE STUDIES, HARAMAYA UNIVERSTIY

In Partial Fulfillments of the requirement for the Degree of
MASTERS OF ARTS IN TEFL

By

KEBEDE ASEFFA LEMU

November 2013
Haramaya University

SCHOOL OF GRADUATE STUDIES
HARAMAYA UNIVERSITY

As thesis research advisors, we hereby certify that we have read and evaluated this thesis prepared under our guidance by Kebede Aseffa Lemu entitled assessing the practice of teaching speaking skills in large classes: The case of grade 11 Yabalo Preparatory School, Oromia. We recommended that it be submitted as fulfilling the thesis requirements.

Adinew Tadesse (Asst. Prof.)   _____   _____

Major Advisor   Signature   Date

Jeylan W. Hussein (Asso. Prof.)   _____   _____

Co- Advisor   Signature   Date

As members of the Board of Examiners of the M.A. thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Kebede Aseffa Lemu and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Arts in Teaching English as a Foreign Language (TEFL).

_____   _____   _____

Chairperson   Signature   Date

_____   _____   _____

Internal Examiner   Signature   Date

_____   _____   _____

External Examiner   Signature   Date

DEDICATION

This thesis manuscript is dedicated to my beloved family: my wife, Toleshe Tore; my children, Abdissa and Wakuma, whose love always vibrates in my body.

STATEMENT OF THE AUTHOR

This thesis is my original work and all sources of materials used for the thesis have been duly acknowledged. The thesis has been submitted in partial fulfillment of the requirements for the degree of Master of Arts in TEFL at the Haramaya University and it could be placed at the University's Library to make it available to borrowers under the rules of library.
.

Kebede Aseffa   Signature_____

Place: Haramaya University

Date of submission: _____

BIOGRAPHICAL SKETCH

The author was born in 1980 G.C in Kokofe Kebele, Kiremu Woreda, Eastern Wellega Zone, Oromia Region. He completed his primary and secondary Education in Kiramu Junior and Gidda Ayana Senior Secondary School respectively. After completing secondary education, he joined Bahir Dar University in 2002 and graduated with B. Ed degree in English Language in 2006. After his graduation, he taught English in Southern Oromia, Borena Zone. Then, he got the opportunity to follow his MA in TEFL at Haramaya University in 2011. He is currently working in Borena zone education office.

ACKNOWLEDGEMENTS

LIST OF ABBREVIATION AND ACRONYMS

CLT   Communicative Language Teaching

EFL   English as a Foreign Language

L_2 Second Language

MA   Master of Arts

NGO   Non Governmental Organization

TEFL   Teaching English as Foreign Language

UNESCO   United Nation Education Science and Culture Organization.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The main purpose of the study was to assess the practice of teaching speaking skills in large classes: the case of grade eleven at Yabalo preparatory school. To conduct the study, descriptive design with a mixed research method was used. Classroom observation, questionnaire for students and interview for teachers were the instruments used to collect data for the study. The sample of the study consisted of four classrooms, fifty eight grade eleven students and three English language teachers. Students were selected using simple random sampling technique. Data were analyzed using both quantitative and qualitative methods of data analysis. The close ended data were analyzed by frequency counting and percentage quantitatively, whereas, qualitative data analysis was used to analyze open-ended questionnaire, semi-structured interview, and classroom observation. At the end, both data forms were organized and presented thematically. The findings of the study revealed that there was no adequate practice of speaking skills in large class, to develop students' speaking skills. The study suggested that there were factors that affect the practice of speaking tasks in large class. Disciplinary problems, noise, lack of time to provide feedback, students' discomfort and lack of opportunities were found to be among the challenges that hinder the effectiveness and adequate practice of speaking skills in large class. The findings of the study also showed that English language teachers did not properly use different strategies to alleviate these factors and to teach speaking skills in order to develop students' speaking ability in English. Therefore, it was recommended that English language teachers should use various managing and teaching strategies, namely, pedagogical, management and affective related in speaking lesson to improve challenges and to perform the practice sufficiently.

1. INTRODUCTION

This study aims at assessing the practice of teaching speaking skills in large classes: The case of grade eleven at Yabalo preparatory school in Borena zone of Oromia Regional state. The main purpose of this chapter is to set the background, statement, objective, significance, scope and limitation of the study.

1.1. Background of the Study

English language has become essential in various countries. The growth of science and technology helped the language to be used all over the world. English language has been used in Ethiopian schools starting from lower grades. Therefore, it is important for Ethiopian students to learn EFL and have a good command on all the four language skills.

Speaking is one of the skills which enable communication. It is a fundamental skill of transmitting meaning and knowledge. Brown (1994) explains that speaking is a process of constructing meanings that involves producing, receiving and processing information. Speaking in English Language is a strong need for everybody and an important component of language course where Communicative Language Teaching is applied. However, as Ur (1998) notes it is more difficult to design and administer speaking activities than to do so for listening, reading or writing. Considerable number of students in high schools of our country is not actively participating in speaking activities. Most of the students know the rules of the language, but they usually fail to communicate using the language. And, English language teachers are in doubt to teach speaking skill, they consider the effects with class size.

There are a number of international studies which have been conducted on learning and teaching of speaking skill in large class. They are mainly focused on measuring the impact of large classes on teaching and learning, or on student achievement (Glass & Smith 1979; Hedges & Stock 1983; Maged 1997). Major findings have been to the effect that large classes constrain teaching and learning, and therefore, contribute to low students achievement. Among others, local researchers (e.g. Genene,2008; and Bedhane, 2011) as conducted research on the area of learning speaking skills in large class. Their findings indicate that large classes limit regular and in-depth

1

discussions with student's timely and frequent feedback to students and active problem solving, all which are key to facilitating meaningful learning. However, these studies focused only on the problems of large class on learning of speaking skill. However, this study was done on assessing the practice of teaching speaking skills in large class. The challenges and mechanisms teachers used to teach speaking skills.

Learning in large class room in speaking lesson is a complex task that seeks the combined effects of different strategies and other situation such as: a professional teacher, organized teaching materials, and significantly discipline. There is no single way to teach large classes, one has to consider, one's teaching strategies, the characteristics of students and the goal and objectives of the course (Ives, 2000). But, it was most difficult for teachers and students to practice speaking skills in large class effectively and efficiently. Thus, the researcher intended to assess the practice of teaching speaking skills in large class: The case of grade eleven at Yabelo preparatory school.

1.2. Statement of the Problem

Nowadays, more and more students have been enrolled in many high schools of the country. At the same time, English language is a very important subject for them. English teachers are in great demand in high school teaching. And it is a phenomenon for teachers to teach speaking skills in a large class. In Yabalo Preparatory School teaching speaking skills effectively has confusing English teachers. They claimed the numbers of students in a class that is the determinant of success in teaching of speaking. However, how teachers instruct, manage and administrate the classroom activities is very important.

It has been shown that most English language teachers associate large English classes with disorderliness, lack of control and lack of efficiency. Hayes (1999) states that most English language teachers tend to view teaching speaking skills in large classes rather negatively. However, not all English teachers think that class size matters. Such teachers say that what holds true in small classes also true for large ones. Richard Felder (1997) claims that there are ways to make large classes almost as effective as their smaller counterparts. Different scholars believe

2

that being able to use different teaching strategies such as managerial, instructional related and affective make teaching in large class effective and efficient.

Moreover, local studies have been done in the area of speaking skills in large classes to identify problems and achievements of students' in large class. Among them are 'Factors inhibiting learning Speaking skills in large classes in second cycle primary schools of Addis Ababa by Genene Dejenie in 2008. And, the research conducted by Bedhane Gemechu (2011) on ' An assessment on students' achievement of speaking skills in large classroom at Bule Hora Secondary School, Borena. The major findings of their studies indicated that large number of students influences the learning of speaking skills. The study showed that the speaking lesson in large classroom was not effective and faced problems in learning because of students' motivation, scarcity of resources, and students' disruptive behaviors (Genene, 2008). There is a relation between class size and students achievement. The findings indicated that because of the large number of students in a class there was low students' achievement (Bedhane, 2011). However, those studies did not touch the strategies teachers use to overcome the challenges or promote teaching speaking skills and did not assess the practice of teaching speaking skills in preparatory school. Thus, this study will attempt to bridge this gap.

1.3. Objectives of the Study

1.3.1. General objectives

The general objective of this study was to assess the practice of teaching speaking skills in large class of grade 11 at Yabalo Preparatory School in Borena Zone of Oromia Region.

1.3.2. Specific objectives

The specific objectives of this research are to:

1. Assess the practice of teaching speaking skills in large class.
2. Identify how large class affecting teaching of speaking skills.
3. Assess what English language teachers do to overcome factors that challenge teaching speaking skills in large class.

1.4. Research Questions

The following are basic research questions:

1. How do the teachers practice teaching speaking skills in large class?
2. How does large class affecting teaching of speaking skills?
3. What do English language teachers to overcome challenges related to teaching of speaking skills in large class?

1.5. Significance of the Study

The results of this study are expected to have the following significances. The study attempts to address the challenges of large class in teaching speaking skills and it might assist teachers to avoid those shortcomings by using strategies for the betterment of learning. It might also help school administrators, parents, wereda and Zonal Education office to focus on the identified challenges of the referred school and work in coalition for alleviating them through standardizing the class with 40 students in a classroom and training teachers on how to teach speaking skills in large class. Finally, this study is believed to initiate others to conduct further studies on related topics in a deeper and broader scope.

1.6. Scope of the Study

This study was restricted to assess the practice of teaching speaking skill in large classes in grade 11 classrooms at Yabalo Preparatory School in Borena Zone of Oromia Region. The practice of teaching speaking skills, factors of large class and the strategies teachers used to tackle the challenges were assessed.

1.7. Limitations of the Study

The researcher feels this study would have been more valuable and credible if it had been conducted in different schools, grades and numerous classroom observations. However, lack of experience, scarcity of time and financial constraint limited the researcher to focus only on assessing the practice of teaching speaking skills in large class: The case of grade 11 at YPS.

1.8. Definitions of Terms

In this study, the terms adequate, practice, feedback, large class, assessing and strategies were defined and used as follows**:**

Adequate: In this study, adequate refers to the practice of speaking skills in the classroom as much as it is expected. The practice of teaching speaking skills in large classes is sufficient enough or not as it is required. Adequate is enough speaking exercise carried out by students to develop speaking skills.

Assessing: Refers to an evaluation about the practice of teaching speaking skills in large class. To identify whether or not teaching speaking skills in large class is adequately successful and how it is.

Feedback: For the purpose of this study, feedback refers to any comments, assessments and correction provided by teachers on students' speaking tasks and performance. Therefore teachers feedback on students' speaking ability is timely and efficiently to arouse students interest and gain attentions toward the practice of speaking skills.

Large class: People have varying opinions on how large the number of students should be in large classes. Hayes (1997) states that some pupils hold 50 would be large enough for English class. Others argue that a large English class could have 70 to 100 students. However, it is agreed that a language class with 41 to 70 or more is large enough. For this paper a large class refers to preparatory school English classroom with the numbers of students more than 40.

Practice: In this study, practice refers to the implementation or exercising of speaking skills in the classroom to develop students' speaking skill.

Strategies: In this study it refers to techniques and mechanisms for teachers to teach speaking skills in large class and ways for them, to cope the special challenges in large class teaching.

2. REVIEW OF RELATED LITERATURE

This Chapter mainly dealt the concepts and definition of speaking and large class, factors affecting large class and strategies teachers use in large class while teaching speaking skills. In addition to this, various research findings, views of different scholars about strategies and large class and real situation were revised and discussed.

