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The impact of class size on students'performance in english : case of fourth form classes of selected secondary schools in nyanza-lac commune

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2016-11
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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

THE IMPACT OF CLASS SIZE ON STUDENTS' PERFORMANCE IN ENGLISH: CASE OF FOURTH FORM CLASSES OF SELECTED SECONDARY SCHOOLS IN NYANZA-LAC COMMUNE

By

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A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of the Degree "**Licence en Langue et Littérature Anglaises**"

Bujumbura, November 2016

DEDICATION

To my father,

To my late mother,

To my beloved brothers and sisters,

I dedicate this work.

ACKNOWLEDGEMENTS

The completion of this work is due to the help of many people whom I do not forget to express my gratitude. First and foremost, I would like to express my thanks to Mr. Julius Ayancho, lecturer at the University of Burundi, who accepted to supervise this work. Without him, my weaknesses would be a hindrance to this work. His advice and close guidance all have helped to make this work what it is today for which I would not forget my gratitude.

Second, I would like to express my gratitude to all my teachers from primary and secondary schools to University of Burundi, especially those of the Department of English language and literature. They gave me enough knowledge for which I am very grateful.

Third, my thanks go to my parents, my brothers and sisters, my close and distant relatives who helped me materially during my education. Lastly, I would like to thank any other person who helped me in the fulfillment of this work, especially teachers and students who accepted to answer my questionnaires.

Déo Ndayishimiye

ABSTRACT

The present work deals with the impact of class size on students' performance in English. It was carried out in selected secondary schools of Nyanza-Lac commune especially fourth form classes as population for study. This topic was chosen in order to investigate if class size affects students' performance. That is, this study showed whether the number of students in a class is a factor in the performance of English or not. In carrying out this work, the researcher wanted to know whether there is a relationship between class size and learners' results and how class size affects classroom activities, especially performance assessment which improves learners'results. In order to get the required data, the researcher used questionnaires administered to teachers and students and he also used annual classroom results. The work found out through teachers' questionnaire and annual classroom results that students in a small class perform better than those of a large class. It also shows through both teachers and students' questionnaire that a large class is a problem to classroom activities. This was found out when performance assessment to all students was impossible in a crowded class. It was also found out that this classroom activity improves learners' results.

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CHAPTER I: GENERAL INTRODUCTION

I.0. Introduction

Language is a tool of communication for human beings. The purpose of learning it is the mastery of the four skills: speaking, listening comprehension, writing and reading. Learners of a given language are expected to know its rules and use them in their everyday life. Nowadays, English is used all over the world by many people. It is used in all domains: Business, Education, Office, Science, etc. Being able to communicate in English is advantageous for its importance is gaining every day. In Burundi, people are interested in learning English. For example, in the Department of English Language and Literature, we have many students since many students need to learn English. Another reason that Burundians are interested in learning English is that Burundi is now a member of East African Community. Burundians find themselves being obliged to learn English for most of the members are Anglophone. There is a need for the Burundians to acquire English in order to communicate easily in all domains of human life.

Burundi government has not neglected this situation where Burundians need to acquire English. In former times, English was taught in schools from sixth form. Now, English is taught from primary school to university. Everyone feels interested in learning it because it is used throughout the world. Also, they are many English clubs that contribute to the task of the government. Furthermore, they are on certain radios some programs about the rules and use of English.

It is true that Burundians are motivated in learning English even though we find a large number of students per class. This is so because nowadays a lot of children are sent to school which was not the same in former times. Those students learn

English in order to know its rules and be able to use it in their everyday life. That is, performance is the core of learning the English language.

In carrying out this study, we need to know whether class size plays a role to the students' performance in English especially fourth form students who are at the end of the first part of secondary school. That is, we investigate if class size is crucial for students to speak, listen, write and read English correctly.

1.1. Background to the Study

English is being used by a lot of people all over the world. Even in Burundi, it is given a lot of importance because Burundi is now a member of East African Community. English is no longer neglected in Burundi since it is mainly used as means of communication in East African Community and it is also an international language. As a response to the need of using English correctly, it is being taught from primary to University.

In countries where there is poverty, there are few school buildings. In Burundi we find same problems with overpopulation, lack of buildings and teachers which create large classes. Again, the government's new policy of education for all does not correspond to the needs which create crowded classes.

This issue of large class-size is a reality in Burundi nowadays. Students need to know and use English while they are communicating even though the number of students per class increases day by day. The government and population try to build new classrooms but there is still a problem because there is over population and poverty which does not permit to recruit sufficient teachers. Normally, class size should be small but from the above factors there are large class sizes. Surely,

this situation does not facilitate classroom activities. It is useful to consider it in relation to the performance of students.

1.2. Statement of the Problem

We earlier saw that the educational system in Burundi meets a number of problems. We face the lack of classrooms and teachers which create crowded classes. This situation may reduce the chances of the mastery of the English language and success in general.

In fact, even though students are motivated in learning English; there are many factors that must come together for the successful outcome such as class size. Teachers'qualification also affects students' results. They are some English teachers who are not well trained since a person gives what he has. In many schools, they are lack of teaching materials such as radios and tapes which affect the listening skill.

The size of the class plays a role in the outcome of the activity of language learning as among other factors. For a normal class size, the teacher must be able to listen to all his students and know the specific problems and needs of individuals. He also has to assess the performance of his students. Since we find that in Burundi classes are largely sized, it constitutes a hindrance to the mastery of English.

1.3. Aim of the study

The main aim of choosing this topic "the Impact of class size on students'performance in English : case of fourth form classes of selected secondary schools in Nyanza-Lac commune" is to see if class size affects learners'results.

Some classes are largely sized, few classes have a small number of students. It is important to see if the size of class plays a role on the results of students.

1.4. Motivation of the study

As it has already been said above, classes are largely sized in Burundi. While choosing this topic, I was motivated by my own observation of difficulties in assessing classroom performance in large classes while teaching in secondary school. One may think this situation influences students' performance. In the classroom, there is one teacher with different activities in limited time. That teacher must help all his students. This is difficult even impossible in a large class. It is therefore important to know how class size influences students' performance.

1.5. Research Questions

In order to carry out this research, a number of questions are used:

1. What is the relationship between class size and learners' results?
2. How does class size affect classroom activities?

1.6. Research Hypotheses

Hypotheses are possible answers to research questions. In this work, the stated problem was investigated by testing the following hypotheses:

1. There is a difference of learners' results between large class-size and small one.
2. A large class size impedes classroom activities whereas a small class size facilitates classroom activities.

1.7. Scope and Delimitation of the Study

The delimitation of this study deals with the following levels. Firstly, this work deals with class size. Nowadays, we have a large number of students per class. Few of them have the minimum number.

Secondly, it takes into account students' performance in English. Students learn English in order to be able to use it in their everyday life. This work will investigate whether students perform badly or correctly in relation to the number of students per class.

Lastly, this study is limited to the Fourth Form level because they are about to end their first cycle of secondary school and start the second part, they are ones who have been studying English a long time in the first cycle of secondary school.

This is an opportunity to see how far they are in the use of English. Furthermore, this study will be conducted at Nyanza-Lac commune since no similar study has been conducted in this area. This is what the researcher would like to find out. The answer will be from the results of this research.

1.8. Definition of Key Terms

A term used in a specific study may have a different meaning in another study. So, terms used in this work are defined:

1. Performance

According to *Longman Dictionary of Applied Linguistics*, performance is a person's actual use of language. This definition shows that it is the use of a language system in real world situations. Widdowson (1978: 3) supports this idea where he defines performance by saying in normal circumstances, linguistic

performance involves the simultaneous manifestation of the language system as usage and its realization as use. While communicating, we are performing that is we produce correct sentences not in isolation but in relation to the context of use. This is true because in a given language, we have to follow rules. For example, learners have to know and demonstrate forms of tenses and structures of sentences as usage but this is not enough they have also to consider the context as use.

