

2018-04

Influence of class size on basic school English learners' performance in national tests. Case of 9th form classes in selected secondary schools of Ndava commune, Mwaro province

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UB, IPA

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UNIVERSITY OF BURUNDI



INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

INFLUENCE OF CLASS SIZE ON BASIC SCHOOL ENGLISH LEARNERS' PERFORMANCE IN NATIONAL TESTS. CASE OF 9th FORM CLASSES IN SELECTED SECONDARY SCHOOLS OF NDAVA COMMUNE, MWARO PROVINCE

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of "Licencié en Pédagogie Appliquée, Agrégé de l'Enseignement Secondaire en Anglais"

Bujumbura, April 2018

DEDICATION

To God, the Almighty;

To my parents and teachers;

To my wife Espérance NDIHOKUBWAYO;

I dedicate this work.

ACKNOWLEDGEMENTS

Many people contributed to the completion of this work. I wish to express my gratitude to all of them for their encouragement and cooperation.

My special thanks and gratitude go to my supervisor, Mr. Gaspard Muhitira, Lecturer at the University of Burundi for having accepted to guide this work until its completion.

I am indebted to all the teachers who taught me from primary school up to University, especially lecturers in the English-Kirundi Department of the Institute for Applied Pedagogy of the University of Burundi.

I owe more than I can say to my parents who sent me to school and educated me from my very demanding childhood.

I am very grateful to teachers and pupils who provided me with necessary data for this study.

I thank all who supported me in one way or another.

LIST OF ACRONYMS AND ABBREVIATIONS

B.A.	: Bachelor of Arts
C.D.E.	: Communal Direction of Education
COMESA	: Common Market for Eastern and Southern Africa
E.A.C.	: East African Community
ENAC	: Ecole Normale Arthur Chilson
E.N.S.	: Ecole Normale Supérieure (Higher Teacher Training School)
Et al.	: And others
I.A.P.	: Institute for Applied Pedagogy
i.e.	: That is
L2	: Second Language
L.C.	: Lycée Communal (Communal High school)
op. cit	: in the work already mentioned
HG	: Diplôme d'Humanités Générales
D ₇	: Diplôme d'Instituteur

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ABSTRACT

This study seeks to find out if large class size constitutes a major hindrance to good English performance at National tests in 9th classes throughout Ndava Commune. It also seeks to find out if small size classes are effective for successful English Teaching and for better performance at National tests. To carry out the research, three research questions parallel with the three research hypotheses were designed. Firstly, it was to know if the big number of learners within a classroom hinders the good performance of students at National tests. Secondly much focus was on researching if methods used by teachers are appropriate for large size classes. Lastly, it was to know if the materials used in 9th form classes permit the learners to succeed in National Tests. After a thorough analysis of the data collected, it was found out that large size class is a hindrance to good performance of students because of its impact on the teaching process within a classroom. Secondly, the methods used by teachers were found inappropriate for large size classes. Lastly, the materials used in 9th form large classes are not likely to give room for learners' success in National Tests.

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CHAPTER ONE: GENERAL INTRODUCTION

1.0. Introduction

Since the introduction of school in Burundi around 1930, the French language has been taught as a second language «L2» after Kirundi, the native language. One of the greatest reasons is that Burundi was colonized by Belgium, a French-speaking country. This phenomenon did not allow the development of any other foreign language like English. That is why, in the system of education, they set out programs that are taught in French. Thereby, English has been taught as a subject, not as a tool for communication.

However, over the time, the situation has changed. At a given period, curriculum designers thought English course should be included in the curriculum from Primary school to higher levels.

Furthermore, Burundi went on joining English speaking communities such as COMESA (Common Market for Eastern and Southern Africa), EAC (East African Community), to mention but a few. In the communities above, English proves to be commonly used both politically and economically. For this purpose then, Burundians ought to have, at least, some amount of basic notions of spoken and written English to be able to interact with English speaking people.