2.1. Concepts of speaking

Speaking is fundamental to human communication. Different linguists have different concepts of speaking but they are all agreeing with this idea. Brown (1994) defines speaking as a process of constructing meaning that involves producing, receiving and processing information. In Brown and Yule's opinions (1983), spoken language consists of short, fragmentary utterances in a range of pronunciation. Usually, there is a great deal of repetition and overlap between one speaker and another. Speaker usually uses non-specific references. They also add that spoken language is made by using the loosely organized syntax, and non-specific words, phrases and filters such as oh, well, uhuh etc.

Many language learners consider speaking ability as the measure of knowing a language. As for them, fluency is the ability to converse with others much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments on spoken communication. Therefore, if learners do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the contrary, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

2.1.1. Characteristics of speaking

In speaking, speaker knows the person to whom he/she is speaking. Bygate (1987) explains in most, speaking the person to whom we are speaking is in front of us and able to put right if we make mistakes. He/she can also generally show agreement and understanding or incomprehension and disagreement. Unlike readers or writers, speakers may need patience and imagination, too. While talking, speakers need to take notice of the other and allow listeners a chance to speak it. It means that we take turns to speak. Brown (1983) and her colleagues point out that a listener helps speakers improve their performance as a speaker because being a listener gives learner models to utilize when acting as a speaker. In addition, being a hearer first helps the learner appreciate the difficulties inherent in the task. It is clear that giving speakers experience in hearer's role is more helpful than simple practice in task in which a speaker is having real difficulties in appreciating what a particular task required.

The form and meaning of speaking are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions or patterns that tend to recur in certain discourse situations can be identified and charted.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ('linguistic competence'), but also that they understand when, why, and in what ways to produce language ('sociolinguistic competence'). Speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Bygate (1987) considers speaking as valued skill in many ways. The reason is that almost all people can speak, and so take speaking skills too much for granted. He also asserts that speaking skill deserves attention every bit as much as literacy skilled. Learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. Bygate also highly appreciates speaking by stating that speaking is the medium through which much language is learnt.

To sum up, it is undeniable that speaking is a key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.

2.2. Large Class

In this section, concepts such as meaning, impacts and benefits of large class in speaking session are overviewed.

2.2.1. Meaning of large class

Large class is a universal phenomenon. The definition varies from context to context and schools to schools. Many scholars from different background have viewed it from different perspectives. For example, for senior academic attending UNESCO Regional Workshop (nd) at Moi University, Kenya, "a large class is one with more students than available facilities can support and have more than 100 learners enrolled".

Hayes (1997) says "there is no quantitative definition of what constitutes a large class, as people's perceptions of this varies from context to context, in some private school a class with 20 students may be perceived large."

Large class is one with more students than the teacher performs to manage the class, teach and available resources can support. From this point of view, class size is defined by Mc Robbie, Finn, and Harmon (1998) as the actual number of students that one teacher is responsible for every day.

According to the 1994 Ethiopian Educational policy, in secondary school of the country, the standard numbers of students are 40 per section. However, in most probable, it exceeds to the standard numbers and exposed to large class. As a result, English teachers usually show their reluctance to teach speaking skill in large classes. They complain that they find it impossible to

8

reconcile the achievement of the objectives of learning with the actual classroom situation which causes the decline of the students' motivation and achievements.

For the purpose of education for all citizens, the enrolment in Yabalo preparatory school of grade eleven was none in 1994 and improved to 586 in 2005. In many contexts, any class over 40 pupils has generally been considered to be large. For the purpose of this study, large class is 41 and above pupils in a class.

2.2.2. Impacts and benefits of learning speaking skills in large class

Research on large classes has mainly focused on measuring the impact of large classes on teaching and learning, or on student achievement (Glass & Smith 1979; Hedges & Stock 1983; Gibbs, Lucas, & Spouse 1997, Maged 1997; Jin & Cortazzi, 1998). Major findings have been to the effect that large classes constrain teaching and learning, and therefore, contribute to low student achievement. Among others, large classes limit regular and in-depth discussions with students, timely and frequent feedback to students and active problem solving, all which are key to facilitating meaningful learning. To this point, Insel and Lindgren (1978) cited in Lindgren "the greater the number of individuals in a room and the higher the degree of destruction, the more difficult it is to engage in the more intensive concentration that complex problem-solving requires." Peterson (1978) also cited in Lindgren (1980:401) concludes through a research evidence that when class size are limited to twenty-five the following benefits are obtained." Students commit fewer aggressive acts, teachers and students both employ a greater variety of educational materials, methods and activities, students participate in learning related activities, students engage in thinking that is more original and more creative, problem solving activities are facilitated and enhanced and students have a greater opportunity to learn greater variety of roles". This depicts that when class size increases and the number of students becomes greater in class, lots of classroom advantages for both teachers and students will be lost and then class room management and instruction problem would become worse in degree. Lindgren finally confirms the above study and says "A number of studies show that living and working under crowded conditions inhabits mental growth and the development of self- understanding." .There are also some writers who advocate the direct relationship between class size and student

learning. Summers and Wolfe (1975) cited in Lindgren (1980:401) say "students' learning is better if classes are small"

On the other hand, summers and Wolfe (1975) explain that although, many studies have found a relationship, class size has not consistently been linked to students' learning and achievement. Ruffer (1979) cited in penny Cuick (1993) state that though large class size will be made to challenge classroom learning, other factors such as teachers' effort, students' enthusiasm, parental support and close follow up, etc, contribute much to students' learning. The effects of teachers in using poor teaching strategies in large class size will no doubt be negative particularly on classroom management and instruction which in turn affect students' learning and oral achievement. In light of this, there has been research which has revealed that it is also possible to have effective teaching and learning in a large class. The most important factor is the quality of the teacher. For example, a study by Bain (1989) quoted in Maged (1997), which was conducted in United States revealed that some teachers of large classes were as effective as their counterparts teaching smaller classes.

From the preceding preliminary literature, it is evident that sufficient research has been done to bring in focus the reasons why smaller classes may lead to improved students outcome than large classes. But there is also evidence that effective teaching is possible in large classes. The required research now is to assess possible forms of teaching practice in large class and strategies, which are suitable for mediating learning in large classes in various contexts. This is particularly necessary in Yabalo Preparatory school of Borena Zone, where the problem of large classes is likely to prevail for some time due to the massive resources that need to be invested into the system to bring the pupil-teacher ratio to 40:1 and below.

2.3. Factors that Affect Teaching of Speaking Skill in Large Class

In the following sections, factors which affect the teaching and learning of English speaking skills in large classes are summarized.

2.3.1. Classroom management factors

The classrooms at the high schools are often big with unmovable desks and large numbers of students. Unsuitable arrangement of classroom furniture (e.g. fixed chairs, tables and desks) can restrict successful organization of teaching speaking skills and implementing it properly (Cruickshank, 1999; Richards, 1994) which leads to difficulty relating to class organization and management. Bowman et al. (1989: 40) support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching." As a result, teachers believe that they cannot teach speaking activities in large class and problem solving (active learning) in overcrowded classrooms of fixed furniture. However, if the furniture in the class are fixed and it is impossible to change the classroom, then it is important for teachers to think of and plan more carefully the seating arrangements that match the kind of activity and the interaction patterns they want their students to follow.

2.3.1.1. Noise and discipline factors

Teaching, especially in a large speaking class makes noise and indiscipline. Girma (2003) states that when students are told to work in groups they start to make intolerable noise and this noise becomes uncontrollable and difficult to manage. When students are working together to exercise a given task, they may create noise and this noise often affects their interaction. In large very noisy class students cannot hear each other. According to Slavin (1994) when students are learning cooperatively in small groups, they face difficulties at sharing ideas clearly and this creates poor understanding among group members. However, the use of thoughtful and efficient strategies can contribute a good deal to solving the problems mentioned.

2.3.1.2. Time management related factors

A task completed as group work will take more time than the teacher-centered instruction. For instance, speaking activities such as brainstorming, role play, discussion carried out through a group are time - consuming. For many teachers one of the major frustrations about group work is the time it takes to accomplish the tasks. It takes longer time for students to talk and listen to others. Therefore, it's better for students to be given a time limit, so that they

can pace themselves and deal with questions in more depth. In line to this, Exley and Dennik (2004) state that to conduct cooperative learning effectively, there should be adequate time provided by the teacher.

2.3.2. Affective factors

The affective sides of the learners is probably one the most important influences on language learning success or failure (Oxford, 1990). The affective factors related to L2 or foreign language learning is emotions, self-esteem, and empathy, anxiety, attitude and motivation. Foreign language or L2 learning is a complex task that is susceptible to human anxiety (Brown, 1994). This is associated with feeling of uneasiness, frustration, and self doubt. Speaking a foreign language in public, especially in forms of native speakers is often anxiety provoking. Extremely, anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation which often leads to discouragement and a general sense of failure.

2.3.2.1. Fear of making mistakes

In the higher education to get high scores in examination is nearly the only goal of high school students. For the reasons, there is no oral test in the higher education. Thus, speaking skills are often neglected. Moreover, since there are usually over 60 students in each class, students are little chance to practice speaking activities. Secondly, the fear of 'losing face' prevents the students from speaking English (Zhu, 2003). Face is still of great importance, to most students on the one hand, it motivates people to work hard to win face. On the other, people tend to conceal their mistakes and weaknesses for fear of losing face. For many English learners, they believe if they make mistakes or fail to find suitable words to express themselves, they lose face. To protect themselves from being laughed, they are reluctant to speak English in large classes. So, there are various circles the less they speak, the less they improve their speaking skills and the more they are afraid of speaking.

2.4. Strategies Used in Teaching Speaking Skills in Large Class

Most of the prior studies have mainly focused on measuring the impacts of large class on teaching and learning or students' achievement (Genene 2008, Bennett 1996; Billington 1997; Gibbs et al. 1997; Race 1998; Davies; 2000). However, it is not class size that has the greatest influence on teaching and learning. What matter most is the quality of teacher and his or her approach to teaching specifically the capacity to create health condition in large class setting, instruct and manage correctly and appropriately, encourage class participation and promote active learning. To this view, Ives (2000) makes several suggestions for teachers on how to promote learning in large classes is by minimizing the sense of anonymity, improve lesson, take roll-call and manage class climate. He added that there is no single way to teach large classes, but one has to consider three things; Ones' teaching style , the characteristics of the students and the goal and the objectives of the course. In addition, some studies in different countries explore the principle and strategies of teaching in large class size. The problems that teachers encounter while teaching large class is either management related problem or pedagogical. The strategies of improving teaching efficiency in large class are explored accordingly in teaching English Speaking (Chen Yong 2009). Many useful principles will be set by different researchers and teachers. Some of the teaching strategies which used in large class are the following

.

2.4.1. Pedagogical strategies

There is much literature on issues related to the teaching and learning in large class. This reviews concentrates on the pedagogical approach teachers' use in improving learning and handling large class.

2.4.1.1. Establishing student-centered strategies

Many educationists agree in learning of language in large class with which all students need equal attention. Language is naturally cooperative which enables people to act together. Modern English language teaching methodology advocates student centered approach .It is communicative approach used in large class for effective and efficient students learning.

The student-centered teaching strategies in large class provide more chances for students to participate through individual, pair, group and whole class work, organizing cooperative learning activities think-pair-share and promote learner autonomy. The students use the language and the teacher seen as facilitator.

Teachers in large class learning overcome impacts by applying strategies of the communicative language teaching, develop group activity, and using multi-evaluation system in classroom systematically.

In light of this, Sprinthall and Oja (1994:128) " An effective teacher must support what the group learners need then be flexible enough to provide different types of behavior that are required."

The teacher that manages large class in learner-centered learning is a gate keeper that enables students to speak in turn and motivate passive one, a task master who manages the group's involvement in tasks, cheer leader that paves situation for encouragement and appreciation and a noise monitor who controls the group members' voice.

Lindgren (1980:516) argues "group interaction is an important dimension in learner-centered. It is not only stimulating cognitive process but also helps as classroom approach in improve learning."