2. Performance Assessment

According to Airasian (1991: 252), assessments in which the teacher observes and makes a judgment about a pupil's skill in carrying out an activity or producing a product are called performance assessments. So based on the knowledge the learner has, performance assessments checks if the learner is able to use the target language while communicating.

3. Usage

According to Longman Dictionary of Applied Linguistics, usage is defined as the function of a linguistic item as an element in a linguistic system.

4. Use

According to Longman Dictionary of Applied Linguistics, use is defined as the function of a linguistic item as part of a system of communication.

5. Language skills

According to the Longman dictionary of applied linguistics, language skills are defined as the mode or manner in which a language is used. Listening, speaking, reading and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills.

In his views, Lado (1961:25-26) states that we have thus four more variables to be tested, namely the degree of achievement. According to him, the ability to these four skills is tested as a way to the mastery of the language.

Since a skill is the ability to do something well. Learners are expected to perform those linguistic activities correctly. Learners of a given language aim at being able to use it in life. So, those skills they need to master are speaking, reading, listening and writing.

6. Class size

The definition of class size is given by this web site:

http//en.wikipedia.org/wiki/class-size reduction where it is stated that class size is a direct measure of the number of students in each class. In his work, Ndayihimbaze (2012:9) says it is difficult to state which size is large or small but many views articulated that the number of learners ranging from fifty and more are considered large.

1.9. Conclusion

This chapter which was about the general introduction handled the account of the role of class size on students' performance in English as result of the process of teaching learning language. It was also about the presentation of Burundi education as characterized mostly by large classes and the difficulties in achieving successful performance for all learners. The following chapter deals with literature related to this study.

CHAPTER II: LITERATURE REVIEW

2.0. Introduction

Many writers have talked about class size in relation to various areas in the process of language teaching-learning. The present chapter deals with what have already been done by other researchers related to the topic under study. In his view, Brown (1988:46) says:

This section should be a discussion of the previous research that is relevant to the study.

It is very important to mention this because researches do not happen in a vacuum. A researcher has to demonstrate his familiarity with existing body of knowledge. According to Kourganoff (1971:61), "Tout résultat scientifique plonge des racines à la fois dans les travaux antérieurs et dans les découvertes faites dans d'autres domaines."

English translation:

Each scientific result immerses the roots at the same time in previous works and in findings which were done in other domains.

As mentioned earlier, the topic which is under investigation is the impact of class size on students, performance in English. So, this section deals with previous studies in order to convey to the reader what knowledge and ideas relevant to this topic have been written. Much have been written about the impact of class size on the process of teaching and learning but few are found on students' performance. In a nutshell, it is an occasion to deal with previous literature relevant to class size and the goal of language learning-teaching which is performance since in classrooms, a language is taught for the purpose of communication.

2.1. Communication Skills

A language is any particular system of human communication. One should retain that a skill is the ability to do something well. In this way, a wrong communication has a total failure in the process of giving and receiving messages.

While communicating there must be the speaker or a writer and the listener or reader. A learner of a given language aims to be competent in one of those four roles. In their views, Krashen and Tereell (1983:65) say:

The approach in general language courses is to try to develop the four skills: listening comprehension, speaking, reading and writing

In order to achieve it, while language course is taking the place in the classroom, students should get enough time to practice what they have been informed. Brumfit and Johnson (1979:170):

> *A case can be made, therefore, reorienting "language" teaching towards communication practice, not just because the eventual product aim is communication, but because communication practice can be expected to develop linguistic skills.*

This implies that students need to develop the four language skills. Once they have developed them, we should think of mastery. At this level, students are said to communicate well and easily. Barnett, et al (1968: 11) supports this idea:

> *It is useful to think of language mastery in terms of four related skills; two passive and two active. These are the skill of listening with understanding to the language, that of reading it with understanding, and the active skills of self-expression through the spoken word and self-expression through the written word.*

From the above assertion, we realize that the purpose of language learning is to be able to speak, listen and understand, read and write correctly the target language. Widdowson (1979:57) shares the same ideas with the above authors where he says:

> *The aims of language teaching courses are very commonly defined in terms of four skills: speaking, understanding speech (or listening), reading and writing. Speaking and listening are said to relate to language expressed through the oral medium and reading and writing are said to relate to language expressed through the visual medium. Another way of representing these skills is by reference not to the medium but to the activity of the language uses. Thus speaking and writing are said to be active, or productive skills whereas listening and reading are said to be passive, or receptive skills.*

From these assertions, we realize that the purpose of learning a language is to be able to communicate. Four actions are central that is communication consist of speaking, listening comprehension (speech), writing and reading. There is a process of giving and receiving messages. They are given by either speaking or writing. On the other hand, they are received by listening and comprehending or reading. Once one is able to perform correctly those activities in a given language, he has mastered it. When we talk of four English language skills we imply to speak, listen and comprehend, to write and read English correctly. This is so because languages are taught in order to exchange messages. This requires that the majority of class time is devoted to activities of practice.

The characteristics of a good class should be that of a short time related to giving knowledge that is rules of the target language and the majority of it for practice. In

a nutshell, communication skills are: speaking, listening comprehension, writing and reading.

2.2. Usage and Use as Aspects of Performance

Performance is the act of doing an activity. In linguistic terms, we mean a person's actual use of a language. We learn the rules in order to be used in real world situations. When using a language we need to know those rules and use them appropriately in communicating. Widdowson (1978:3) argues:

> *In normal circumstances, linguistic performance involves the simultaneous manifestation of the language system as usage and its realization as use.*

This implies that when communicating we must be able to make up correct sentences and know in which context they are used. The first element requires being informed sufficiently that is learners, as it is the role of a teacher, have to get enough knowledge about the linguistic system of the target language. The second element requires enough practice for effective communication in real world situations. In this sens, Widdowson (1978:118) continues:

> *Knowing what is involved in putting sentences together correctly is only one part of what we mean by knowing a language and it has very little value on its own. It has to be supplemented by a knowledge of what sentences count as in their normal use as a means of communicating.*

We realize that we do not just need to produce correct sentences only. Then, language usage and use must form a unit in order to talk of linguistic performance

as aimed by learners for successful communication. In this perspective, Krashen and Terrell (1983:71) share the same idea when they say:

> *It is important to delineate clearly the relationship between grammar and communication goals. In order to communicate about a certain topic in a particular situation, there are series of language functions which may be expressed by certain grammatical structures (including both syntax and morphology) and certain vocabulary.*

From the above quotations, it is evident that while communicating we produce correct sentences in relation to the context in which they are used. Those two aspects must not be separate. They make up linguistic performance. One cannot communicate by respecting the rules of a language regardless the context nor vice versa. Learners of the target language should have time getting knowledge and practicing it in order to be able to use it in their everyday life. As it is said "practice makes perfect". By practicing, learners will be able to exchange well. Successful linguistic performance reveals language mastery. The manifestation of the language system must take into account the context for effective communication.

2.3. Large Class size VS Small Class size

We earlier defined class size as a direct measure of the number of student in each class. There is a fundamental question: which class size is large and which one is small? There are many views about the difference between large and small class sizes where it has been difficult to specify.

Ndikumasabo (2003:21) says:

> *However, the decision that a class size is an ideal one depends upon individuals, one can find that a class of twelve is easy to handle, another can prefer a twenty or thirty students class according to his/her abilities.*

We should not only focus on the abilities of teachers. Classroom activities also give an idea of a normal class size. A normal class size gives a teacher an opportunity to know all his students where all students have an opportunity to practice. Pattison (1987:5) says: *Whereas thirty or more learners can read and write individually and in silence, oral practice with the same number is much more difficult to arrange.*

Surely, in a given time, a normal class size is that which gives all students to production since it helps teachers to know strengths and weaknesses of his students. Teachers can not choose some students and forget others. Krashen and Terrel say: *The disadvantage of student production of course is that it takes a great deal of time. If each student only talks five minutes, only twelve will be able to speak in a single class hour.*

From the above assertions, a class with twelve students is considered as a normal one. However, this is not a fixed number. It depends on countries, teachers and courses. In this sense, Ndayihimbaze (2012:9) concludes that the number of learners ranging from fifty and more are considered large.