According to Winston Churchill (1943), *“The gift of a common tongue is a priceless inheritance, and it may well someday become the foundation of a common citizenship.”* This is to mean that English has to be learnt to make sense to this regional integration.

To achieve this, the government of Burundi, through the Ministry of Education, has decided that English be taught from Primary school since the school year

2006-2007 for the first time and in seventh form of secondary school since year 2009-2010.

Besides, to show that English is of a great importance, beside the fact that it is taught, Burundi has decided that it be included in the system of evaluation at the end of both the junior and the senior levels of secondary school. The results to tests given in English are also taken into account as far as learners' orientations into their future learning domains are concerned.

As stated above, the English is presently taught and learnt at Primary school, Secondary school as well as at the University levels. Nevertheless, it should be investigated about how it is taught and in which conditions it is taught at different levels of schooling; whether the reality on the field allows or hinders better achievements. It should also be better to check if conditions in which English is taught and learnt give room for learners' performance in National Tests or not.

1.1. Background of the study

In Burundi, English language appears nowadays to be an important language which is learnt by hook or by crook for some reasons. Two major reasons for the adoption of the English language in the curriculum include the following: first of all, the geographical location of Burundi and second, the fact that English proves to become an international tool for communication.

We then come to agree that English be taught and evaluated for designers to be assured whether they are getting better fruits or not. From the results obtained, they will know where they have succeeded and which medication to bring to the decay.

English has been one of the subjects of evaluation in National Tests for a number of years and at both junior and senior levels of secondary school.

Insofar, tests have always allowed evaluators and designers to place students in the learning domains (sections) that suit them in higher levels: in the senior cycle of secondary school and at the university level.

1.2. Statement of the problem

In Burundi, because of the rapid demographic growth noticed, related consequences prove to hinder the process of teaching-learning. Of course, it does not mean that other fields of life are not concerned. Classrooms that were built to hold affordable numbers; that is a number of learners that a teacher can easily control within a classroom, have become saturated, giving birth to serious shortcomings on language learning, leading accordingly to poor performance at National Tests in general and particularly at 9th Form National Test.

Ninth Form learners are newly exposed to English but they are supposed to be equipped with enough material and higher notions of the English language. It is good that English language teachers of such classes provide learners with basic notions of the language, so that they develop in them strong proficiency, efficiency, and accuracy in their everyday interaction in English.

However, large classes do not permit the easy achievement of the objectives indicated in the above paragraph by teachers. Thus, it is needed for such learners that they should be given enough time for practice; otherwise, a problem against their performance in evaluations still remains.

We assume that average class size of learners contributes to the quality of teaching/ learning and in so doing, bringing good results. O'bryen (A.), 2011 says that *“Certainly, the evidence makes it clear to me that small classes, particularly in the early years and for our most disadvantaged students, can improve academic growth.”*

The above words argue that large classes not only are overwhelming teachers – having over a hundred students in a class makes it hard for them to control students and guide their learning, but also constitute a break to students’ creativity.

In Burundi secondary schools, which face the problem of large classes, it seems that learners are not given enough chance to practice some skills. Classes of about a hundred are actually observed in fifth form classrooms. It is inconceivable that students in such classes will be lucky to perform well in any form of evaluation.

In fact, according to O’bryen (A.), 2011 *“These classes also upset students. High school seniors pointed out that class sizes are so large that classrooms do not have enough seats. Some students have to stand or ... It makes them feel unimportant.”*

Moreover, it is understood that related shortcomings have to follow since learning conditions are not likely to allow learners to master the material they are taught *“ ... and the big problem is that learners are not getting the education they deserve. As classes grow, there is less individualized instructions.”*

This work tends to consider the problem of large class as a major hindrance to performance at National tests. It will also base on the fact that small classes give room for better achievements. *“ ... The debate is not only in benefits of small classes. It is also about the problems that can come with large classes.”*

1.3. Research questions

Before carrying out this research, we formulated a number of questions we will ask ourselves, which appeared to enlighten us. The latter include the following:

1. Does the big number of learners within a classroom hinder the good performance of students in national tests?
2. Are the methods used by teachers in class appropriate for large size classes?
3. Do the materials used in 9th form classes permit the learners to succeed in National Tests?