English language teachers create awareness on the significance of learner-centered strategies of large class learning. However, failures of teachers to practically apply communicative approach contribute to large classroom problems.

2.4.1.2. Clarifying learning goals and planning strategies

Knowing clearly what to do and why to do is always helpful for students learning. And it is also in large class English teaching. Studies show that those who have more clear structure and set of goals guide their learning in class get better results. Being aware of the goals they are expected to achieve help students to monitor their own learning.

14

A plan is an instrument in which one achieves a desired goal. Some scholars call a plan as "a scheme of work". This scheme of work include learning scope, teaching objectives, learning activities, and evaluation system (self, peer, teacher). This implies that planning accounts for who, what, why, how, and when of the specific tasks to be accomplished.

Effective planning and good preparation will give rise to manage large classroom and the teaching- learning process will be accomplished easily. The need to plan properly is for successful large classroom teaching. Clark and Starr (1986) mention planning is one of the tasks of classroom management. Instructional planning strategies will minimize the difficult, laborious, over dwelling and talking of students in large classroom learning.

Tamirie Andualem (2000: 225) also summarizes in his distance materials saying "planning strategies prevents class room problems from occurring and prepares you [teachers] to respond efficiently and effectively to unanticipated large classroom events."

Consequently, planning is a component of managing and teaching in large classroom. Failure to plan will raise impacts of learning speaking skill in large classroom.

2.4.1.3. Supplying sufficient educational materials

The range of educational materials such as: Teachers and student's books, visual aids and different equipments are very crucial in learning of language in large classroom. Underwood (1987:80) point outs "if students and teachers do have educational materials it is worth of making classroom management and worth of using class efficiently."

English language learning in large class seeks enough students' text book, because, it makes the lesson easier, disciplined class and good performance of students. However, unavailability of materials creates worse situations in large class of learning English language.

2.4.1.4. Using group work and collaborative learning

Group work is frequently used by large class teachers. A well planned group work with clear, defined and objectives can promote deeper and broader learning outcomes. It is not only help students develop language and speaking skill but also can give the students opportunities to experienced cooperated learning. In large class EFL teaching, the advantage of group work may be doubled. On the one hand, too many students make it impossible for the teacher to give proper direction to each of them. On the other hand, the many students make it easier to share their ideas. With all this merits, group and pair work are no doubt a very reasonable choice in large class EFL teaching. In group work teacher should know clearly what the students are supported to achieve and outline expectation and provide guidance on how to coordinate the group object (Peng Ning, 1974)

2.4.2. Strategies related to management

Teaching is shortly the art of transferring knowledge and intellectual skills through formal education system in schools. The formation of schools can be viewed from the dimension of man's concern to transmit knowledge, skills and values of the society from generation to generation by means of language. English language learning as a skill development process seeks careful organizational tasks, which is a component of management strategies. English teachers are short of realizing this and neglect it by giving more attention to the instruction to be conducted in large class.

Underwood (1987:8) suggests that "classroom management strategies focus on organizational aspects of teaching English successfully. It contains good ways of organizing work in large class room, and useful guide lines on making the most of one's time and resources.

Management strategies consist of all the provisions and procedures necessary to maintain an environment in which instruction and learning can occur. Teachers of English language can effectively overcome impacts of large class and students learning which is allotted in time by equipping themselves with classroom management strategies.

Poor management strategies in large class learning manifested in several ways: discipline problems, poor presentation techniques, lack of planning and preparation, loss of rapport between students and teachers, weak to handle questions and irrelevant lesson introduction are worth mentioning.

In large class learning these and other major problems related to management should be identified. However, teachers of English language can tackle by using large class size management strategies summarized as bellow.

2.4.2.1. Disciplinary strategies

Different Scholars define discipline in different ways. For instance, A.S.Hornby (2000:330) define discipline as "training or control, often using a system of punishment, aimed at producing obedience to rules, self control etc."

Lindgren (1980:426-427) states three various meaning related to disciplinary strategies in large class learning. He says "punishment, control by enforcing obedience, orderly conduct, training that corrects and strengthens" as possible meaning of discipline.

Individual learners are commonly differed one another in various aspects. Pupils come to class with different needs and interests. It is also true for teachers. Hence, this diversity of interests and needs may cause conflict between teachers and students and so also between students and students in the classroom learning activities. These and other causes of violence will give rise to disciplinary problems in large class when learning speaking skill in grade 11.

Discipline and learning have the same outcome in assisting students to develop a change in behavior such as self controlling and self directing. In order to keep large class discipline and to maintain conducive classroom management situations for speaking language learning activities the role of lowering the voice if the class is too noisy, moving around during class, establishing class standard practice, grouping students in multiple ways, marking activities in different ways and establishing rules and routines is crucial (Zhang Min2008, yang Xingsheng 2008).

Abdu Mohammed and mulugeta Teka (2001: 100-1001) reinforce the above points " The teachers who are most successful in maintaining discipline in large class are not those who are good at dealing with problems but those who know how to prevent their arising in the first place."

These suggestions seem to be relevant strategy of humanistic and behavioral analysis approach which is assumed to be the recent large classroom management approach.

2.4.3. Affective strategies

The affective factors related to L2 or foreign language learning is emotions, self-esteem, and empathy, anxiety, attitude and motivation. Foreign language or L2 learning is a complex task that is susceptible to human anxiety (Brown, 1994). Therefore the following are the affective strategies teachers ought to use in teaching speaking skills in large class.

2.4.3.1. Understanding individual students in large class

Many English teachers attempts to know the subject matter they teach but would seem to give less attention to the importance of the strategies they have and make their talents in the best possible way in large class.

Knowing the students, collecting personal information and asking them to answer question by their name is strategies that teachers must consider for effective large classroom improvement.

Under Wood (1987: 35) says "Knowing the names, back grounds and interest of students, their previous experience of learning English, attitudes of students towards English and keeping records of students contribute more for organizing work in class room." She also screened the ten suggestions related to the benefits of the strategy of knowing students for large classroom management which English teachers shall keep an eagle eye on.

In speaking skill learning, teachers who know things that arouse students' interest, who can know their names, emphasizing their strength and make good rapport can be called good large classroom managers. Lindgren (1980:419) also writes that "… the failure of many teachers to help students learn is the result of students not understanding teachers and teachers not understanding students."

Johnson (1970) cited in Sprint hall and Oja (1994:515) also emphasized "effective large classroom management depends on the ability to know what behaviors are needed at a particular time in order for the group [of students] to function most efficiently."

Clark and Starr (1986:95) also state the need for a teacher in large class learning to know the students by saying "you [the teachers] should be friendly, cheerful, fair, consistent, interested, honest, and helpful. For this reason you need to know your students as individuals and strengthen friendly relations in order to direct students' interest."

Good understanding of every student in large classes is very important of a successful teaching. The feeling of being cared by teacher may lead to interest in learning. While the feeling of being neglected may cause depress the learners. In a large class as the as the opportunity for contact between students and teachers is significantly reduced, if teachers only give general instructions to all the students, they may fail to help the individual students efficiently in their learning. The student who cannot get enough attention may be discouraged and become less interested in learning. So, the overall understanding of each student in the class is the role for students. Knowing the individual students better can it be possible for the teacher to serve specific help for them in their language learning and thus, make the teaching more pertinent (Peng Ning 1994).

All these literature attempts to show that knowing the students and planning to design strategies to improve learning speaking skill in large class with the participation of the student is very assisting which English teacher must pay attention to.

2.4.3.2. Arousing the students' interest

Motivation is a strategy with which a teacher stirs the psychological and emotional interest of the learner. Arousing students' interest by using different teaching means and carrying out different teaching activities creates readiness and learning in large classroom effective.

Thorndike's statement cited in Sprint hall and Oja (1994:527) states "Learning is strengthened when it's followed by a satisfying state of affairs – satisfying, of course, to the learner."

Desalegn chalchissa (2000: 173) emphasizes the positive correlation of learning, managing and motivation and says "motivated students typically have positive attitude towards class learning, fewer management problems, and describe school as satisfying."

Environment controls the means in satisfying human needs, affects behavior either negatively or positively. Therefore, in large class learning of speaking skills it is better for teachers to create motivational strategies in avoiding disturbance, frustration, negative learning attitudes and other management problems.

In general, teaching speaking skills in large classes can be exposed to different challenges such as disciplinary, noise, time scarcity, provide feedback, scarcity of teaching materials, space of practice and so on. However, it is possible to teach speaking skills in large classes as that of teaching in small one, especially by using different teaching and classroom management strategies to keep the classroom discipline and to motivate students to participate in speaking activities and develop their speaking skills. Therefore, a teacher who does not want to use proper strategies during speaking lesson may encounter difficulty that can possibly affect the practice of speaking skills. Then, a carefully and effective use of proper strategies provides learners with extensive opportunities to practice speaking skills and overcome challenges of large classes which contribute to the development of students' speaking ability. On the other hand, Unable to use strategies may not provide students a good environment to practice speaking and thus, places obstacles for the adequate practice of speaking skills. Therefore, teachers have to use instructional, classroom management and affective related strategies to facilitate teaching speaking skills and to tackle challenges of large classes in speaking lesso

3. RESEARCH METHODOLOGY

This chapter provides an overview of the research design, research population, area of the study, sample and sampling techniques which were employed. In addition, the data collecting instruments, data collecting procedures and method of data analysis were given under this section.

3.1. Research Design

A descriptive research design was employed to assess the practice of teaching speaking skills in large class. The main reason for choosing this research design was that it was believed to be appropriate to study the existing conditions such as large class size and the teaching of speaking skills. The mixed approach has used in order to achieve the intended objectives of the study and to answer the research questions. The mixed methods were required to understand the different complexity nature of social phenomena. They help the researcher freely use different research method so as to get comprehensive information in studying the proposed problem than either quantitative or qualitative method alone (Onwuegbazie & Leech, 2006). For the quantitative research approach descriptive research design was used to describe problems and process as it was. Qualitative research was used in order to get information which could not be seen quantitatively. In light of this, Miles and Huberman (1994) state that to investigate the issue in education which is a human endeavor using qualitative method seems justifiable.

3.2. Participants of the Study

The primary Participants of this study were teachers and students of grade 11at Yabalo Preparatory School. This was because the issue related to large classroom was primarily the concern of teachers and their learners. The school was selected for two main reasons. First of all, the researcher was working there and had gotten firsthand experience of the problem under investigation. Second, the researcher knows those of the three school principals and four English language teachers who were believed to help him in getting co-operation and the necessary support from them to gather valid and reliable data for the study. Grade eleven was selected for the study.

3.3. Site of the Study

The study was conducted in Borena Zone of Oromia Region. The Zone is located in southern part of Ethiopia. And the Zonal administrative town is Yabalo which is about 575 km from the capital, Addis Ababa.

3.4. Sample and Sampling Techniques

The researcher selected the school because he taught there and had gotten personal experience of the problem. Also, there had not been any significant research conducted on that school concerning this study. In the proposed school, there were 8 sections of grade 11. Likewise, there were 4 English teachers. To perform this study the researcher purposively used all teachers for interview in order to get adequate information for the study. There were eight (8) sections of grade 11; 4 of them were used for observation, and among 586 total number of students 58 (10%) of them participated in the questionnaire and they were selected using simple random sampling. The researcher used sampling technique since every individual had the same probability of being selected and selection of one individual no way affects selection of another individual.

3.5. Data Gathering Instruments

In order to achieve the intended research objectives and to attain reliable information from the pertinent sample of the target population, the researcher selected and used three tools of data collection. Classroom observation as a major data gathering tool and sampled students' questionnaire and teachers' interview as supporting tools to get reliable data about how the practice of teaching speaking skills in large class were used.