From these above assertions, we see that it is difficult to give the exact number of students that have to be in a classroom. One teacher can specify whereas another one can add one, two or even more according to his/her abilities. Hence, a large class is one which does not permit the relationship between teacher and students

where not every student who wants to speak in class can be called upon to do so and where it is impossible to know specific problems and needs of individuals. However, in a small class, the above problems are resolved easily. However, they are numbers which are obviously specific. For example when we say two hundred students, no one can say that the number is small. So, a class from sixty and more can be considered as too big.

2.4. Performance Assessment

Classroom activities in language teaching are various. Students need to communicate. They do not only need knowledge, they also have to demonstrate that they are able to perform a particular kind of activity. A language is defined in terms of four activities to be done: speaking, listening comprehension, writing and reading.

Widdowson (19978:1) says:

> *the aims of a language teaching course are very often defined with reference to the four "language skills". Understanding speech, speaking, reading and writing. These aims, therefore, relate to the kind of activity which the learners are to perform.*

This means that communication skills are the core of language mastery. One can perform an activity correctly but this does not happen randomly. It requires practice by performing. Teachers have to make sure that their pupils'achievement is positive. As Airasian (1991:252) says:

> *They are many classroom assessment situations in which teachers need to gather formal information about pupils' achievement of important learning outcomes by means other than paper-and pencil tests.*

Students should not be restricted only on classroom tests and examinations to check their achievement. This means that they should have instances of real world situations and apply what they have learned but not by writing only. Airasian (1991:252) continues:

> *There is a difference between knowing how to do something and actually being able to do it. One of the most important goals of schooling is to help pupils apply what they have learned in the classroom to real world situations. Rather than asking pupils' to tell what they would do, performance assessment requires that they show what they can do.*

From the above assertions, we see that performance assessment is an important activity in classroom. Teachers should check whether students can use knowledge they gained for effective communication. The purpose is to get them to speak, write, listen and comprehend and read English well. This is reached by practicing as it is said "practice makes perfect." You may know a number of words in English and different tenses but when you haven't used yet them to communicate, you haven't mastered it yet. It means you have sufficient tools but you are not able to communicate correctly.

2.5. Performance Assessment and Class size

A classroom is a busy place. This is so because first the teacher informs his students the new lesson to be learned. During this period, students must follow the

teachers' instructions. This must be a short time. After, the maximum of the time is for practice and assessment. Underhill (1987:27) says:

Instead of being based on ten-minute test, a teacher's assessment will be based on fifty or a hundred hours exposure to the learner's language, in a variety of activities and situations.

This means that in classrooms, performance assessment is a very important activity and is time consuming. Teachers must always make sure how far their students are in reading, speaking, writing and listening and comprehending. Airasian (1991:256) says:

> *All schools at all levels expect pupils to demonstrate communication skills, and assessment of the skills of reading, writing and speaking are the most common examples of performance assessment in classroom.*

That is the purpose of language learning is to be able to use it. The teacher has not only to instruct by means of theory but also to help learners apply what they know in world situations. Airasian (1991:252) continues:

> *Assessments in which the teacher observes and makes a judgment about a pupil's skill in carrying out an activity or producing a product are called performance assessments.*

While learning a language, students must demonstrate communication skills. When a class is small it is very easy to assess the skills. This is so because in a small class there is a total interaction among students which help them understand one another and which increase their desire to assist one another. Pattison (1987:5) says:

Whereas thirty or more learners can read and write individually and in silence, oral practice with the same number is much more difficult to arrange.

While assessing, a teacher must be sure that every learner is able to do a given activity. But when a class is large that is a large number of students per class, it will be difficult to get all students involved in. we will find that some will represent others which is not good for effective work. A small class is one which makes easier the work. So, we see that there is a relationship between performance assessment and class size. Large classes do not permit successful performance assessment. A large class does not facilitate classroom activities sometimes even impossible. The role of the teacher is to assess the performance of his students. When a class is crowded, it will be difficult to know if all students are able to use a language correctly. This means that each student should practice. He should be trained to use a language in real world situations. However, this is impossible in a huge class.

2.6. Class size and the Performance of Students

After new items have been presented in a meaningful way, the student must be given ample opportunity to practice these items for themselves. This is very important because as we said earlier that communication practice can be expected to develop linguistic skills. However, this is not easy in a large class. Byrne (1976:1) says: It is not easy to give effective oral practice under these conditions, especially in large classes.

Apart from this classroom activity which is impeded in large class. In the same situation, students are demotivated which is a very important factor to success in language learning. Harmer (1991:5) argues: Classrooms that are badly lit and overcrowded can be excessively de- motivating, but unfortunately many of them exist in schools.

Obviously, when a class is huge, students will not perform as usual. Allen and Campbell (1972:48) say: "Classes and groups must be kept small. The pace slows down if there are more than ten adults or twenty children to one teacher." This is true because when you have a large class to one teacher, first the task is not easy but also the degree of achievement is not the same. When a class is small, the teacher is able to guide each student, knows weaknesses and strengths of each student. He can also help them easily in all classroom activities.

In a large class, it is difficult to manage it. But also it is difficult to have all students speak. When five or ten or more students do not practice, they got only knowledge without practicing how to use a language in real world situations.

This is very important because one may know theory about language but without being able to communicate. When a class is large, it is almost impossible to have all students to speak because it is time consuming. Krashen and Terrell (1983: 124) say:

> *The disadvantage of student production of course is that it takes a great deal of time. If each student only talks five minutes, only twelve will be able to speak in a single class hour.*

From these assertions, all those who are involved in education should be aware of the role of class size in the achievement of learners. It is obvious that students cannot perform very well when a class is crowded. We know that speaking skill is

mastered by practicing if you do not get an opportunity to practice in class, you will not be a good communicator. Classes which are largely sized have many impediments in the achievements of students.

The role of the teacher is to assess the performance of his students. When a class is crowded, it will be difficult to know if all students are able to use a language correctly. This means that each student should practice. He should be trained to use a language in real world situations. In a huge class, there may be noise, fatigue, distraction which hinder the degree of achievement. Stevens (1980:15) says:

> *Physical and organizational impediments to be considered include the obvious difficulties of fatigue, extreme heat or cold, noise, distraction, overcrowding, and so forth which have an effect on the degree of achievement of the learners, the teachers, and the education system, ...*

This means that a large class is a problem to the education system. It has an impact on the achievement of students.

As this work is based on the impact of class size on students, performance in English, the answer to this will be from what we will found out. We will look at available data that answer the research questions used. Then, the conclusion to this topic will be from that will be found out. That is we could not guess but we should analyze the data. Then, for this work, that is how we will see if class size has an impact on students' performance.

CHAPTER III: METHODOLOGY

3.0. Introduction

This chapter discusses the methods and techniques used to get required data related to the research questions of this topic under study. It is a set of methods and techniques used to carry out this research. So, this chapter is made of the area of study, population of the study and sampling, data collection procedures, research instruments and data analysis procedures.

3.1. Area of Study

This study was conducted at Nyanza-Lac commune because no other research on similar topc has been conducted at Nyanza-Lac commune. Classes are also largely sized. This is the south commune of Makamba Province which is among the south provinces of Burundi. It is the most populated of all communes of Makamba with more than a half of the inhabitants of Makamba Province. There are sixteen secondary schools with fourth form but this study is limited only to six schools of this commune. The criteria for selecting these six schools are shown in the following section.

Those are:

Selected schools	Number of fourth form classes per school	Number of pupils per class
Collège Communal Gasange	1	82
Lycée Communal Mugerama	1	80
Collège Communal Shalom	1	73
Collège Communal Nyabutare	1	55
Collège Communal Mwanga	1	40
Collège COMIBU	1	33
Total	6	363

These schools are located in the different areas of Nyanza-lac Commune. They have been chosen because they fulfill the source of information needed as requited data. That is, they are all sized differently and they all teach English that is English is taught in all those six schools.