1.4. Research hypotheses

We attempted to answer the questions presented above. These are possible answers or solutions to the research questions. They will be investigated and the proof shall be found in the findings on field.

1. The big number of learners within a classroom is a hindrance to the learning of English in class and to their performance at national tests.
2. The methods used by teachers with the average size class are not appropriate to large size classes.
3. The materials used by teachers and learners in large size classes do not permit the learners to succeed in national tests.

1.5. Purpose and significance of the study

We chose to set out this research in the aim of the discovery of the limitations of large classes on learners' performance at National Tests especially at Ninth Form National Test in English.

A number of years ago, Ndava commune used to have affordable numbers of students within classrooms and it had a small number of secondary schools. Today, with the unimaginable demographic growth observed here and there in the country, the situation is not still likewise. Almost all Ninth Form classrooms in Ndava Commune (four over five) contain about sixty students. This situation brings about serious complications on both the teachers' side (when doing their teaching job) and of the learners when preparing their tests.

The shortcomings identified, our study will be helpful on both hands. On one hand, it will help the curriculum designers to think about the appropriate methodology and, on the other hand, it will give an idea to the members of the Bureau of Evaluation to think about learners in situations like these.

Moreover, knowing consequences due to large classes in terms of performance of learners at their National Tests results will be useful to teachers who will find in our research good techniques to cope with large classes.

The learners will therefore feel the contribution of this work in that their learning English will be of a good quality notwithstanding the problem of their being in large numbers within classrooms.

1.6. Scope and delimitation of the study

As stated in the topic of this work, this study will attempt to discover the consequences due to big numbers within classrooms on learners' performance at Fifth Form National Test in English. In fact, this problem concerns many Ninth Form classrooms of Burundi secondary schools; but we chose that our study be limited to Ninth Form classrooms of selected public secondary schools in Ndava Commune, Mwaro Province.

1.7. Definition of key terms and expressions

1.7.1. Large class

Different people have different opinions on which number in a classroom would characterize a "large class". Therefore, they do not agree on how large the number of students should be in a large class. This means then that views and opinions on the definition of "large class" are various. Hayes (1987), cited by Nkezarugero (2009:10), says that

Some people hold that fifty learners would be large enough for a college English class. Others would argue that a large English class could have as many as over one hundred or even one hundred and fifty learners. However, most English teachers generally argue that a language class with fifty to sixty or more is large enough.

In this assertion, Hayes shows that until now, there is no clear agreement from scholars about the specific number of learners within a classroom to call it a “large class”. However, we notice in the latter assertion emphasis on the fact that the number of learners in a large class ranges from fifty and more.

1.7.2. Purposive sampling technique

In a research, the purposive sampling technique consists in selecting people deliberately because their views are relevant to the issue concerned. However, the drawback of this technique is subjectivity in that the view of one’s selection may change over the duration of his research.

1.7.3. Documentation

Documentation is referred to as an ensemble of techniques that allows the permanent treatment of documents or data, including the collection, analysis, research and diffusion of the latter for the information of the users. Documentation is then an action of selecting, classifying, using and diffusing documents.

1.7.4. Learning

In linguistics, the term “learning” refers to a process of accumulating knowledge in different dimensions of language such as vocabulary, grammar, etc., especially in a school or simply in any institutional setting. Then, it differs from

“acquisition” which refers to a gradual development of ability in a language by using it in communicative situation with others who know the language.

Varied scholars tried to write on what the concept “learning” is. For Jacobvist (1970:95), cited by Ndayihimbaze (2012:9),

The acquisition of a task whose performance could not be previously accomplished; also arriving on the understanding of a concept, or principle previously not understood or known about.