3.5.1. Classroom observation

To collect data about the practice of teaching speaking skills in large class, classroom observation was utilized as a principal data gathering tool because it allowed studying phenomenon at close range with many of the present context about the practice of teaching speaking skills and to examine phenomenon while it was going on and to elicit challenges of large class. To this point, Lewy (1979:163) explained that "Observation is useful to indicate how the lesson is divided in a variety of activities." Similarly, Selinger and Shohamy (1989) have point out that observation is most often used in foreign language learning research to collect data on how learners use language in a variety of settings, to study language learning and teaching process in the classroom. Thus, the researcher used observation checklist to assess the practice of teaching speaking skills in large class. The Observation checklist contained some predetermined questions about the practice of teaching speaking skills in large class and challenges of large class with how English language teachers and students exercised it. The observation points were extracted and compiled from different research papers and researcher's long experience in teaching English Language. It was directly observed in the classroom. Therefore, the 4 English teachers were observed once while students were learning speaking skills and every activity was carefully recorded by checklist. The information collected was summarized and described.

3.5.2. Questionnaire

The study employed questionnaires for sample students. It was for the purpose of collecting data about how the practice of teaching speaking skills in large class. The questionnaire was used to elicit information about impacts of large class and the practice of teaching speaking skills. It is expected to provide quantitative data and is a quick and simple way of obtaining broad and rich information from pupils (Hopkins, 2002). The questionnaire consisted of open-ended and closed-ended type questions. It was prepared in English. Then, it was administered by the researcher after classroom observation was conducted. In its administration, the clarification was given for those respondents who found confusing in answering to the questionnaire.

3.5.3. Interview

To get Views about how to teach speaking skills in large classes, the researcher employed semi-structured interview. Selinger and Shohamy (1989) state that the use of interview as a data collection instrument permits a level of in-depth information, free response and flexibility that cannot be obtained by other procedures. A semi-structured interview was used to collect pertinent information from 3 English teachers. Unfortunately, one teacher was not interviewed from the four sampled population. The interview questions were employed as it allowed a wider freedom to ask future questions and it helped to control the direction of the interview to elicit the desired data. The necessary ideas about the practice and   mechanisms of teaching speaking skills in large class were discussed. In doing, checklists were used. Every activities and teachers' response were recorded.

3.6. Data Collection Procedures

In this research study, the data were collected in the following procedures. Firstly, classroom observation was carried out in 4 classrooms. So, the factors and practice of teaching speaking skills in large class were identified. Then, the questionnaire was administered to 58 participants (students). Lastly, semi-structured interview was conducted with 3 English language teachers.

3.7. Method of Data Analysis

In order to assess the practice of teaching speaking skills in large classes, factors and strategies, data gathered through classroom observation, questionnaire and semi-structured interview was analyzed and discussed by using both quantitative and qualitative methods of data analysis. First, statistical tools such as frequency number, and percentage were used to analyze and tabulate closed-ended questionnaire. Then, data which were obtained through open-ended questionnaire, semi-structured interview and classroom observation were analyzed, interpreted and discussed qualitatively. The methods complemented one another and the data with similar categories were organized thematically with triangulation methods.

4. RESULTS AND DISCUSSION

In this chapter, the responses to the questionnaires from students, the actual classroom observation and teachers semi-structured interview were analyzed, interpreted and discussed. The descriptive statistical methods such as percentage and frequency numbers of quantitative analysis and qualitative methods for open-ended questionnaire, classroom observation and interview were employed. The analysis, interpretation and discussion begin from the quantitative methods of tabulation and followed by semi-structured interview and ended with the actual classroom observation for the purpose of the simplicity of data analysis.

In addition, the findings were discussed to address the three objectives of the study and thus, this chapter contains three sections. The first section is related to the practice of teaching speaking skills in large class. Secondly, factors encountered in large class speaking sessions and lastly, the strategies teachers used to teach speaking skills are presented.

4.1. The Practice of Teaching Speaking Skills in Large Class

In this section the responses of students, classroom observation and teachers interview regarding how do teachers practice teaching speaking skills in large class were presented and analyzed.

Table 1: Students' responses on whether there is adequate practice of speaking skills in their class or not

No	Item	Ratings									
		SD		D		A		SA		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	There are sufficient practices of speaking skills in our classroom.	5	9	45	78	8	14	0	0	58	100
2	I have actively involved in doing speaking tasks in the classroom.	16	27	39	68	3	5	0	0	58	100

Key: SD – strongly disagree, D – disagree, A – agree, SA – strongly agree.

As it can be seen in Table 1, Item 1, 45 (78%) and 5 (9%) of the respondents disagreed and strongly disagreed respectively, about the fact that there was sufficient practice of speaking skills in their classroom. On the other hand, 8 (14 %) of the students indicated that there was effective speaking practice in their classroom. This shows that the effective practice of teaching speaking tasks in the classroom is seldom carried out to develop students' speaking ability, may be because of different challenges.

In addition, to the open-ended question, most students disagreed with the existence of adequate practice of speaking skills. Their main reasons were the large numbers of students in a class, lack of interest, scarcity of time in doing tasks. Again, they indicated that their EFL teachers did not attempt to teach speaking. Moreover, teachers preferred to teach other parts of the language. During the interview, teachers revealed that it was hard to practice speaking skills in the school sufficiently, because of students' numbers. One teacher expressed that he was not able to teach speaking skills as it was expected. He stated:

In a large numbers of students in a class like our school, it is difficult for me to manage, facilitates speaking activities and gives feedback or correction in a short period. He added, in the absence of facilities and conducive classroom condition it is impossible to teach, even students ca not listen attentively what teachers said, most students are of-task and make noise or disturbance.(I :T A)

This implies that in large number of students in a class, together with scarcity of resources it is difficult to manipulate the classroom discipline and teach speaking skills effectively.

Similar to the responses of students and their teachers, the classroom observations asserted that from the four observed classes in all sections, most students were not exercising speaking activities adequately (See appendices D to G). However, not all teachers think that class size matters. For instance another teacher pointed out that:

…it is possible to hold an adequate speaking practice in my classroom. He also added, the main important issue is the strategies teachers used to perform. (I: T B)

This depicts that it is not only class size that has the greatest influence on teaching and learning of speaking skills, the quality of teacher to use different strategies to teach, especially, the capacity to create good condition in large class, instruct and manage appropriately and encourage class participation and promote active learning are also determinant to practice teaching speaking skills in large class. To this view, Ives (2000) makes several suggestions for teachers on how to promote learning in large classes is by the sense of improve lesson, take roll-call and manage class climate.

In response to Item 2, Table 1 reveals that 39 (68%) and 16 (27%) of the participants disagreed and strongly disagreed respectively about their active participation in practicing speaking tasks in the classroom.; Whereas 3 (5%) of them agreed about their active involvement in doing speaking tasks. From this discussion one can deduce that there is no effective practice of

speaking skills to develop speaking ability.

The data obtained from students' responses seem to agree with their teachers' responses obtained through interview and the classroom observation checklist. In the interview, all of the teachers responded that there are factors which affect in teaching speaking skills in large class. So that, students active involvement in different tasks are not as satisfactory and students are of tasks (see appendices H to J).

Similarly, during the classroom observations the researcher observed that students are not actively involved to do speaking tasks in groups as well as in the whole. Rather, the classroom is engaged with noise and disturbance problems. Moreover, their English language teachers did not attempt to participate learners by using different strategies to develop students' speaking skills. This leads to the conclusion that students are unable to use the target language for communication in the classroom to improve their speaking skills. To this point, Insel and Lindgren (1978) cited in Lindgren "the greater the number of individuals in a classroom and the higher the degree of destruction, the more difficult it is to engage in tasks and lack of concentration that complex in problem-solving requires."

In conclusion, from the preceding paragraphs, it is possible to understand that there is no sufficient practice of speaking skills in the classroom. However, it is noted that, teachers were unable to use different teaching strategies such as managerial, instructional related and affective to Make teaching speaking skills in large class adequate and successful. To this idea, Richard Felder (1997) claims that there are ways to make large classes almost as effective as their smaller counterparts.

4.2. Factors Affecting the Practice of Teaching Speaking Skills in Large Class

In this section the findings of factors which affect the practice of teaching speaking skills in large classes are analyzed and discussed.

Table 2: The students' responses on factors that hinder their practice of speaking skill in large class

No	Item	Ratings									
		SD		D		A		SA		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
3	I have a confidence and not shy when I am speaking English in my class	6	10	34	59	11	19	7	12	58	100
4	There are disciplinary problems, such as uncontrolled noise and disturbance while doing speaking activities.	0	0	2	3	51	88	5	9	58	100
5	There are challenges of giving feedback or correction in appropriate time	0	0	5	9	24	41	29	50	58	100
6	There are not enough time to practice speaking skills	0	0	4	7	39	67	15	26	58	100

Key: SD – Strongly disagree, D – disagree, A – agree, SA – strongly agree.

Table 2, Item 3 indicated that 34 (59%) and 6 (10%) of the students disagreed and strongly disagreed respectively regarding their confidence in speaking in front of the class: while 11 (19%) and 7 (12%) of them responded that they agreed and strongly agreed that they have confidence. This shows that students feel shy and uncomfortable in speaking because they may not have an experience of exercising in pairs and groups and the class may not conducive to do so. For instance, during the interview most of the teachers replied that the students are not willing to speak in whole class and in groups properly and they were shy. Teacher 'C' said:

> Students feel nervous when they were ordered to speak because of fear of laugh
> when they make mistake in large class (see appendix J).

29

This shows that students have no adequate practice to speak English in the classroom. Consequently, they fear laugh while they are making mistakes. English language teachers undermined the use of correction or feedback in group tasks before students are going to report or speak to the whole class, to minimize students' anxiety.

However, during the observation session the researcher noted that, almost all of the classes do not have an opportunity to practice speaking skills in group and with the whole class. There was speaking sessions but there was not sufficient attention given to it (see appendices D to G). And when students were asked to speak, they were shy and not willing to speak.

In general, speaking tasks seemed to suffer from student's affective side, namely, being shy and uninterested. Thus, teachers ought to create conducive atmosphere in the classroom and encourage students with various strategies in order that students should practice speaking skills adequately in large class and generate the opportunity for them to interact comfortably in order to develop their speaking successfully. Concerning this, the affective sides of the learners is probably one the most important influences on language learning success or failure (Oxford, 1990).

Table 2, Item 4 indicates that about 51 (88 %) and 5 (9 %) of the students respectively agreed and strongly agreed about the view that there are disciplinary problems in their class at speaking session. On the other hand, 2 (3%) of the respondents disagreed regarding the view. In open-ended questions, students replied about uncontrolled noise and disturbance while they practice speaking in groups and pairs. During interview, teachers replied that discipline problems challenging phenomena in their classroom. In addition, teacher 'B' has an experience of 21 years and he said:

…the disciplinary problems in our school, particularly in speaking session is maximized and he added, the cause for disturbance in large class teaching is teachers inability to use different teaching techniques. (I: TB)

On the other hand, one of teachers said that "the teacher is not the reason of students' disruptive

behaviors in teaching and learning classroom". However, during the classroom observation, the researcher found that most students are misbehaving in speaking session. Teachers were not clearly nominating what they were going to do and they were not going round to manage the class (See appendices, D to G). Learning requires the successful completion of the tasks. However, the teachers were not clearly observed the challenges to facilitate student's activities in order that they performed sufficient practice.

Therefore, one can notice that, in large class teaching there are disciplinary problems. Girma (2003) states that when students are told to work in groups they start to make intolerable noise and this noise becomes uncontrollable and difficult to manage. However,   the use of thoughtful and efficient strategies can contribute a good deal to solving the problem mentioned.