3.2. Population of the study and sampling

0. Introduction

In order to get the findings in this research, the used population was six 4th form English teachers and their students. We limited to six secondary schools at Nyanza-Lac Commune. These were chosen as following:

1. Selection of schools

Nyanza-Lac commune has sixteen secondary schools with Fourth Form. However, all those schools could not be worked on. In this regard, we took a sample of one

third (1/3), we got five schools with some points. So, we decided to use six schools where we had 3 least crowded and 3most crowded which was useful in the comparison of the performance of students in relation to class size. In order to select those schools to be used in this study, we first considered those which have Fourth Forms. In order to know this, we consulted the head of education in that commune and he gave us a list of sixteen schools with Fourth Forms.

In this work, our matter is class size. A class with more than sixty students was judged to be too big. So, we divide these schools in two groups. One group was that of less than sixty students per class and another group was that of more than sixty students per class. It is noteworthy to mention in this study that the most crowded class has eighty-two students and the least crowded one has thirty-three students.

The most crowded class, that is, the one with eighty-two students and the least crowed class, that is, the one with thirty-three students were selected first. We already have two schools of the sample (six schools). Then, we need two schools in each group in order to get six. The four remaining schools were selected using simple random sampling. All these schools had the same chance to be selected. We took the names of schools and the number of students given by the head of education in that Commune. We selected by folding the names of schools on small pieces of paper and we chose one at a time randomly in each group, that is, two schools in the group of schools of less than sixty students and in the one of more than sixty students in order to have the six schools.

The selected schools are the following:

Number	Schools	Total population per class
1.	College Communal Gasange	82
2.	Lycée Communal Mugerama	80
3.	College Communal Shalom	73
4.	College Communal Nyabutare	55
5.	College Communal Mwanga	40
6.	College COMIBU	33
Total	6	363

Ideally, the whole population could be used to get information for the research. However, resources available cannot allow to investigate the whole population. In this case, the researcher tried to use smaller portions of the population to represent main traits of the whole population.

2. Sampled population

It is relevant to select the respondents since all students could not be used as a population. We should make sure that the selected one is representative. The method used in doing so was the simple random selection. Random selection is the basic method used to try to avoid bias in a sample. The random selection of the sample must ensure that each member of the population has as much chance as any other of being included in it. In this regard, the researcher has to use a small portion of the population to represent all the main traits of the whole population. In his view, Berthier (2009:165) says this, "Pour être représentative, un échantillon doit être obtenu par une méthode rigoureuse qui permet de choisir les enquêtés sans biais."

English translation:

"In order to be representative, a sample must be got by a rigorous method which allows to choose respondents without bias."

In doing so, the simple random sampling was used in order to avoid being biased. This allows every item in a population to have an equal chance of inclusion in the population. Johada et al (1951:648) explain the following:

> *If a list is prepared of all possible samples of size n that could be obtained from a population of N elements, then random selection is defined as that procedure in which each of the possible samples has an equal chance of being the one chosen.*

Among the respondents, we have, first, the six English teachers of the selected fourth form classes.

All those six teachers were considered as population on the one hand. Second, the three hundred and sixty-three students of the selected schools constitute another kind of population in this work.

These schools were chosen because we notice nowadays a large number of students per class in Burundi in general and in selected area in particular due to the new government policy of education for all. So, there is a need to master the English language by removing all hindrances that may reduce students' performance. More important is that Fourth Form students are at the end of the first cycle of secondary school. So, there is a need to know and improve their performance in English.

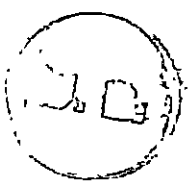
Concerning the students as a population, all the three hundred and sixty-three students of the selected schools could not all be used in this research. So, there was

a need to use a small population which is representative. Then, we selected one third of the whole population.

In order to avoid being biased, the random sampling was used. This technique gives the same chance to every subject of the population to be selected; that is, it consists of choosing a sample randomly from a group of subjects. To proceed, we took pieces of paper and wrote their names. Then, we folded them and arranged them class by class, that is, the six selected classes. In each class, we chose randomly, one by one, until we got the required sample, that is one third depending on the number of students a class has.

In the first group of eighty-two students, we chose randomly one by one until we get one third, that is a sample of twenty-eight students; in the second group of eighty students we got a sample of twenty-seven students; in the third group of seventy-three students we got a sample of twenty-four students;

in the fourth group of fifty-five students we got a sample of eighteen students; in the fifth group of forty students we got a sample of thirteen students and finally in the sixth group of thirty-three students we got a sample of eleven students. Then, we got a sample for the three hundred and sixty-three students of one hundred and twenty-one students. That is a total number of one third in each of the six selected classes.



This population was for the questionnaire which is presented as below:

	Schools	Total population per class	Sample (1/3)
1.	College Communal Gasange	82	28
2.	Lycée Communal Mugerama	80	27
3.	College Communal Shalom	73	24
4.	College Communal Nyabutare	55	18
5.	College Communal Mwanga	40	13
6.	College COMIBU	33	11
Total	6	363	121

However, there is a population for annual classroom performance; that is, each classroom of the six selected schools constitutes a population. We wanted to find out the students' performance per year in each class. That is, we compared the relationship between class size and the results of students in English per year.

3.3. Data Collection Procedures

In collecting the data, the researcher used two methods. On one hand, he used the questionnaires that he distributed to teachers and students. On the other hand, he analyzed students' annual results given by headmasters. In this research, the following instruments were used to gather the data:

a. Annual Classroom Results

This tool is very important since it is the results of annual performance assessment situations. Airasian (1991:251) says:

> *There are many classroom assessment situations in which teachers need to gather formal information about pupils' achievement of important learning outcomes by means other than paper-and-pencil tests.*

Our concern here is to assess students' achievement which is considered as success or failure. This is obtained through examination results and through students' or teachers' judgment. In other words, it is the annual results of students in relation to class size. It is useful to look into it since the speaking, listening, reading and writing skills are included.

These annual classroom results were got by consulting the headmasters of the six selected schools. They gave us annual reports where we found annual results in English.

Then we wrote the number of students in each of the six selected classes and the number of students who succeeded and those who failed. This gave us data on annual students performance in connection to the size of the class.

b. Questionnaires

According to the Oxford Advanced Learner's Dictionary (seventh edition), a questionnaire is a written list of questions that are answered by a number of people so that information can be collected from the answers. In other to get adequate data for this work, a questionnaire was used in addition to the annual results.

The use of questionnaire, which is a printed form for the data collection, which includes questions or statements to which the respondent is expected to respond, often anonymously. It has many advantages. Seliger and shohamy (1989:172) say that questionnaires have a number of advantages:

a) They are self-administered and can be given to large groups of subjects at the same time. They are therefore less expensive to administer.

b) When anonymity is assured, subjects tend to share information of a sensitive nature more easily.

c) Since the same questionnaire is given to all subjects, the data are more uniform and standard.

d) Since they are usually given to all subjects of the research at exactly the same time, the data are more accurate.

The questionnaires were of two kinds:

a. The questionnaire for the six teachers of the selected classes.
b. The questionnaire for the students.

3.4. Data Analysis Procedures

This section shows how the collected data were analysed. In this work, data were collected using two instruments, that is, annual classroom results for the six selected classes and questionnaire. After the collection of data, the collected data were analysed.

Concerning the annual classroom results, the researcher analysed the results of the six classes by comparing the results in relation to class size.

Then, he proceeded to calculate the percentages per class of those who had fifty percent. The results were presented in a table.

On the subject of the questionnaire, after collecting the answered copies from the respondents, the researcher put together teachers' sheets on one side and students'

sheets on the other side. Those questions aimed at finding out whether there is a relationship between class size and the performance of students.