Brown, (1980:7), according to him, learning is:

Acquiring or getting a knowledge of a subject or by study, experience or instruction. It is relatively a permanent change in behavioral tendency and is the result of reinforced practice.

In the same line of defining the concept “learning”, in the domain of linguistics, Ellis (1985:129) comes to define it as: “The internalization of rules and formulas which is then used to communicate in a language.

For Richards (1978:77), he suggests that:

Learning is a knowledge obtained by study, extensive education, or modification of behavior, mental process, etc, as a result of previous experience.

Talking about what “acquisition” is, Richards (1978:13), defines it as “anything gained as a possession or skill.”

Conclusion

This chapter intends to provide readers with an overview of the whole work. It prepares them to what is coming in the next chapters by foretelling what the focus will be on all along the work.

CHAPTER II: REVIEW OF RELATED LITERATURE

2.0. Introduction

In this part, our main concern is centered on different works which were produced earlier and which are in one way or another related to our study. It is a very important section in the sense that we are going to bring our contribution referring to what others have arrived at.

Thus, in this section, much attention will be focused on the concept of classroom large size and its impact on the classroom situation, and subsequently its consequences on learners of languages particularly of English. Taking into account the negative impact classroom large size may have on the teaching-learning process, we are also going to bring a contribution related to how an English teacher may cope with large class size.

2.1. The concept of “large size class”

While class size refers to the number of students a classroom contains, there is no exact number which is specific to large size class so far. However this does not prevent English teachers and learners to use the terminology “large size class” in various situations and to face its consequences throughout their activities. Nevertheless, it is significant to highlight it so that English learners and teachers know what it refers to and consequently adopt appropriate strategies in any case they will have to deal with a large size classroom.

Throughout time, various authors also attempted to define “large size classroom”. Starting with Ndayihimbaze (2012:8), he puts it as follows:

Many people have various opinions about which number of learners in a classroom would qualify a class as “large class”. They do not agree on how large the number of students should be

in a large class. Views and opinions on the definition of a large class are various.

The statement above shows that large size class is conceived differently. For much more understanding and for an effective language teaching and learning, it is better to go further and bring more light as far as the comprehension of that concept is concerned. In the same line of thought, Hayes (1987), quoted by Nkezarugero (2009:10) expresses various opinions of people as follows:

Some people hold that fifty learners would be large enough for a college English class. Others would argue that a large English class could have as many as over one hundred or even one hundred and fifty learners. However, most English teachers generally argue that a language class with fifty to sixty or more students is large enough.

In completion to what has just been stated above, Barindogo (1994:45) argues as follows:

...there is a great deal of variations as far as class size is concerned. There is no fixed number of students in each class and we can even find classes of more than eighty (80) students. Some classes are very large and difficult to manage effectively. Of course, this is a very serious problem insofar as teaching and learning activities are concerned.

So far, though they express it in various ways, it is obvious that these authors agree on the fact that large class size has to do with a big number of students a class contains. However, some other authors' views sound a bit different when they do not consider much the big number of students but emphasize any number considering the impact it has on the teacher's classroom activities.

This is what Baker and Westrup (2000:106) mentions when they observe the following:

A class is large if the teachers feel that there are too many students for them all to make progress in English. So a large class may mean any number. However, it is not just the number of students which makes teaching difficult. In large classes, there may be big differences in the students' ability.

This implies that, what matters more is not a specific number of learners but any number there is and how does the teacher, who manages the class handles it for effective English teaching and learning to take place. This is significant in the sense that there is no number, which is commonly considered as the qualifier of a large class.

Notwithstanding the fact that various authors do not agree on the number qualifying a large class, they agree on its negative impact on the classroom situation especially as far as language teaching and learning are concerned.