 Table 2, Item 5 shows that 29 (50%) of the students strongly agreed to the view that performance evaluation and feedback is not given at the right time, and 24 (41%) of them agreed with the view that problem of evaluation existed; while 5 (9 %) of them indicated that there is Speaking performance evaluation at the appropriate time.

During interview, teacher 'B' claimed that he performed marking and giving feedback at the appropriate time. However, another teacher refused the teachers views and said:

>   *In large classes where there are a number of students, unquestionably, it is impossible for me to mark each student's performance and give feedback immediately. (I: T A)*

Contrary to the view of teacher 'B' during the observation sessions the researcher observed that the teachers did not give feedback and evaluate each student's speaking skills, even oral feedback is neglected from students. While the students were doing oral tasks there was not guidance and no feedback for the end reporting of speaking.

From the above data, one can conclude that evaluating students and guiding in correct way with in the right time is very crucial for the academic success and for students' encouragement or affective action. However, according to the data indicated, teachers did not monitor feedback

activities properly and they blame for the large numbers of students in a class.

Generally, according to the data, teaching speaking skills in large class suffers from different problems such as, students unwilling to participate, giving feedback, scarcity of time and other disciplinary problems However, teacher's movement while students are practicing speaking in pairs and groups is useful for giving immediate feedback and minimizes disciplinary problems and arouse students' learning interest. In connection with this Moore (1995) suggested that when the teacher moves round the class students get guidance and feedback from their teacher. As a result, unable to give feedback or correction at the right time for speaking performance might not benefit students to develop their speaking abilities.

Table 2, Item 6 depicts that 39 (67%) and 15 (26%) of the respondents agreed and strongly agreed respectively to the view that there are not enough time and space in order they practice speaking tasks. On the other hand, 4 (7%) of the participants disagreed to the view. From the open- ended questions, students have indicated time and space are the constraints to do speaking tasks in groups and whole class of their large class.

On the basis of data obtained through the teachers' interviews and classroom observation checklists, the researcher noted that the responses of the students seem to agree with those of classroom observations and teachers' responses elicited through interview questions.

During interview, teachers were asked whether there are shortages of time in teaching speaking skills in large classroom. They replied that it is difficult to manage speaking tasks in between forty minutes to give opportunities for all students equally to interact and guide appropriately. Teacher 'C' replied:

> *…the forty minutes for speaking practice has no meaning for me; it is very challenging for me and my students to do activities. And he added, I tried to give chances to practice for one group in the first lesson and the next days for the rests of the class. In this technique I ordered deliberately all classroom students to do speaking activity turn by turn (see appendix J).*

32

Similarly, during classroom observations, the researcher observed that teachers did not use the given time logically and appropriately. The time was finished before the students shared their ideas and the tasks they performed. There was no time for group reporting (see appendices D through J).

There was no sufficient practice of speaking tasks. For instance, during one classroom observation, the researcher noted that while students were engaged in speaking tasks, the class is too noisy, and the teacher did not formulate the normal groups before and the time given was completed without doing meaning full activities. Certainly, when speaking activities such as interviews, role play, and discussion were carried out through large classes it may take more time to exercise.

In general one can conclude that for many teachers one of the major frustrations about large class teaching is the time it takes to accomplish the tasks. It takes longer time for students to talk and listen to others. Therefore, it is better for students to be given a time limit and teachers should use student-centered approach of teaching methods, so that they can pace themselves and deal with speaking in more depth. In line with this, in large class teaching, Exley and Dennik (2004) state that to conduct cooperative learning effectively, there should be adequate time provided by the teacher.

4.3. Strategies used by Teachers in Teaching Speaking Skills in Large Class

In teaching speaking skills in large class, there is no single best technique; one has to consider different teaching strategies, the characteristics of the students and the goal and the objectives of the course. Therefore, in this section the following are some mechanisms which promote teaching speaking skills in large class and the findings of students' responses, teachers' semi-structured interview and the actual classroom observation are presented in detail in light of pedagogical, classroom management and affective strategies.

4.3.1. Pedagogical strategies

This part of the study emphasized on the instructional approaches teachers use in improving teaching speaking skills and handling large class. Thus, the findings are analyzed interpreted and discussed as follows.

Table 3: Responses of students on instructional mechanisms if their teachers use in teaching speaking skills

No	Item	Ratings									
		SD		D		A		SA		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
7	The teaching approach of speaking skills in our class is student-centered, such as, learning in groups	0	0	44	76	14	24	0	0	58	100
8	There is a proper sense of competition during speaking activities in pairs, groups and in the whole class techniques	10	17	45	78	3	5	0	0	58	100

Key: SD – strongly disagree, D – disagree, A – agree, SA – strongly agree.

As it is shown in Table 3, in responding to Item 7, 44 (76%) of the students replied that their teachers did not use the grouping techniques of student-centered approach to teach speaking skills and to overcome challenges in large class while 14 (24%) of them agreed to the view that about their teachers use student-centered approach of teaching. This indicates that almost all teachers did not use the active learning methods. However, in large class teaching active learning methods can give opportunities for students to practice the language and facilitate learning and manage challenges in large class.

In response to Item 8, the table also suggests that 45 (78 %) and 10 (17 %) of the students disagreed and strongly disagreed respectively to the view that pair and group work techniques are used in order to teach and learn speaking skills properly. In contrast, 3 (5%) of the samples indicated that they practice speaking lesson in pairs and groups.

In the interview, almost all teachers replied that they usually let students to form pairs and groups in speaking lessons appropriately. Teacher 'B' said:

> *I prefer to teach my students in groups because they share ideas and learn more from each other. He also claimed that teaching speaking tasks such as games, role play, drama and so on in student-centered methods like pairs and groups will overcome the problem of large class and time scarcity (see appendix I).*

During the classroom observation, the researcher observed that none of the teachers carried out the student-centered approach of teaching speaking skills appropriately as an alternative approach (See appendices D to G). For instance, in active learning class, the students are seen as creative and autonomous learners and the teacher's activity is guider or facilitator. However, in all four observed classrooms, the teaching and learning process was almost teacher-centered. There was not clear instruction on what students were expected to do.

In addition, when teachers were interviewed about whether they involved in any active learning training to teach speaking skills in large class, none of them said they received an extra training except from the college.

In general, from the discussion, one can deduce that there was almost no attentions given to student-centered classroom teaching in speaking session as one of the strategies to deal with problems in large number of students in a class and as an alternative way of teaching large class. However, the student-centered teaching strategies in large class provide more chances for students to participate through individual, pair, group and whole class work and it organizes cooperative learning activity, think-pair-share and promotes learner autonomy. Besides, the students are expected to use the language and time effectively. In view of this, in large class teaching, Sprinthall and Oja (1994) claims that an effective teacher must use and support what the group's learners need then be flexible enough to provide different types of behavior that are required.

4.3.2. Classroom management strategies

Classroom management strategies can maintain an environment in which instruction and learning can occur. Teachers of English language can effectively overcome impacts of large class and students learning which is allotted in time by equipping themselves with classroom management strategies. Therefore, in this part some management related strategies teachers used to overcome factors which affects teaching speaking skills in large class was presented in relation to the findings of students' responses, teachers' interview and the actual classroom observation.

Table 4: Learners' responses on managerial strategies whether their teachers use or not in teaching speaking skills

No	Item	Ratings									
		SD		D		A		SA		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
9	The English teacher moving around while teaching and learning of speaking.	6	10	29	50	23	40	0	0	58	100
10	Our teacher does intentionally group us in multiple ways for practicing speaking skills.	7	12	42	72	9	16	0	0	58	100

Key: SD – strongly disagree, D – disagree, A – agree, SA – strongly agree.

Table 4, Item 9 shows that 29 (50%) and 6 (10%) of the participants disagreed and strongly disagreed respectively to the view that their teachers did not move different direction to observe students discipline while 23 (40%) of them agreed that Their teachers were moving round and kept discipline problems and facilitated students.

In the base of teachers' interview, most teachers agreed about disciplinary problems existed and

it indicated in item 4 above, particularly uncontrollable noise in speaking session. However, almost all EFL teachers replied that they did not use the techniques of facilitating and going round during groups and pairs techniques. For example teacher C responded;

…to minimize students' noise in large class speaking tasks I tried to speak loudly and they listen to me, then, we practice speaking as the whole class (see Appendix J).

The report shows that teachers did not have adequate training on how to manage and teach speaking skills in large class.

The data obtained from students' responses to questionnaire and teachers' interviews were similar with those of classroom observations. During observations, the entire four observed classrooms were noisy and learners were affected while practicing speaking.

In general, students come to class with different interests. Hence, this diversity may cause disciplinary problems between students in learning tasks. However, from the above data, one can conclude that, English teachers did not move around and observe during teaching and learning of speaking tasks to facilitate learning and to improve challenges in large classroom. In contrary, the role of teachers is to facilitate learning activities and create conducive learning environment. Regarding this, Zhang Min (2008) claimed in order to keep large class discipline and maintain conducive classroom situations the role of lowering the voice, moving around during class, grouping students in multiple ways and establishing rules and routines are important mechanisms.

 In the same table Item 10 vividly shows that 42(72%) and 7(12%) of the students disagreed and strongly disagreed respectively to the view that teachers did properly group them in multiple ways in practicing speaking skills. This depicts that the students were not grouped. Nevertheless, they simply came together and made disturbance. During the interview, teachers were asked to express their opinion on what they do to manage and alleviate challenges of the large class in teaching speaking tasks. In this regard, specifically one of the teachers replied that:

In large class, the active learning methods is the best ways in managing and teaching speaking. He said grouping students in mixed ability by assigning group leaders and secretaries for the group so that, students can control each others, activities and discipline by them themselves. (I:T A)

However, the rest of the teachers responded that students did form a group and perform speaking practice in different tasks when it is necessary. This shows that students are rarely grouped in different mixed ability deliberately and they encountered challenges in practicing speaking tasks as it is expected.

The result of the observation concerning the multiple ways of grouping students to minimize challenges of teaching speaking in large class was similar with what students responded. In the classroom, the students were not grouped appropriately and deliberately with mixed ability, interesting names or other methods for the purpose of speaking practice; simply they sat down as the usual class of teacher-centered, and when teachers ordered them they came together while the group leaders or secretaries were not assigned. In addition, teachers sat down in front of the students and there was uncontrollable noise. And in speaking session the teacher invited only the interested one to speak and say about the daily task in front of the classmate but the other students did not get opportunities to participate.

In sum, the result elicited through all of data collecting tools of the study indicated that, the students were not appropriately grouped with mixed ability, interesting names, or other methods. Besides, the result also showed lack of commitment and training for teachers on how to manage and teach in large class by minimizing the challenges in implementing student-centered learning approach was the gap existed to ward teachers of EFL. However, in conducting speaking tasks, the teacher should serve as a facilitator. In light of this, Slavin (1995: 113) states that "the teacher forms and circulates among the groups, sees that managing their work, and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project".

4.3.3. Affective strategies

The affective strategies related to anxiety, attitude and motivation, can determine in foreign language learning. So, in this part of the study the findings of students' responses, teachers' interview and classroom observation are discussed in details whether EFL teachers use affective strategies in teaching speaking skills in large class.

Table 5: Students' answers on affective strategies whether their teachers use in teaching speaking skills or not

No	Item	Ratings									
		SD		D		A		SA		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
11	Our teachers motivate us towards learning speaking skills in our class	3	5	34	59	21	36	0	0	58	100
12	Our English teachers give us assessment and correction in time.	3	5	46	79	9	16	0	0	58	100

Key: SD – strongly disagree, D – disagree, A – agree, SA – strongly agree.