First, teachers'copies were analysed one by one. Then, the results were presented in tables and in percentages. Second, students' copies were also analysed one by one. The outcome was also presented in tables and in percentages. For some questions respondents were asked to give explanations. These were also analysed. After the data presentation, the researcher interpreted data for the topic under study. This chapter has dealt with the methods and techniques used to carry out this work. The following chapter talks about data presentation, analysis and findings.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1. Introduction

This chapter deals with the presentation, the analysis of data collected and findings. Moreover, it shows how the research questions as the purpose of this study have been answered. So, a set of hypotheses which are possible answers to the research questions were considered in order to find out the impact of class size on students' performance in English. It also shows through the annual classroom results the relationship between class size and students' results in English. Concerning the research questions, they were proved by means of the questionnaire that was administered to fourth form students of the six selected classes in Nyanza-Lac commune and to their English teachers. These research questions were also proved through annual classroom results.

This chapter is divided into two main parts: the first part deals with the presentation and analysis of the data got in the questionnaire and annual classroom results as instruments used to collect the required data. The second section deals with the findings. It is the results we got about this study by the questionnaire used in answering the research questions and the results from annual classroom performance. In other words, it is what we found out after our investigation.

4.2. Presentation and Analysis of the Data from Teachers' Questionnaire

In this work, we also used a questionnaire for teachers in the collection of data. In the following lines, we present and analyse teachers' opinions and answers to the questions on the questionnaire administered to the six selected teachers.

Question 1: How many students do you teach in your class?

a) less than forty students ☐

b) forty students ☐

c) Other(s), specify.....

Table 1: Presentation of answers to question 1

Answers	**Frequency**	**Percentage**
Less than 40 students	1	16,66%
40 students	1	16,66%
55	1	16,66%
73	1	16,66%
80	1	16,66%
82	1	16,66%
Total	6	100%

From the above table, we notice that each teacher has his own class size which is different from others. The first has less than forty students; the second has forty students; the third has fifty five students; the fourth has seventy three; the fifth has eighty and the sixth teaches eighty two students; that is, about 17% for each teacher. From these results 3 teachers, that is, 50% have less than sixty students. The other three teachers, that is, 50% have more than sixty students. In some classes, there are not many students. In others, we have many students and we have even eighty two students in the classroom. It is true that teachers in largely sized classes meet problems in trying to help all students to use English in communication.

There will be no contact between a teacher and all students, that is not every student who wants to speak can have this opportunity. This teacher wants every

student to be able to speak, listen, write and read correctly. We can state that when a class is large, it is difficult for the teacher to achieve this. Since these classes are most largely sized, it is difficult for all students to practice even for the teacher to assess the performance of his students. And we know these two activities lead to successful performance. So, English teachers should not neglect to assess students' performance in order to get effective results.

Question 2: How often do you assess your students performance?

a. Never ☐

b. Sometimes ☐

c. Often ☐

d. Rarely ☐

e. Always ☐

f. Other, specify.....

Table 2: Presentation of answers to question 2

Answers	**Frequency**	**Percentage**
Never	0	0%
Sometimes	3	50%
Often	2	34%
Rarely	0	0%
Always	1	16%
Other(s)	0	0%
Total	6	100%

As the above table shows, three teachers, that is, 50% do sometimes assess their students' performance.

Only two teachers, that is, 34%, do often assess their students' performance and only one teacher, that is, 16%, always assesses his students' performance.

50% of the six teachers sometimes assess it. This is not sufficient. It should be always done. Only one teacher does it. This may be caused by the fact that some classes are largely sized. This implies that when performance is insufficiently assessed; it will affect the outcome of learning. Performance assessment leads to the mastery of a language. This helps the teacher to know all his students. We can state that a class which is always assessed for all students, they all perform well. But from the data no one did it always. It is important for all students to always apply the knowledge they have. In his view, Airasian (1991: 6) says: The process of carring out instruction with the class also requires constant assessment and decision making regarding how well the lesson is progressing.

It is not only a matter of instructing well. The failure or success of students depends on how teachers always assess their students. Teachers help students to produce the manifestation of the language system but also apply it while communicating.

Question 3:

A. Is it possible to assess all of your students?

a) Yes ☐

b) No ☐

B. Explain .....

Table 3: Presentation of answers to question 3.a)

Answers	Frequency	Percentage
Yes	1	17%
No	5	83%
Total	6	100%

As presented in the above table, five teachers, that is, 83% of the investigated teachers are not able to assess all of their students. Only one teacher, that is, 7% mentioned that he is able to do so easily.

The following are the explanations on question 3. B. Since we realize the majority of teachers are not able to assess all of their pupils:

- It is not possible to assess all of my students because if you concentrate on the performance assessment you risk not finishing the program.
- It is possible to assess all of my students by analyzing a given English test, paper by paper and correcting errors made by all students.
- It is impossible to assess all of my students because of a great number of them.
- It is not possible to assess all of my students because they are in a big number and to evaluate every body's performance becomes very difficult.
- It is impossible to assess all of my students because I teach many students.
- It is impossible to assess all of my students because the number of students and time given do not permit it.

From the above results, the majority of teachers are not able to assess all students not because of ignorance, but because the size of the class does not allow it.

Many classes are crowded; this is a problem to the process of teaching-learning and also to the practice of what students learned. This implies that some students are like spectators. In this situation, learners do not get enough time to practice what they have learned in order to be able to communicate well. So, it is uncertain that the learner will achieve his aim that is performing the target language successfully.

Question 4: What is your hindrance in assessing all of your students?

a. Class size ☐
b. Time ☐
c. Class size and time ☐
d. Other(s) specify: .....

Table 4: Presentation of answers to question 4

Answers	**Frequency**	**Percentage**
Class size	0	0%
Time	1	17%
Class size and time	4	66%
Other(s): some are not able to express their ideas orally but also the magnitude of the program is a hindrance	1	17%
Total	6	100%

As the table indicates, 4 teachers out of 6 investigated, that is, 66% said that their hindrance in assessing all students is class size and time. Only one teacher that is, 17% said that time is his hindrance.

Another teacher, that is, 17% stated the magnitude of the program is a hindrance. This implies that when classes are largely sized and the time we have in our educational system, it is impossible to assess all students even to improve their performance. Surely, these teachers know the importance of assessing all their students. The problem is that there are impeded. Time, class size, the magnitude of the program impede them. Students are not able to express orally because teachers are not able to help them. When teachers try to make effort to help weak students, they are impeded by time and the size of students.

Question 5:

A.) Are you satisfied with the results of your students in English?

a. Yes ☐

b. No ☐

B.) Explain :.....

Table 5 : Presentation of answers to question 5.a.

Answers	**Frequency**	**Percentage**
Yes	0	0%
No	6	100%
Total	6	100%

The above table indicates that all the 6 teachers investigated, that is, 100%; are not satisfied with the results of their students. When they were asked to explain, where they gave the following reasons:

- I am not satisfied with the results of my students in English because they get bad marks whereas I spend much time to teach them.

- I am not satisfied with the results of my students in English because only few students succeed but I make efforts.
- I think that my students didn't revise well in the first term but now they are improving.
- Some students neglect my English lessons.
- I am not satisfied with the results of my students in English because they are in a big number and the time allocated to the English class is not sufficient to assess everybody's performance.
- I am not satisfied with the results of my students in English because the majority get bad marks.

From the above results, teachers gave different explanations. Obviously, the size of the class is not the only hindrance to success. There are other factors but class size should not be neglected. It is not simply for teachers to give the message well since there is a difference between to know to do something and to be able to do it. All these teachers make effort but the results are bad. As we saw earlier teachers do not always assess all students. We can state that students perform badly when classroom activities are impeded.

Question 6:

A) Do you find any relationship between class size and your students' results?

a. Yes ☐
b. No ☐

B) Explain:.....

Table 6 : Presentation of answers to questions 6. A)

Answers	frequency	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

As shown above, 5 teachers out of 6, that is, 83% agreed that they find a relationship between class size and their students' results. Only one teacher, that is, 17% disagreed. Here are the following reasons they mentioned:

- The relationship between class size and my students' results is that since they are not assessed in a logical way due to the class size, their results are not sufficient.
- There is a relationship between class size and my students' results because the number of students I teach does not allow to assess all students.
- It is easier to teach less than forty students than teaching a class of a hundred students.
- The lack of concentration was the cause of their failure.
- There is a relationship between class size and my students' results since I have so many students; not all of them get the opportunity to practice what I have taught them.
- There is a relationship between class size and my students' results because some students do not practice or are not involved in the lesson they are like spectators.