2.2. Large class as a hindrance to the classroom situation

In a large class, the teacher has to use good classroom management techniques. This is particularly important for the case of English teaching-learning process. On one hand, large class makes the teacher's work more difficult because the latter cannot control the class and subsequently apply his teaching methods. On the other hand, it makes the learner's work boring and tiresome because some learners will not be able to follow the teacher and fully get what is being taught.

Before attempting to illustrate the negative aspect of large class size taking into consideration the classroom situation, it is worth mentioning that it is still doubted if what hinders the teacher's work is class size or simply other factors

like students' attitude, discipline, attention, etc. This is what Harris (1960:224) expresses in the following words:

There is nothing in evidence to suggest that large classes materially affected attainment in subject matter under typical teaching methods. Subsequent studies of the relation of class size to students' attention, discipline, attitudes and work habit, failed to establish a research basis for decisions on class size.

Allwright (1989:17) does not go far from him says that variations in class size change nothing of significance as far English teaching and learning process is concerned. He puts it as follows:

In practice, variations in class size change nothing of significance. Perhaps, what happens in large classes is not in fact different from what happens in small ones. No matter what they say, teachers do not have different behavior patterns alter their teaching activities depending on the number of learners they have assembled before them in the classroom.

Cashdan (1986:4) will not agree with them for he is going to put in evidence activities which are not possible in the class when the teacher has to do with a crowded classroom. He puts it in the following words:

When teaching, teachers need to understand more about how they can help pupils to use a language both spoken and written, to make sense of their lives and what they learn in school. Teachers need also to listen more carefully to what pupils say and structure their work with pupils in such a way that they use the language as productively as possible. Under increasing pressures imposed by large classes, they find themselves adopting styles against the achievement of the aims they claim to espouse.

This has much to do with what Harmer (1983:21) says in the following words:

It is clear that a class of twelve pupils in a well-lit, comfortable and quiet classroom may be treated differently from students in large classes where continual noise makes learning and teaching difficult. Students in small classes are expected to achieve better and faster than those in large classes. So, teachers cannot treat them alike and methods used to teach have to be different.

In the same way, Baker and Westrup (2000:106), state characteristics of large classes in the following way:

- ❖ *Students sit close together in rows,*
- ❖ *Desks and chairs are fixed or difficult to move,*
- ❖ *There is little space for the teacher to move around the classroom,*
- ❖ *There is not enough space for the students to move during the lesson,*
- ❖ *Not every student has a paper and pen,*
- ❖ *The walls between classrooms are thin and any noise will disturb other classes,*
- ❖ *Other teaching resources are limited,*
- ❖ *There are not enough textbooks for all students.*

Through these characteristics, Baker and Westrup show how teachers and learners can face various problems throughout the teaching-learning process. This entails how the teacher cannot keep all the students' attention what make their motivation to learn English be poor. Not all students will be able to hear the teacher while the latter will not have enough time to help weaker students. This will irresistibly lead to a teaching-learning process failure.

From the above observations, it is obvious that the negative impact of class size on the classroom situation is evident. This implies that its influence on the

teaching and learning activities as well as on the performance of learners is significant.

2.2. a) Large class size hinders both the teacher student's work

Both the teacher and the student are witnesses of what takes place in a classroom. They all undergo classroom situation phenomena .That is why anything that impacts the classroom, inevitably touches the teacher and the learner.

If large size has much influence on the language teaching and learning process, it implies that it victimizes the teacher and the learner. For the teacher, managing the classroom and ensuring students are effectively learning becomes have very little chance to be fulfilled. Therefore, classroom management and students interaction become very difficult. Barnett et al (1977:15) put it clearly in the following words:

When teaching, the teacher is concerned with making sure that his/her students hear or see what they should. However, his/her movements inside the classroom are difficult for there are many chairs and desks in large classes.

In the same line of thought, Ndayihimbaze (2012: 13) argues as follows:

... Classroom control and students interaction are difficult. In case the teacher organizes group work, moving into and out of the groups becomes disorderly and noisy. So, discipline problems are inevitably prevalent. Classroom management is therefore possible in small classes rather than in large classes where the teacher cannot ensure discipline and effective class control.