As it can be seen from Table 5, the large numbers of respondents did not admit about the view of item 11 regarding their teachers attempt to motivate them towards practicing speaking tasks. For instance, 34 (59%) and 3 (5%) of them disagreed and strongly disagreed respectively. On the other hand, 21(36%) of them agreed with the view. In other words, the data obtained from students' responses seem to disagree with their teachers' responses obtained through interview and agrees with the classroom observation checklist. In the interview, for instance, teachers responded that they provided interesting methods to encourage students in learning speaking and tackle challenges of large class by drawing student's attentions toward the tasks. One teacher added that:

I have positive attitude towards teaching speaking skills and I encourage my students by giving feedback of the problems they did not see. This is why I joined English language department. Most of the time, my students are interested in my daily lesson and participated actively. (I: T B)

The implication of this comment is that when the students are encouraged by their teacher's feedback, their engagement in speaking lesson would be done effectively. Providing feedback tells us the learners are to be accurate and minimize frustration.

In contrast, during the classroom observations, teachers were not seemed encouraging their students. The majority of teachers did not use active learning methods to teach the daily speaking activities such as role plays, interviews and scenarios, and it was not implemented accordingly (see appendices D to G). However, arousing students' interest by using different teaching means and carrying out different teaching activities creates readiness and learning in large classroom effective and minimize frustration.

Thus, one can note from the result that teacher's inability of motivating students in speaking, especially, in large class resulted to frustration and management problems. In other words, if the teachers present the familiar speaking tasks with clear instructions, students minimize their frustration. And at any stage of speaking in large class, teachers encouragement is very essential. Regarding this, Desalegn chalchissa (2000: 173) emphasizes the positive correlation of learning, managing and motivation and says "motivated students typically have positive attitude towards class learning, fewer management problems, and describe school as satisfying."

Table 5, Item 12 above indicates that 46 (79%) and 3(5%) of students disagreed and strongly disagreed respectively with the view that their teachers did not give immediate feedback for their performance or evaluation in a fixed time properly, for the effect of large class. However, 9 (16%) of them agreed about the immediate feedback was given at the end of the reporting. In the same way, large numbers of students reported about lack of feedback for the groups on going and at the end of the task. This implies teachers were not making an effort to use different evaluation strategies in order to minimize problems connected to teaching large class size.

Similarly, from the same item one can also suggest that the teachers did not set a time limit for ongoing tasks and reporting, in the first hand. In addition, the data shows that teachers did not seem to provide feedback at the end of speaking tasks.

In the interview, the entire teachers said that there was unable to give immediate feedback because of large numbers of students in class. As example, one teacher replied:

I have been teaching in this school for18 years and I have not seen such kinds of large numbers of students' enrollment. And he added, I am in trouble not only to teach but also to evaluate and give each student's correction or feedback due to their numbers, the time given for a period is even not enough for teaching. (I: T C)

Similarly, the data obtained through classroom observations revealed that there was no feedback given to students' for their speaking practices. In the four observed classrooms all teachers focused only on instructing students but giving feedback for their performance seemed to be undermined.

In summary, from the discussion of the preceded paragraphs one can conclude that even though the teachers tried to teach speaking skills, they undermined giving correction or feedback because of large numbers of students within a short time. For many teachers and students one of the major frustrations about teaching and learning speaking skills in large class is the time it takes to accomplish the tasks and time of correction or feedback. It takes longer time for students to talk and listen to others. Therefore, it's better for students to be given a time limit to do speaking tasks in groups and for teachers to provide immediate feedback, while learners are doing speaking tasks in groups and at the end of the speaking lesson for whole class. So that students and teachers of EFL can deal with questions in more depth and students are encouraged in learning. In line to this, Exley and Dennik (2004) state that to conduct cooperative learning effectively, there should be adequate time provided by the teacher.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the study with the main findings are presented and conclusions of the major findings are drawn. Moreover, some possible recommendations are forwarded.

5.1. Summary

The main purpose of this study was to assess the practice of teaching speaking skills in large classes in grade eleven at Yabalo preparatory school.

In order to attain the intended objectives and to get reliable information, three tools of data collection were selected and used. Here, the class room observation was used as the major data gathering tool and students' questionnaire and teachers' interview were employed as the supporting tools.

In the study, the data was collected in the following procedures. Firstly, classroom observation with observation checklists was performed in 4 classrooms. Then, the questionnaire was administered to 58 students. Lastly, the data were obtained from the three English language teachers through semi-structured interview. The gathered data were analyzed and interpreted by using both quantitative and qualitative methods. The descriptive statistical methods were employed to analyze quantitative data and the data which were obtained through open-ended questionnaire; semi-structured interview and classroom observation were analyzed and discussed qualitatively. Based on the analysis of the data, the overall findings of the study indicated that large class leads to factors that affect the practice of teaching speaking skills, and English language teachers were unable to use different strategies to overcome challenges related to large class and teaching speaking skills efficiently.

5.2. Conclusions

Based on the findings of the study the following conclusions were reached.

The study proves that teaching in a large class leads to a lot of factors. Noise, students' unwillingness to participate, difficulty of giving feedback, scarcity of time to accomplish tasks and monitoring were found to be among the challenges that hinder the effectiveness and adequate practice of speaking skills in large class. Consequently, students did not practice speaking tasks sufficiently by having opportunity to interact comfortably in order to develop their speaking ability. The greater the number of individuals in a classroom and the higher the degree of destruction, the more difficult it is to engage in tasks and lack of concentration that complex in problem-solving requires (Insel & Lindgren, 1978).

The study reveals that little attention was given to the pedagogical aspects of student-centered classroom teaching in speaking session as one of the strategies to tackle challenges of large class and as an alternative way of teaching. Richard Felder (1997) claims that there are ways to make large classes almost as effective as their smaller counterparts. Thus, the student-centered teaching techniques in large class provide more chances for students to participate through pair, group and whole class. So that, students use the language and time effectively. However, as the findings indicate, students were not actively involved because of the factors and the way they were learning in large class.

The study suggests that classroom management related strategies of manipulating class discipline in teaching speaking skills in large class seemed to be undermined. Students come to class with various interests, and this diversity may cause disturbance. This in turn leads to disciplinary problems and noise in large class when learning speaking skills. Regarding this, Zhang Min (2008) said that to keep large class discipline and maintain conducive classroom situations the role of lowering the voice, moving around during the group work, grouping students in multiple ways and establishing rules and routines are important mechanisms.

The study identifies that for many teachers and students, one of the major frustrations about teaching speaking skills in large class were the time it takes to accomplish the tasks and time of correction. The time fixed for group work during speaking lesson was not clearly identified and was not sufficient to practice speaking tasks. However, speaking tasks need more time. As a result, during speaking activities all students did not have equal participation time and correction for their performance. This hindered students to practice the target language effectively and develop their speaking skills.

The findings indicate that even though the teachers tried to teach speaking skills, they did not seem to arouse students' interest by different means. In other words, to make the practice efficient, students' motivation is vital, if not students are frustrated and reluctant to do the speaking tasks. Concerning this, the affective sides of the learners is probably one the most important influences on language learning success or failure (Oxford, 1990). However, as the study shows, the teachers did not use different teaching techniques and activities such as, establishing good rapport, giving feedback on time and providing equal opportunities for both weak and strong students.

The findings of the study also show that lack of sufficient commitment and training on how to manage and teach large class were the identified problems of English language teachers of Yabalo preparatory school.

5.3. Recommendations

On the basis of conclusions drawn above, the following recommendations are forwarded.

1. Teaching in a large class leads to different factors that hinder the effective practice of speaking skills. Therefore, it would be better for teachers to use the teaching and classroom management strategies related to instructional and management strategies to alleviate the challenges and to teach speaking skills. In addition, the concerned body should make concerted effort to build additional classroom and to employ extra teachers.

2. To cope with the challenges associated with pedagogical aspects, English language teachers should be accountable in implementing student-centered learning. They should use multiple techniques such as creating small class size within the large class and using the largest classrooms or halls when necessary. And they ought to offer more chances for students to participate through pair, group and whole class by organizing cooperative learning activities.

3. To deal with the misbehavior of the students and to make the classroom disciplined and pleasant, it would be better for teachers to allocate students into groups based on mixed ability level, interesting names, establishing ground rules, encourage or reward disciplined students and going round.

4. To improve the shortage of time during speaking tasks in large class, it is important for teachers to monitor students' performance in groups so that, they have sufficient time to interact and complete the task. Teachers should also attempt to conduct correction or feedback in groups and they can easily, timely and frequently correct the students' speaking performance and then provide necessary improvement in large class.

5. To generate students' interest in large class, English language teachers should provide feedback in time and draw the attention of individual students in different pleasant activities, such as addressing students by their names in order to answer the questions,

establishing good rapport, creating relaxed environment and providing equal opportunities for both weak and strong students.

6. It is also advisable that the English language teachers of Yabalo preparatory school should get more training opportunities concerning how to teach speaking skills in large class.

7. Finally, the researcher recommends other researchers to conduct further studies in different schools in related topics to make the study complete and to improve teaching speaking skills in large classes.

6. REFERENCES

Abdu Mohammad and Mulugeta Teka. 2001. Teaching English in Secondary schools. Unpublished Teaching Manual. Bahir Dar University.

Bedhane Gemechu. 2011. An assessment on Students' Achievement of Speaking Skills in Large Classroom. In case Bule Hora Secondary School. Unpublished M.A.Thesis. Bahir Dar University.

Bennett, N.1996. *Class size in primary schools*: *Perceptions of head teachers, chairs of governors, teachers & parents.* British Educational research Journal,22, 33-35.

Berns, M. 1990. *Context of competence*: *Social and Cultural Consideration in Communicative Language Teaching*. New York: Plenum Press.

Billington, H.L. 1997. Poster Presentation and Peer assessment: Novel forms of Evaluation & assessment. *Journal of Biological Education*, 31 (3), 218-220.

Bowman, B., Burkart, G., and Robson, B., 1989. *TEFL/ TESL: Teaching English as a Second Language*. USA: Centre of Applied Linguistics.

Brown, G., and G.Yule. 1983. *Teaching the Spoken Language: An analysis of Conversational English*. New York: Cambridge University approach based on the Press.

Brown, H.D.1994. *Principles of Learning and Teaching.* Englewood Cliffs, NJ: Prentice Hall, Inc.

Bygate, M. , 1987. *Speaking.* Oxford: Oxford University Press.

Carrasquillo, A.L. 1994. *Teaching English as a Second Language: A Resource Guide*. New York: Garland Publishing Inc.

Chen, Y. 2009. Discussion of Oral English teaching in large classes. *Science and technology Information*, 12, 121-123.

Cruickshank, R.D., Bainer, L.D., and Metcalf, K.K., 1999 .*The Act of Teaching.* Boston :

Davies,P. 2000. *Computerized peer assessment. Innovation in Education & training international,* 37, (4), 346-355.

Denzin N. and Y. , Lincoln (Eds.), 2000. *Handbook of Qualitative Research*. London: Sage Publication Inc. 3-22p

Desalegn Chalchisa. 2000. *Motivation in learning*. Habtegiorgis berhane. Educational Psychology. Addis Ababa: p.173.

Dimitraacopoulou, I. 1990. *Conversational Competence and Social Development*.Cambridge: Cambridge University Press.

Exley, K and R. Dennik, 2004. Small group teaching; tutorials, seminar and beyond, NewYork Rutledge Falmer

Genene Dejenie. 2008. Factors inhibit Learning Speaking Skills in large class size. In second cycle Primary School of Addis Ababa. Unpublished M.A. Thesis, Addis Ababa University.

Gibbs, G., Lucas, L. & Spouse, J. (1997) The effects of class size and form of assessment on nursing students' performance. Approaches to study and course perceptions, *Nurse Education Today*, 17 (4), pp. 311-318.