From the above results, it can be mentioned that class size affects students' results.

When a class is small and accompanied by the learning factors, students will get good results; when we have a large number of students, this will reduce the chance of success. When teachers state they are not able to assess all students, we mean every teacher must be sure that all students are able to speak, listen, write and read English correctly. Teachers are not able to assess these skills in large classes. Some may not listen and follow to classroom activities. Some may sleep because it is hot. These teachers state clearly that large size make classroom activities such as performance assessment difficult to be done.

Question 7: A) Does performance assessment improve students' results?

a. Yes ☐

b. No ☐

B) Explain:.....

Table 7: Presentation of answers to question 7.A)

Answers	**Frequency**	**Percentage**
Yes	6	100%
No	0	0%
Total	6	100%

As shown above, all teachers agreed that performance assessment improves students' results. As answers to questions7. B) Those teachers justified why performance assessment improves students' results:

- The more you assess, the more you see every students' strengths and weaknesses and work on this.
- When I assess their performance, I get to know their mistakes and then I correct them.

- If students perform well, it implies that they know the language and they become more motivated.
- After correction of errors every student realizes his weakness and corrects himself.
- When a student is assessed, it helps him to use English correctly.

In a nutshell, performance assessment is also a factor to improve learners' results. This classroom activity is difficult in a large class. This is true when students have enough knowledge and teachers help them to use it while communicating, students get good results. We noticed that when students are assessed and this is accompanied by other learning factors, students get good results. But it is shown that students are not always all assessed. So, we can state that students get bad results since there is no performance assessment.

Question 8:

A) Is it possible to assess all the four skills in your English class?

a. Yes

b. No

B) Explain:.....

Table 8 : presentation of answers to question 8.A)

Answers	Frequency	Percentage
Yes	0	0%
No	6	100%
Total	6	100%

The above table indicates that all the 6 teacher, that is, 100%, said that it is not possible to assess all the four skills. The following are the explanations on question 8.B):

- It is not always possible to assess all the four skills because the exercise itself requires much time. Since we know that every skill has its own methodology, applying the different methodologies and then assessing the extent to which all the students have understood is not possible.
- It is not possible to assess all 4 skills. For instance, many students are not accustomed to speaking English. So, when speaking in class more than a half of my class does not speak. They keep quiet.
- Listening is not taught because there are no records of English speakers.
- I have never assessed the listening skill because of the lack of tools (example: radio, etc.).
- It is not possible to assess all the four skills in my English class because the time and class size do not permit it.
- It is not possible to assess all the four skills since in my class it is not possible to apply this to all students.

Obviously, all the four skills are not assessed. From the reasons above, four out of six teachers, that is, 67% indicated that time and class size impedes these classroom activities.

However, this is not the only hindrance. Two teachers, that is, 33% indicated that the lack of teaching materials impedes these classroom activities. The first kind of reason takes the lead. We noticed that teachers do not always assess their students. This is caused by various reasons. When reading, teachers do not give this opportunity to all students due to the size of the class. Successful performance means students are able to read, write, speak and listen English correctly. We can state that results are not improved since all skills are not assessed.

Question 9: what is your opinion about class size and the performance of students in English?

The answers given by the respondents are the following:

- Class size has an impact on students' performance because a large class hinders classroom activities.
- My opinion about class size and the performance of students in English is that the two go hand in hand. Since teaching English involves the four skills, the more the students are in a big number, the more their performance is impossible to achieve. So, assessing students' performance is only possible if the latter are in a small number.
- Class size influences the performance of students in English: I explain more when teaching a class of less than forty students than eighty students.
- When there are too many students in a class, the tendency is to go with those who do well; it is, most of the time impossible to help each student.
- Nowadays, we have so many students in each class. When it comes to assessing them, it is quite impossible to give the floor to each student. For example, when assessing the reading skill, only 35 students (1/2) are given the occasion to read.

If I try to give the opportunity to all students, it may be difficult if not impossible to teach the whole program. Few students practice so as not to waste time. Consequently, these are students that will never be assessed in some skills. In short, there is a great relationship between class size and the performance of students.

- There is a relationship between class size and students' performance in English since in a small class, the teacher is able to know the weaknesses and strengths of each student and help them. However, when the class is big, this is difficult even impossible.

The above answers show that there is a tendency to perform well in a small class than in a large one. It is shown that a teacher must get enough time to assess students performance and help every student. This activity is impossible when a class is big. The opportunity to practice will be given to some students, others will not in a large class. This affects students' achievement since not all students are involved in performance assessment. It is important to know that performance assessment leads to successful performance.

4.3. Presentation and Analysis of Data from Students' Questionnaire

As mentioned earlier, there was also a questionnaire for the 121 students of the selected classes. In the following lines, we present, interpret and analyse the data from students' answers.

Question 1: A) During the English class, do all students get the opportunity to practice what they have learned?

a. Yes ☐
b. No ☐

B) Explain.....

the only cause. There are also time and lack of teaching materials such as books. This situation affects students' results.

Question 2: How many are you in class?

a. Less than forty students ☐
b. Forty students ☐
c. More than forty students ☐
d. Other(s) specify.....

Table 10: Presentation of answers to question 2

Answers	Frequency	Percentage
Less than forty students	11	9%
Forty students	13	11%
More than forty students	18	15%
Other(s): 73 students	24	20%
82	28	23%
80	27	22%
Total	121	100%

In the above table, 11 students out of 121, that is, 9%, said that there are less than forty students in class. 13 students, that is, 11%, indicated that there are forty students. 18 students, that is, 15% mentioned that they are more than forty. 24 students, that is, 20%, said there are 73 students in class. 28 students, that is, 23% said that there are 82 students in class whereas 27 students, that is, 22%, indicated that there are 80 students in class.

We realize that the majority of classes are largely sized. Since a large class is a problem to the process of teaching-learning a language; so this is the same as a result to the performance of students. That is, class size plays a major role for successful performance of students.

Question 3: A) Are you interested in using English in class?

a. Yes ☐
b. No ☐

B) Explain.....

Table 11: Presentation of answers to question 3.A)

Answers	Frequency	Percentage
Yes	21	17%
No	100	83%
Total	121	100%

As mentioned in this table, 21 students out of 121, that is, 17%, indicated they are interested in using English in class. On the other hand, 100 students, that is, 83%, said they are not interested in using it in class.

Clearly, the majority of students is not interested. This is very important in language learning since motivation is the core of the whole process. All students should be interested. The reasons given by students on question 3.B) are centred on the following:

- I still have timidity of speaking English the reason why I can't use it in class.
- I'm not interested in using English in class because I do not know to read it and to communicate using English.
- We have short time in this lesson that's why I am not interested in using English in class because I can't get opportunity to use English in class.
- I am not interested in using English in class because I can't get opportunity to use English in class.
- I am not interested in using English in class because English is difficult.
- I am interested in using English in class because I am courageous.
- I am interested in using English in class because I am very happy when speaking it.
- I am interested in using English in class because it is an international language.

From the above reasons, we realize that class size can also be a factor to why students are not interested in using English in class. Those who are involved in education planning should consider it. When a class is small, a teacher can help each student by motivating him. On the other hand, when the class is crowded, the work becomes tough. Teachers should always try to help students despite all hindrances without exceeding his limitations which would be impossible.

Question 4: A) Do you sometimes get the opportunity to practice what you have learned in class?

a. Yes ☐

b. No ☐

B) Explain .....