Taking into account the teacher's work of supervising the students' activities and ensuring that they are fully learning and acquiring, it is very hard to have it

effectively done if he/she cannot move around the class and if need be see each student's work. And when students are not effectively learning and acquiring, it directly has an impact on their performance. This shows how class size is a factor which affects the suitability of teaching methods.

Alluding to class size and related suitable teaching methods, Mackey (1978:329) came up with the following observation:

The size of a group is an important factor affecting the suitability of method. A method suitable for classes of 15 learners or less may be unsuitable for classes of 40 or 50 and quite impossible for classes of more than 100.

From the above statements, what is implicit is that large class size has a significant influence on the teacher's work as well as on his students' activities. It is so significant to such a point that it hampers the teaching methods selected by the teacher to give his/her lessons.

2.2.b) Large class size hinders the effectiveness of the teaching materials

Throughout the teaching process, the teacher must ensure that he/she has selected teaching aids appropriate to the subjects he/she is teaching. These may include elements like books, tape recorders, video cassettes, etc. They facilitate the teaching and the learning the learning activities. According to Cunningsworth (1984:52), *teaching material allows presentation and practice of language in a very well contextualized manner*. This is to show how teaching materials are of great importance in a classroom situation.

Quoting Richards and Rodrigues, Ndikummasabo (2003:18), goes further to illustrate the paramount importance of teaching materials.

However, she evokes how they may be suitable in small classes and not in larger ones. She expresses it as follows:

Materials are taken as a way of influencing the quality of classroom interaction and language use. Instructional materials play the role of promoting communicative language use. This is however practical in small classes because in case of large classes, one cannot find enough materials for the whole class. Even when materials are available, we cannot find enough time to make students manipulate the materials given their large number. (op.cit.)

With a view to put much more emphasis on how large class size affects teaching materials, Ndayihimbaze (2012:20) observes the following:

Even visual aids can be used where words failed. These visual aids are also time-saving for the teacher because he/she passes through rows and shows pictures or objects and tells at the same time the word or name corresponding to them. However, we should notice that this should be applied effectively in classes which are not very large, to become less time consuming.

This illustrates how large classes constitute a hindrance to effective use of materials in a teaching-learning environment, what subsequently impacts the learners' performance.

2.2. c) Large class size hinders learners' performance

In his teaching process, the teacher cannot expect to have effective results at the end if the teaching-learning conditions are not effective as well. By effective results, what is implicit is the learner's performance.

Rossner et al (1990:71) argue that *we cannot talk of performance being effective without reference to the situation, the role and the task*. By the task, they allude to effective communication which is achieved through four language skills

namely listening, speaking, reading and writing. They went on arguing that *teachers may find it difficult to effectively teach all the four language skills especially when large classes are concerned.*

In the same perspective, Pattison (1987: 5) observes what follows:

It is easy to have the whole class silently reading or writing an exercise in a large class, but it is next to impossible to have the whole class speaking. Even when they are listening, assessing their individual listening ability can be very difficult.

In this statement, it is implied that small class learners are likely to perform better than those of larger classes. Kyamureku (1993:22) will not go far from here in the statement below:

The size of a class affects the performance of students. The smaller the class, the more effective the teacher as he can supervise and correct errors of students.

From the above patterns, one can easily realize how large class size influences the performance of students. It is however worth recalling that the learners' performance is the purpose of the teaching-learning process and therefore seeking for ways to improve students' performance would be something of paramount importance. In this perspective, Littlewood (Op.cit.), quoted by Ndikumasabo (2003:19) suggests the following:

Classroom activities should be freed from dependence on the teacher or tape so that learners begin to interact as equal partners in an exchange rather than merely reaching to what the teacher says. After having learnt to make or reject suggestions under the teacher's control, students may be asked for example to interact in pairs or several would be asked to perform simultaneously without the teacher's continuous supervision.