Girma Gezahegn, 2003. In service English language teachers perception of the factors that influence the implementation of group work activities in ELT class. *Ethiopian journal of educational* Vol. 23, NO 2;103-127

Girma Gezahegn, 2003. In service English language teachers perception of the factors that influence the implementation of group work activities in ELT class. *Ethiopian journal of educational* Vol. 23, NO 2;103-127

Glass, G. V., and M. L. Smith. 1979. Meta-analysis of research on the relationship of class size and achievements. In Glass, G. V., Class size and learning: New interpretation of the research literature. Today's Education (April-May): 42-44

Hayes,U. 1997. Helping teachers to cope with large classes. *ELT Journal*, S1, 31-38

Hedges, L. V., and W. Stock 1983. The effects of class size: An examination of rival hypotheses. *American Educational Research Journal* vol. 20, 63-85.

Hopkins ,D.,2002. A Teacher Guide to Classroom Research, Maidenhood, Open University press.

Hornby, A.S. 2000. *Oxford Advanced Learners Dictionary*. (6th ed.) Oxford University Press.

Ives, S.M. 2000. *A Survival Handbook for Teaching large classes*.

Jin, L. and Cortazzi, M. 1998. Dimensions of dialogue: large classes in China. *International Journal of Education Research*, Vol. *29, 739-761.*

Lewy, A.1979. *Hand Book of Curriculum Evaluation*. UNESCO, Paris. 163p

Lindgren, H.C. 1980. *Educational Psychology in the classroom. (6th ed.).* Oxford University press, Inc.

M c Robbie, J. , finn, J. D. , & Harman,P. , 1998. *Class size Reduction*: Lesson learned from experience, San Francisco, CA: West Ed, (ERIC Document reproduction, service No..ED 423606).

Maged, S.1997. The pedagogy of large classes: Challenging the "large class equals gutter education" myth. M.Phil dissertation. University of Cape Town, South Africa.

Miles M. , & Huberman , A. M. , 1994. *Qualitative Data Analysis. (2nd ed.).* Thousand Oaks, CA: Sage publications, Inc.National curriculum frame work for school education. 2002. No. V.11014/20/2002/_ CDN [online]. Available.

Moore, K., 1995. *Classroom teaching skills*. New York Mc Grow hill

Onwuegbuzie, A. J., & N. L. Leech.2006. Linking research Questions to Mixed methods data analysis Procedures. *The Qualitative Report, 20/2, 217-239.*

Race, P. 1998. Practical Pointers on peer assessment. In S,Brown (ED.), peer assessment in practice. SEDA paper 102, Birmingham,SEDA
.
Rechards.J.C.,2006(b). Teaching Listening and Speaking From Theory to Practice. Cambridge University Press, New York. www.cambridge.org

Selinger, H. W,. and E. Shohamy. 1989. *Second Language Research Methods*. Oxford: Oxford University Press.

Shamim, F.,1993. Teacher- Learner Behavior and Classroom Processes in large ESL classes in Pakistan. *Unpublished Doctorial dissertation*. University of Leeds,UK.

Slavin, E., 1994. Practical guide to cooperative learning; The Johns Hopkins *Team Learning Projec*t; John Hopkins University

Sprinthall,N.A. , Sprinthall, R. C & Oja, S.N. 1994. *Educational Psychology. (6th ed.).* New York: Mc Graw Hill ,Inc
.
Tamire Andualem. 2000. *Classroom Management*. Habtegiorgis berhane. Educational Psychology. Addis Ababa: p.200.

Underwood, M. 1987. *Effective Classroom Management: A practical Approach*. London: Long man

UR, P., 1998. A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

Yang X. 2008. Problems & solutions to English teaching in large classes. *Journal of basic English Education,* 10(1), 4 2-46.

Zhu, Hua. 2003. *Journal of Liaoning Educational Administration Institute*, Vol.20 no.9.

Zohang M. 2008. Challenges &Solution of Teaching large classes. *Education science &culture magazine,* 29, 68-69.

1. APPENDICES

Appendix-A

QUESTIONNAIRE TO BE FILLED BY GRADE 11TH STUDENTS OF YABALO PREPARATORY SCHOOL

Dear students:

This questionnaire has been intended for the research planned to be conducted at your school for my **MA (Master of Arts)** Research in TEFL (Teaching English as a Foreign Language) program. In particular, it has been designed to collect data **on the Practice of Teaching Speaking Skills in Large Classes at Yabalo Preparatory School, particularly grade 11.**

You are among those who have been chosen to participate in the study. Hence, your genuine information is of paramount significance in making the study useful. I would very much appreciate your help.

Part I: Introduction

Direction: Mark with X or write full information required about your personal Profile.

Sex: M _____.   F _____.

Grade 11th, Section: _____.

Part II: Questionnaire

Appendix Table 1: Closed- ended questionnaire for students

Use a scale of 1 through 4 as indicated below for closed- ended Questions and circle your answers to the statement underneath.

1 = Strongly disagree   3 = Agree
2 = Disagree   4 = Strongly agree

S/N	Items	Scale			
1	**The practice of Teaching Speaking Skills in Large Class**				
1.1	There are sufficient practices of speaking skills in our classroom.	1	2	3	4
1.2	I have actively involved in doing speaking tasks in the classroom.	1	2	3	4
2	**Factors affect the practice of Teaching Speaking Skills in Large Class**				
2.1	I have a confidence and not shy when I am speaking English in my class.	1	2	3	4
2.2	There are disciplinary problems, such as uncontrolled noise and disturbance, while speaking activities.	1	2	3	4
2.3	There are problems of giving feedback or evaluation in appropriate time	1	2	3	4
2.4	There are not enough time to practicing speaking skills	1	2	3	4
3	**Strategies used by Teachers in Teaching Speaking Skills in Large Class**				
3.1	**Pedagogical strategies**				
3.1.1	The teaching approach of speaking skill in our class is student-centered.	1	2	3	4
3.1.2	There is a proper sense of competition during speaking activities in Pairs, groups and in the whole class Techniques	1	2	3	4

3.2	**Classroom management strategies**				
3.2.1	The English teacher is moving to different directions and uses various strategies to make disciplined class while teaching and learning of speaking is carrying out.	1	2	3	4
3.2.2	Our teacher does intentionally grouping us in multiple ways for practicing speaking skills.	1	2	3	4
3.3	**Affective strategies**				
3.3.1	Our teachers are motivated us towards learning speaking skills in our class	1	2	3	4
3.3.2	Our teacher gives us oral feedback and evaluation in time.	1	2	3	4

Direction 2: For the following Open-ended question writes your suggestions in the space which is provided below.

1. If your response in question 1.1 above is 1 or 2 (strongly disagree or disagree), what do you think the main reasons are .

   _____

   _____

2. How do you think, your teachers and you are overcoming the problems related to teaching and learning of speaking skills in your large class.

CLASSROOM OBSERVATION CHECKLIST

Appendix Table 2: Classroom observation checklist

The Purpose of this Questionnaire is to assess the practice of teaching speaking skills in large class.

Part I: Background Information

School name: _____ Date: _____

Teacher observed: _____

Number of years of teaching experience: _____

Grade: _____ Section: _____

Number of students in the class: _____

Type of daily speaking tasks: _____

Beginning time:

Ending time: _____

Observer: _____

S/N	Items	Observed		Comments
		Yes	No	s
1	**The practice of Teaching Speaking Skills in Large Class**			
1.1	There are sufficient practices of speaking skills in our classroom.			
1.2	Most students are actively attending speaking skills and do actively seriously			
2	**Factors affect the practice of Teaching Speaking Skills in Large Class**			
2.1	Students have confidence and not shy when they are exercising speaking tasks in the class.			
2.2	There are disciplinary problems while speaking activities.			
2.3	Most students are misbehaving in speaking lesson.			
2.4	Most students are of-task in speaking class			
2.4	Teacher spends lots of time for classroom management than teaching.			
2.6	There are problems of giving feedback or correction while speaking and in appropriate time			
2.7	There are not enough time to practicing speaking skills			
3	**Strategies used by Teachers in Teaching Speaking Skills in Large Class**			
3.1	**Pedagogical Strategies**			
3.1.1	The teaching approach of speaking skill in the class is student-centered.			
3.1.2	There is a proper sense of competition during speaking activities in Pairs, groups and in the whole class Techniques			

3.2	**Classroom management strategies**			
3.2.1	The English teacher is moving to different directions and uses various strategies to make disciplined class while teaching and learning of speaking is carrying out.			
3.2.2	The teacher does intentionally grouping students in multiple ways for practicing speaking skills.			
3.2.3	Teacher knows what every student is doing and gives equal attentions to all students.			
3.2.4	The teacher reacts against misbehaving through eye contacts			
3.2.5	The teacher has an experience of dealing with limited time resources.			
3.3	**Affective strategies**			
3.3.1	Most students are enjoying learning speaking skills in the classroom			
3.3.2	The teachers motivates pupils towards learning speaking skills in the class			
3.3.3	English teacher gives students oral feedback and evaluation in time.			

Appendix-C

INTERVIEW QUESTIONS FOR GRADE 11TH ENGLISH TEACHERS

The interview includes **7** questions, which are ordered from simple to general.

The purpose of each questions are:

- To provide the interviewees an opportunities to think their experience of teach speaking skills in large class.
- To obtain the reliable data from the respondents
- To seek information and comment from interviewees how to teach speaking skills in large class

Your comment is valuable for the study. Thus, I would like your oral responses critically.

I. Personal Information

Teacher's Name: _____

Qualification: _____

Field of specialization: _____

Years of experience in teaching English: _____

II. The Interview Questions

1. **The Practice of Teaching Speaking skills in large Class**

1.1. Do you have adequately experienced/accomplished teaching speaking skills?

1.2. Do you have generally not interested in Teaching Speaking Skills in Large Class?

2. **Factors Affect the Practice of Teaching Speaking Skills in Large Class**

2.1. What do you think the key challenges that hinder teaching speaking skills in large class?

3. **Strategies Teachers use to promote teaching Speaking Skills in large Class**

3.1. What do you do to minimize challenges that impede Teaching of Speaking Skills in Large Class?

3.2. Have you ever received any training on how to teach speaking skills in large class?

4. Is there anything you would like to add issues about Teaching Speaking Skills in Large Class Which we have not really covered?

Thank you in advance for devoting your precious time.