Table 12: Presentation of answers to question 4.A)

Answers	Frequency	Percentage
Yes	22	18%
No	99	82%
Total	121	100%

Table 12 indicates that 22 students, that is, 18%, sometimes get the opportunity to practice in class. However, 99 students, that is, 82%, do not get an opportunity to practice. In normal circumstances, all students should get this opportunity. So, when a class is large, not all students are not involved in learning. They are like spectators in a match. The reasons they gave are centred on the following:

- We do not have an opportunity to practice because our teacher cannot do so with how many we are in class.
- I do not have an opportunity to practice because there are a lot of things to do in class and we are so many.
- Yes, I sometimes get the opportunity to practice what I have learned in class because I want to speak English very well.
- Yes, I sometimes get the opportunity to practice, because when a teacher asks a question, I can give him an answer.
- I do not have an opportunity to practice in class because our teacher does not give us this occasion.
- I do not have an opportunity to practice in class because we are many in class.

The above reasons indicate that the majority do not have the opportunity to practice what they have learned in class with various reasons. This situation leads to bad results. So, efforts are needed for teachers and students.

Question 5: A) Are you satisfied with your results in English?

a. Yes ☐
b. No ☐

B) Explain.....

Table 13: Presentation of answers to question 5.A)

Answers	Frequency	Percentage
Yes	34	28%
No	87	72%
Total	121	100%

The table above shows that 87 students, that is, 72%, are not satisfied with their results in English whereas 34 students perform well. Obviously, all students do not perform well. The reasons they gave on question 5 B) are centred on the following:

- I am satisfied with my results in English because when I do a test, I get half of that test.
- I am not satisfied with my results in English because I do not get good marks.
- I am not satisfied with my results in English because I do not succeed and do not use it easily.
- I am not satisfied with my results in English because my results in English are very bad.

Question 6: What is responsible for your problems in English?

a. Class size ☐
b. Time ☐
c. Others, specify.....

Table 14: presentation of answers to question 6.A)

Answers		Frequency	Percentage
Class size		30	25%
Time		57	47%
Other(s)	Lack of dictionary and books	22	18%
	Inability to read and speak English	12	10%
Total		121	100%

Table fourteen indicates that 25% of the investigated students said that their problems in English are class size. 47% mentioned that their problems are lack of dictionary and books whereas 10% indicated that their problems are inability to read and speak English. It is for the teacher to know weaknesses and strengths of each student. Since we earlier observed that most of the classes were largely sized, it would be difficult to do so. Except the lack of dictionary and books, other elements mentioned as responsible for the problems of students in English can be dealt with when we have normal class size.

Question 7. A) Do you use English to communicate in class and out of the class?

a. Yes ☐

b. No ☐

B) Explain.....

Table 15: Presentation of answers to question 7.A)

Answers	Frequency	Percentage
Yes	73	60%
No	48	430%
Total	121	100%

As presented above, 73 students, that is, 60%, agreed that they use English to communicate in class and out of class. 48 students disagreed. The reasons they gave to their answers are centred on the following:

- I do not use English because I do not understand it.
- I use English to communicate in class and out of class because I sometimes speak English in class and out of class with my English friends.
- I use English to communicate in class and out of class because I sometimes speak English in class and out of class because I want to improve my language and when I speak English I feel very well.

Normally, all students should always use English and also be interested in using it in class and out of class. Obviously, there is a significant number of students who do not use it. If we look at reasons they gave, those who do not should be helped when a class is small enough. We saw that most of the classes are largely sized

which is a problem. So, even though we have this situation, teachers should try to motivate students to use English, which is a kind of practice.

Question 8: What skill does your teacher often make you to practice?

a. Speaking ☐
b. Writing ☐
c. Listening ☐
d. Reading ☐
e. All ☐

Table 16: Presentation of answers to question 8

Answers	Frequency	Percentage
Speaking	19	16%
Writing	15	12%
Listening	0	0%
Reading	20	17%
All	67	55%
Total	121	100%

As mentioned above, 19 students out of 121 students, that is, 16%, indicated that their English teacher often makes them practice only the speaking skill. Other 15 students, that is, 12%, said that they often practice the writing skill. No one indicated to practice the listening skill only. 20 students, that is, 17%, said that they often practice the reading skill and 67 students, that is, 55%, said that they often practice all the 4 skills.

We notice that all students do not practice the four skills. This will affect students' performance in English since while teaching a foreign language there are aims which will not be achieved.

When the aims are not achieved, one cannot talk of successful performance. In his views, Nasr (1972:6-7) indicates that when we are teaching a foreign language; there are four general aims:

a) To teach pupils to hear and understand the spoken language,

b) to understand what they read,

c) to speak the language, and

d) to write it.

There are, then, four abilities to develop: hearing, reading, speaking, writing with understanding."

Question 9: A) Do you make efforts to learn English correctly?

a. Yes ☐

b. No ☐

B) Explain .....

Table 17: Presentation of answers to question 9. A)

Answers	Frequency	Percentage
Yes	98	81%
No	23	19%
Total	121	100%

Table 17 shows that 98 students, that is, 81%, make efforts to learn English correctly while 23 students, that is, 19%, do not. This is very important because motivation is the core of all factors for successful performance in language learning.

The reason they gave to their answers are centred on the following:

- I do not make efforts to learn English correctly because I have not books and the time of studying.
- I do not make efforts to learn English correctly because it is difficult ;
- I make efforts because if you do something without efforts, you will not arrive anywhere ;
- I make efforts to learn English correctly because I like it so much ;
- I make efforts to learn English correctly because I know that we are in East African Community ;
- I make efforts to learn English correctly because when I know it very well, it will be important in my life or in the future.

From the above reasons, it can be seen that the majority make efforts to learn English correctly. The reasons they gave are worth mentioning: they want to be important in the future, they are in East African Community, they like it. So, students need to be motivated in order to make efforts. This can be done by telling why they are learning and the advantages of learning English.

4.4. Presentation and Analysis of Data from Annual Classroom Results

	Number of students in class	Number of students with 50%	%
1. Collège Communal Gasange	82	39	48%
2. Lycée Communal Mugerama	80	37	46%
3. Collège Communal Shalom	73	14	19%
4. Collège Communal Nyabutare	55	23	42%
5. Collège Communal Mwanga	40	22	55%
6. Collège Communal COMIBU	33	24	73%

From the above table, we are shown the performance of students through annual classroom results.

As presented above, we divided the six schools under investigation in two groups. Those with more than sixty students per class and those with less than sixty students per class. Obviously, in the first group, the results are not as good as it should be. The first school with 82 students has 48% of success. The second with 80 students has 46% of success. The third with 73 students has 19% of success. These classes are largely sized and the majority of students did badly.

In the second group, only one school has not scored good results with 42%. Another school does not have not very good results with 55%. Only one school has good results with 73% of success. The last one with good results is the least sized class with 33 students in class. This justifies the relationship between class size and student's results where in a small class students perform successfully.

4.5. Findings

This section gives findings about the impact of class size on students' performance in English. The research attempted to discover whether class size influences students' performance in English. It is revealed that the number of students per class affects students' performance in English in secondary schools. This study was conducted at the level of Fourth Form.

Hence, our investigation was done in selected secondary schools of Nyanza-Lac commune on the basis of two research questions.

The research questions were:

1. What is the relationship between class size and learners' results?
2. How does class size affect classroom activities?

In order to get findings, two hypotheses were also formulated in our research:

1. There is a difference of learners' results between large class size and small one.
2. A large class size impedes classroom activities whereas a small class size facilitates classroom activities.

From the results presented in this chapter, these hypotheses were confirmed in the findings below:

Findings from teachers and students' questionnaire

Teachers' questionnaire revealed that performance assessment for all students, which is one of classroom activities, is not possible when there are a large number of students in class. This is shown in table four on question four (what is your hindrance in assessing all of your students?). From table four, four teachers out of six, that is, 60% indicated that class size and time are hindrances. This is also shown on table three of question three (is it possible to assess all of your students?). From table three, five teachers out of six, that is, 82 % said no. These teachers were also asked to explain on question 3.B). Most of them said it is impossible to assess all of their students because they teach a large number of students.