So far, it has been illustrated that large class size prevents the teacher from supervising learners' activities for he/she cannot move around the class and reach all the students' It also hinders both the teachers' aids and teaching methods. This inevitably prevents the learner from effectively learning and subsequently the latter misses his/ her objective of achieving performance.

Therefore, it is obvious that large class size is a phenomenon that needs to be dealt with so as to facilitate the teaching-learning process and hence make performance achievement possible.

2.3. How to cope with large class size

As it has been mentioned above, large class size is likely to retain the attention of anyone interested in the domain of linguistics especially whoever would like to make easier the teaching-learning task, specifically targeting the achievement of the learner's performance.

2.3.1. Large classroom management

In a large class, good classroom management techniques are particularly important when dealing with the teaching-learning process. It makes the teacher's job or task easier and helps the students learn better even in large classes; for the teacher wants to train his students to cooperate in his classroom management.

After a research they carried out, Baker and Westrup (2000:106-107) came up with conclusions that teachers do not like large classes. This is because dealing with large classes entails various challenges. The latter include:

- ❖ *Dealing with a wide range of ages and abilities*
- ❖ *Keeping everyone's attention*
- ❖ *Doing oral work*
- ❖ *Helping weaker students*
- ❖ *Checking individual progress*

- ❖ *Attendance and continuity*
- ❖ *Supervising and marking large quantities of oral and written works*

Within a large classroom setting, some students like being part of a large class because it is « safe» according to them: there are lots of students to do the work and the teacher cannot watch them all or listen to everyone. Nevertheless, other students in a large class want more contact and help from the teachers. There are people who tried to help the teachers of large classes and their students to get used to the new teaching methodologies which can improve their language teaching-learning process. Some of them are Baker and Westrup (2000:106-107) who mentioned classroom management the following elements:

- ❖ *Planning lessons which include variety and which meet objectives,*
- ❖ *Setting up and monitoring students' interactions in pair and group work,*
- ❖ *Giving clear instructions to students on what the teacher wants them to do,*
- ❖ *Using teaching and learning resources,*
- ❖ *Moving clearly from one phase of lesson to the next phase,*
- ❖ *Timing and balancing of learning activities,*
- ❖ *Starting and finishing the lesson*

These elements show us that for teaching and learning to be effective, the teacher has much to do. And it's much better if he does it in association with his/her students. This implies also taking into account the teaching aids and methods.

2.3.2. Effectiveness of visual aids in the classroom linguistic setting

Within a linguistic setting, turning to visual aids is useful on various dimensions. It is benefic for both the teacher and the learner. For the former, the task becomes easier. He/she can teach various linguistic patterns using mere pictures or charts. For the latter, the learning activity becomes also easier for

he/she can learn much through a mere observation, without necessarily having to rely on much explanation from the teacher.

2.3.2. a. The use of pictures and charts

Pictures and charts are very helpful in teaching both vocabulary and Grammar. They provide situations which make the use of language possible and subjects on which language is used. This is what Raja T. Nasr (1972: 114) expresses in the following words:

What a person sees and does he remembers much longer than what he hears. The use of the eyes speeds up learning in all fields including language. Language must be based upon experiences, and experiences involve situations. As visual aids, pictures and charts provide both the situations which make the use of language possible and the subjects on which language is used.

He goes on and mentions that, *in teaching vocabulary, the use of pictures and charts would reduce the necessity of using of using translation and at the same time yield better learning through visual association.* As for teaching grammar, *pictures and charts can be very helpful in showing grammatical relations.*

Pictures and charts make the teacher's work easy. By way of instance, when the teacher wants to teach vocabulary, it is seldom necessary to say: "This is a bus", or "That is a picture of a railway station". The words should rather be used as naturally as possible with reference to the objects they stand for, as if they were quite familiar already, even if they are not.