THE RESULTS OF CLASSROOM OBSERVATION 1

Appendix Table 3: The results of classroom observation 1

Grade and section: 11th B

Number of students: 72

Linguistic: Monolingual

Type of speaking task: Scenarios

S/N	Items	Observation result		Comments
		Yes	No	
1	**The practice of Teaching Speaking Skills in Large Class**			
1.1	There are sufficient practices of speaking skills in our classroom.		X	
1.2	Most students are actively attending speaking skills and do tasks seriously		X	
2	**Factors affect the practice of Teaching Speaking Skills in Large Class**			
2.1	Students have confidence and not shy when they are exercising speaking tasks in the class.		X	
2.2	There are disciplinary problems while speaking activities.	X		
2.3	Most students are misbehaving in speaking lesson.	X		
2.4	Most students are of-task in speaking class	X		
2.4	Teacher spends lots of time for classroom management than teaching.		X	
2.6	There are problems of giving feedback or correction while speaking and in appropriate time	X		

2.7	There are not enough time to practicing speaking skills	X		
3	**Strategies used by Teachers in Teaching Speaking Skills in Large Class**			
3.1	**Pedagogical Strategies**			
3.1.1	The teaching approach of speaking skill in the class is student-centered.		X	
3.1.2	There is a proper sense of competition during speaking activities in Pairs, groups and in the whole class Techniques		X	
3.2	**Classroom management strategies**			
3.2.1	The English teacher is moving to different directions and uses various strategies to make disciplined class while teaching and learning of speaking is carrying out.		X	
3.2.2	The teacher does intentionally grouping us in multiple ways for practicing speaking skills.		X	
3.2.3	Teacher knows what every student is doing and gives equal attentions to all students.		X	
3.2.4	The teacher reacts against misbehaving through eye contacts		X	
3.2.5	The teacher has an experience of dealing with limited time resources.		X	
3.3	**Affective strategies**			
3.3.1	Most students are enjoying learning speaking skills in the classroom		**X**	
3.3.2	Teacher motivates students towards teaching speaking skills in our class	X		
3.3.3	English teacher gives students oral feedback and evaluation in time.		X	

Appendix-E

THE RESULTS OF CLASSROOM OBSERVATION 2

Appendix Table 1: The results of classroom observation 2

Grade and section: 11th C

Number of students: 79

Linguistic: Monolingual

Type of speaking task: Role play

S/N	Items	Observation result		Comments
		Yes	No	
1	**The practice of Teaching Speaking Skills in Large Class**			
1.1	There are sufficient practices of speaking skills in our classroom.		X	
1.2	Most students are actively attending speaking skills and do tasks seriously		X	
2	**Factors affect the practice of Teaching Speaking Skills in Large Class**			
2.1	Students have confidence and not shy when they are exercising speaking tasks in the class.		X	
2.2	There are disciplinary problems while speaking activities.	X		
2.3	Most students are misbehaving in speaking lesson.	X		
2.4	Most students are of-task in speaking class	X		
2.4	Teacher spends lots of time for classroom management than teaching.	X		
2.6	There are problems of giving feedback or correction while speaking and in appropriate time	X		
2.7	There are not enough time to practicing speaking	X		

			X	
	skills			
3	**Strategies used by Teachers in Teaching Speaking Skills in Large Class**			
3.1	**Pedagogical Strategies**			
3.1.1	The teaching approach of speaking skill in the class is student-centered.		X	
3.1.2	There is a proper sense of competition during speaking activities in Pairs, groups and in the whole class Techniques		X	
3.2	**Classroom management strategies**			
3.2.1	The English teacher is moving to different directions and uses various strategies to make disciplined class while teaching and learning of speaking is carrying out.		X	
3.2.2	The teacher does intentionally grouping us in multiple ways for practicing speaking skills.		X	
3.2.3	Teacher knows what every student is doing and gives equal attentions to all students.		X	
3.2.4	The teacher reacts against misbehaving through eye contacts		X	
3.2.5	The teacher has an experience of dealing with limited time resources.		X	
3.3	**Affective strategies**			
3.3.1	Most students are enjoying learning speaking skills in the classroom		**X**	
3.3.2	The teacher motivates students towards learning speaking skills in our class		X	
3.3.3	English teacher gives students oral feedback and evaluation in time.		X	

THE RESULTS OF CLASSROOM OBSERVATION 3

Appendix Table 2: The results of classroom observation 3

Grade and section: 11th E

Number of students: 72

Linguistic: Monolingual

Type of speaking task: interviews

S/N	Items	Observation result		Comments
		Yes	No	
1	**The practice of Teaching Speaking Skills in Large Class**			
1.1	There are sufficient practices of speaking skills in our classroom.		X	
1.2	Most students are actively attending speaking skills and do tasks seriously		X	
2	**Factors affect the practice of Teaching Speaking Skills in Large Class**			
2.1	Students have confidence and not shy when they are exercising speaking tasks in the class.		X	
2.2	There are disciplinary problems while speaking activities.	X		
2.3	Most students are misbehaving in speaking lesson.	X		
2.4	Most students are of-task in speaking class	X		
2.4	Teacher spends lots of time for classroom management than teaching.	X		
2.6	There are problems of giving feedback or correction while speaking and in appropriate time	X		

2.7	There are not enough time to practicing speaking skills	X		
3	**Strategies used by Teachers in Teaching Speaking Skills in Large Class**			
3.1	**Pedagogical Strategies**			
3.1.1	The teaching approach of speaking skill in the class is student-centered.		X	
3.1.2	There is a proper sense of competition during speaking activities in Pairs, groups and in the whole class Techniques		X	
3.2	**Classroom management strategies**			
3.2.1	The English teacher is moving to different directions and uses various strategies to make disciplined class while teaching and learning of speaking is carrying out.		X	
3.2.2	The teacher does intentionally grouping us in multiple ways for practicing speaking skills.		X	
3.2.3	Teacher knows what every student is doing and gives equal attentions to all students.		X	
3.2.4	The teacher reacts against misbehaving through eye contacts		X	
3.2.5	The teacher has an experience of dealing with limited time resources.		X	
3.3	**Affective strategies**			
3.3.1	Most students are enjoying learning speaking skills in the classroom		**X**	
3.3.2	The teacher motivates students towards learning speaking skills in our class		X	
3.3.3	English teacher gives students oral feedback and evaluation in time.		X	

Appendix-G

THE RESULTS OF CLASSROOM OBSERVATION 4

Appendix Table 3: The results of classroom observation 4

Grade and section: 11th G

Number of students: 69

Linguistic: Monolingual

Type of speaking task: Role play

S/N	Items	Observation result		Comments
		Yes	No	
1	The practice of Teaching Speaking Skills in Large Class			
1.1	There are sufficient practices of speaking skills in our classroom.		X	
1.2	Most students are actively attending speaking skills and do tasks seriously		X	
2	Factors affect the practice of Teaching Speaking Skills in Large Class			
2.1	Students have confidence and not shy when they are exercising speaking tasks in the class.		X	
2.2	There are disciplinary problems while speaking activities.	X		
2.3	Most students are misbehaving in speaking lesson.	X		
2.4	Most students are of-task in speaking class	X		
2.4	Teacher spends lots of time for classroom management than teaching.	X		
2.6	There are problems of giving feedback or correction while speaking and in appropriate time	X		
2.7	There are not enough time to practicing speaking.	X		
3	Strategies used by Teachers in Teaching Speaking Skills in Large Class			

3.1	Pedagogical Strategies			
3.1.1	The teaching approach of speaking skill in the class is student-centered.		X	
3.1.2	There is a proper sense of competition during speaking activities in Pairs, groups and in the whole class Techniques		X	
3.2	Classroom management strategies			
3.2.1	The English teacher is moving to different directions and uses various strategies to make disciplined class while teaching and learning of speaking.		X	
3.2.2	Our teacher does intentionally grouping us in multiple ways for practicing speaking skills.		X	
3.2.3	Teacher knows what every student is doing and gives equal attentions to all students.		X	
3.2.4	The teacher reacts against misbehaving through eye contacts		X	
3.2.5	The teacher has an experience of dealing with limited time resources.		X	
3.3	Affective strategies			
3.3.1	Most students are enjoying learning speaking skills in the classroom		**X**	
3.3.2	The teacher motivates students towards learning speaking skills in our class		X	
3.3.3	English teacher gives Students oral feedback and evaluation in time.		X	

SAMPLE TRANSCRIPTION OF INTERVIEW WITH TEACHER A

Researcher: In the primary, I would like to thank you for your collaboration to this interview. I wish to ask you some questions regarding the practice of teaching speaking skills. Followed by, do you have adequately experienced/accomplished teaching speaking skills?

Teacher A: in large classes where there are a number of students, unquestionably, it is impossible for me to teach and mark each student's performance. it is also difficult for me to manage, facilitates speaking activities and gives feedback in a short period. in the absence of facilities and conducive classroom condition it is impossible to teach, even students ca not listen attentively what teachers said and reciprocal, most students are of- task and noise or disturbance.

Researcher: Do you have generally not interested in Teaching Speaking Skills in Large Class?

Teacher A: I have interested in teaching Speaking skills. However, some problems which are emerged because of large number of students enforced me to hate teaching this skill.

Researcher: What do you think the key challenges that hinder teaching speaking in large class?

Teacher A: Giving feedback or evaluation, time to do tasks, disciplinary problems, unable to participate all students and form groups and monitoring are some of them.

Researcher: What do you do to minimize challenges that impede Teaching of Speaking in Large Class?

Teacher A: Using good methodology, especially active learning methods to determine challenges in large class, grouping students with mixed ability and sex and assigning leaders.

Researcher: Have you ever received any training on how to teach speaking skills in large class?

Teacher A: I do not have further training

Researcher: Is there anything you would like to add issues about Teaching Speaking Skills in Large Class Which we have not really covered?

Teacher A: school should build an additional classroom and provide sufficient materials

SAMPLE TRANSCRIPTION OF INTERVIEW WITH TEACHER B

Researcher: In the primary, I would like to thank you for your collaboration to this interview. I wish to ask you some questions regarding the practice of teaching speaking skills. Followed by, do you have adequately experienced/accomplished teaching speaking skills?

Teacher B: Yes, it is possible to hold an adequate speaking practice in my classroom; the main important issue is the strategies teachers used to perform. However, discipline problems in our school, particularly in speaking session are maximized, thus, the causes for disturbance in large class teaching is teacher's inability to use different teaching techniques.

Researcher: Do you have generally interested in Teaching Speaking Skills in Large Class?

Teacher B: I am positive attitude towards teaching speaking skills and I encourage my students in order they learn, this is why I join English language department, most of the time my students are interested to my daily lesson and participate actively

Researcher: What do you think the key challenges that hinder teaching speaking in large class?

Teacher B: Disciplinary problems, disturbance, noise, time to accomplish tasks and form groups.

Researcher: What do you do to minimize challenges that impede Teaching of Speaking in Large Class?

Teacher B: I prefer to teach my students in student-centered approach, in groups and pairs to overcome problems of large class. Teaching speaking tasks such as games, role play, drama and so on in student-centered methods like pairs and groups will overcome the problem of large class and time scarcity

Researcher: Have you ever received any training on how to teach speaking skills in large class?

Teacher B: I do not have any training except from university

Researcher: Is there anything you would like to add issues about Teaching Speaking Skills in Large

Class, which we have not really covered?

Teacher B: To minimize problems which energies because of large numbers of students in a class all concerned bodies should participate, by building classroom, giving pedagogical training for teachers, set a school rules and implementing.

Researcher: Thank you very much

SAMPLE TRANSCRIPTION OF INTERVIEW WITH TEACHER C

Researcher: In the primary, I would like to thank you for your collaboration to this interview. I wish to ask you some questions regarding the practice of teaching speaking skills. Followed by, do you have adequately experienced/accomplished teaching speaking skills?

Teacher C: it is hard to practice speaking skills in our school sufficiently, especially in English classroom because of students' numbers and they make disciplinary problems.

Researcher: Do you have generally interested in Teaching Speaking Skills in Large Class?

Teacher C: Actually, I have interested to teach speaking skills, but the problems such as noise, unable to give correction or feedback by evaluating each students performance, lack of space to practice, scarcity of time for evaluation, unable to provide tasks for groups may be bored in large class

Researcher: What do you think the key challenges that hinder teaching speaking in large class?

Teacher C: Students feel nervous when they were ordered to speak because of fear of laugh, time to do tasks, disciplinary problems, and instructional problems. Moreover, I have been teaching in this school for18 years and I have not seen such kinds of large numbers of students' enrollment. I am in trouble not only to teach but also to evaluate and give each student's correction or feedback due to their numbers; the time given for a period is even not enough for teaching rather than for correction. The forty minutes for speaking practice has no meaning for me; it is very challenging for me and my students to do activities.

Researcher: What do you do to minimize challenges that impede Teaching of Speaking in Large Class?

Teacher C: I use student –centered class with group tasks, I performed marking and giving feedback at right time, and to minimize students' noise in large class speaking tasks I tried to speak loudly and they listen to me, then, we practice speaking as the whole class

Researcher: Have you ever received any training on how to teach speaking skills in large class.

Teacher C: When I was university I have received, but it was long years ago

Researcher: Is there anything you would like to add issues about Teaching Speaking Skills in Large Class Which we have not really covered?

Teacher C: I am an advice for all teachers of English, large class is nothing we can teach student as that of small ones, here what is important is using various strategies such as active learning methods.

Researcher: Thank you in advance