From students' questionnaire, table nine on question 1(during the English class, do all students get the opportunity to practice what they have learned?). Table nine indicates that ninety-two students out of one hundred and twenty-one, that is, seventy six said not all students get the opportunity to practice. This situation was completed by table twelve on students' question four (do you sometimes get the opportunity to practice what you have learned in class?). Now, each student was asked; 99 students out of one hundred and twenty one, that is, 82% said no. When they were asked to explain on question 4.B). Most of them said since they are many in class, it is impossible for all students to get an opportunity to practice what they have learned in class. So, we see that a large class impedes classroom activities and a small class facilitates classroom activities.

Our focus here is performance assessment as one of many classroom activities. Teachers' questionnaire revealed that performance assessment improves students'

results. This is shown on table seven on question seven (Does performance assessment improve students' results?).

From the table seven, six teachers out of six, that is, 100 % said performance assessment improves students results. These teachers also said on table six under question 6. A) (Do you find any relationship between class size and your students' results?). Table six indicates five teachers out of six, that is, 82% said yes. When they were asked to explain on question 6.B); most of them indicated that the problem is the large number of students they teach. Hence, it is seen that the number of students in class affects students' results because:

1. When class is a small, classroom activities are possible, that is, every learner will be involved in any classroom activity.
2. These classroom activities improve learners' results.

Findings from annual classroom results

Annual classroom results were analysed to get a picture of the relationship between class size and learners' results. From the presentation of annual classroom results in this chapter, the class with 82 students, only 39 have 50 %, that is, 48 %. The class with 80 students, only 37 have 50 percent, that is, 46 %. The class with 73 students, only 14 have 50 %, that is, 19%. The class with 55 students, only 23 have 50% , that is, 42 %. The class with 40 students, only 22 have 50%, that is, 55 %. The class with 33 students, only 24 have 50%, that is, 73 %. Findings show that students have good results only for small class size. It can therefore be said that there is a relationship between class size and learners' results where students get good results in a small class size.

4.6. Conclusion

This chapter has dealt with data presentation, analysis and findings about the problem under study. The following chapter deals with general conclusion and recommendations.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.1. General Conclusion

In this study, we attempted to discover the impact of class size on students' performance in English in some selected fourth form classes, case of Nyanza-Lac Commune. All along this study, our investigation was set out to find out the relationship between class size and learners' achievement.

The whole work is divided into five chapters. The first chapter, which is the general introduction, consists of the background to the study, the statement of the problem, motivation of the study, Research questions, Research hypotheses, scope and delimitation of the study and definition of key terms. This chapter is a general view of the whole study.

The second chapter, which is the literature review, gives what other authors have said which is related to this topic under investigation. Those are views about the role of class size on the process of teaching and learning in general and on the performance of students in particular. The third chapter which is methodology consists of research population, Research instruments which are questionnaires and annual classroom results and data analysis procedures.

The fourth chapter, which is the data presentation, analysis and findings, consists of the analysis of the data from teachers' questionnaire, from students' questionnaire and from annual classroom results. It is also about the findings from the analysis of the data from teachers' questionnaire, from students questionnaire and students' annual classroom results.

The fifth chapter, consists of the general conclusion and recommendations to some stakeholders in the education process in Burundi.

The aim of this work was to determine the impact of class size on students' performance in English. The conclusion was that the formulated hypotheses were proved and those were:

1. There is a difference of learners' results between large class size and small one.

2. A large class size impedes classroom activities whereas a small class size facilitates classroom activities.

As far as the first research question was concerned, it was to know the relationship between class size and students' results. Results from research proved that class size plays a role on the results of learners where those in a small class performed better than those in a large one. As for the second research question, it was to find out how class size affects classroom activities. The results were that a large class is a problem and a small one is a facilitation to classroom activities.

5.2. Recommendations

From the findings of this research, we were shown that in a small class, students have good results and classroom activities are performed easily and effectively. Hence, the following recommendations were made:

1. To Teachers:

1) We saw that many schools are largely sized, English teachers should try to use all possible learning-teaching strategies in this situation in order to improve students' results; for example, by making groups and giving enough homework.
2) They should also try to assess students' performance in all skills.
3) They should always analyse learners' results in order to avoid impediments to successful performance of students.

2. To the Government

1) The researcher find out that many classes are largely sized and this was also a problem for successful performance. The government should build enough school buildings and recruit enough teachers to reduce the number of students in class.
2) The government should also establish rules and sensitize the population to apply the family planning.

3. To the Parents

1) They should help the government to build schools.
2) They should apply the family planning.

4. To Future Researchers

This work is not exhaustive. Hence, the researcher suggests to future researchers to carry out other researches on the same problem in different areas. Similar studies should be undertaken in different areas and secondary schools in order to generalize findings.

5. To donors

1. They should help the government to build schools.
2. They should help the government to recruit enough teachers by contributing to their salary.

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APPENDICES

Appendix 1: Teachers' Questionnaire

University of Burundi

Faculty of Arts and Social Sciences

Department of English Language and literature

Letter

Dear teacher,

I am a student at the University of Burundi. Now I am conducting a research on the impact of class size on Burundian students' performance in English for fourth form level.

Here is a questionnaire for fourth form teachers of the six selected classes. It intends to find out the impact of class size on students' performance.

So, your contribution to this work in answering these questions will be very grateful since it will help me to complete this work.

Thank you.

Yours faithfully,

Déo Ndayishimiye

Instructions:

1. Indicate your choice with a mark or complete the blanks (...);

2. Do not write your name.

Question 1: How many students do you teach in your class?

a) less than forty students ☐

b) forty students ☐

c) Other(s), specify.....

Question 2: how often do you assess your students performance?

a. Never ☐

b. Sometimes ☐

c. Often ☐

d. Rarely ☐

e. Always ☐

f. Other, specify.....

Question 3:

A. Is it possible to assess all of your students?

a) Yes ☐

b) No ☐

B. Explain .....

Question 4: What is your hindrance in assessing all of your students?

a) Class size ☐

b) Time ☐

c) Class size and time ☐

d) Other(s) specify:.....

Question 5: A) Are you satisfied with the results of your students in English?

a. Yes ☐

b. No ☐

B) Explain:.....

Question 6: A) Do you find any relationship between class size and your student's results?

a. Yes ☐

b. No ☐

Question 7: A) Does performance assessment improve students' results?

a. Yes ☐

b. No ☐

B) Explain:.....

Question 8: A) Is it possible to assess all the four skills in your English class?

a) Yes ☐

b) No ☐

B) Explain:.....

Question 9: What is your opinion about class size and the performance of students in English? .....

Appendix 2: Students' Questionnaire

University of Burundi

Faculty of Arts and Social Sciences

Department of English Language and literature

Letter

Dear student,

I am a student at the University of Burundi. Now I am conducting a research on the impact of class size on Burundian students' performance in English for fourth form level.

Here is a questionnaire for fourth form students of the six selected classes. It intends to find out the impact of class size on students' performance.

So, your contribution to this work in answering these questions will be very grateful since it will help me to complete this work.

Thank you.

Yours faithfully,

Déo Ndayishimiye

Instructions:

1. Indicate your choice with a mark or complete the blanks (...);

2. Do not write your name.

Question 1: A) During the English class, do all students get the opportunity to practice what they have learned?

a) Yes ☐
b) No ☐

B) Explain.....

Question 2: How many are you in class?

a) Less than forty students ☐
b) Forty students ☐
c) More than forty students ☐
d) Other(s) specify.....

Question 3: A) Are you interested in using English in class?

a) Yes ☐
b) No ☐

Question 4: A) Do you sometimes get the opportunity to practice what you have learned in class?

a. Yes ☐

b. No ☐

B) Explain .....

Question 5: A) Are you satisfied with your results in English?

a) Yes ☐

b) No ☐

B) Explain.....

Question 6: What is responsible for your problems in English?

a) Class size ☐

b) Time ☐

c) Others, specify.....

Question 7. A) Do you use English to communicate in class and out of the class?

a) Yes ☐

b) No ☐

B) Explain.....

Question 8: What skill does your teacher often make you to practice?

a) Speaking ☐

b) Writing ☐

c) Listening ☐

d) Reading ☐

e) All ☐

Question 9: A) Do you make efforts to learn English correctly?

a. Yes ☐

b. No ☐

B) Explain .....