2.3.2. b The use of dramatization

Dramatization may be a very helpful way in addition to pictures and charts. It involves action, which may be performed by the teacher, the students or both. To express it clearly, Raja T. Nasr (1972:119) puts it as follows:

Besides its educational benefits, Dramatization creates an active atmosphere in the classroom. Here, as in the case of pictures and charts, a situation is created that is related to the language used.

Worth noting that the major difference between pictures and dramatization is that in pictures, the situation is still, whereas in dramatization, it is moving. One advantage of dramatization over pictures is that very little (if any) materials are needed. However, dramatization requires greater ability on the part of the teacher.

To illustrate this, Raja T. Nasr (1972:137) provides this example:

The teacher and, after him, the pupils can act a blind beggar or an angry cook, or an old man getting on to a bus, or a woman running for a bus holding a baby on one arm and dragging a child by the other, holding her handbag in her teeth and trying to attract the attention of the conductor with cries of fear or sorrow, etc. No human problem need to be regarded as beyond the teacher's reach; a boy told to cry as if from a strong stomach pain, learns this pattern of speech, which expresses his condition, more quickly than any amount of explanation.

Within a classroom situation, one boy after another can do the same action and either say what he is doing, or say something about the part he is acting; at another time different boys can do different actions and give their actions the right language to go with them.

When a classroom linguistic setting is animated by dramatization, that the teacher has adopted as an appropriated teaching methodology to keep his/her class dynamic, the teaching-learning process may yield good results. However, for much more effectiveness, the above teaching is not an end in itself so as to enable the teacher meet the large class size challenge. It must be associated with other teaching methods.

2.3.3. Team oriented learning

Team learning implies interaction and co-operation among students. For the teacher finds it difficult to pay attention to each individual in the classroom, he/she adopts the co-operative learning through which brighter students teach poorer ones. This enriches both kinds of students in either participation or language production which are increased in this case. The teacher is then free to evaluate and assess the progress of individual students.

Mackey (1978:329) puts it as follows:

When dealing with large classes, the teacher may devise techniques whereby a very large group is divided into teams of four or five learners, the best teams giving practice to other poorer ones. (Op.cit.)

In the same line of thought, Brumfit (1988:76) says the following:

Group work is used to breakdown the size of enormous classes. So, it is taken more as a management device rather than as a means of developing communicative competence.

Thus, team work is used to prevent disorder in large classes. Once groups have been established, the teacher can intervene in the work correcting and encouraging particular groups whose work is going well.

In this way, small groups provide greater intensity of involvement. The quality of language practice is increased as well as opportunities of feedback and monitoring. This is because the setting is more natural than that of the full class, for the size of the group resembles that of normal conversational groupings.

Despite all what has been said above about team work within a large classroom, it is also worth recalling that team work is always demanding. Supervising group work in a large class is difficult. Brumfit says that *the teacher cannot control the language used in groups*. This entails that supervising group work can work more effectively in small classes than in large ones. This is because in large classes, groups would be too many to be supervised easily.

Another problem in connection with group work in large classes is raised by Pattison (1987), when he observes the following:

During group activities, some learners say nothing while others talk too much. Some others speak their mother tongue or make many mistakes in the foreign language. Other learners make too much noise and there is difficulty in recalling the attention of the whole class at the end of the work. (Op.Cit.)

In conclusion, group work in large class is necessary but difficult to practice. This is because the teacher cannot follow each group's activity and subsequently the class control becomes difficult.

2.3.4. The concept of a reasonable class size

Throughout this chapter, we have realized that the concept of large class size is seen differently by various analysts. However, one may wonder if at least, they agree on what an ideal class size should be.

Without referring to a specific number of students, Paulston (1976:257) figures out an environment in which language practice would be most effective. He expresses it as follows:

Language practice is most effective when conducted in a responsive environment in which what is said by one learner matter to another or other learners because they might in turn have to respond to it.

Via this statement, Paulston portrays a small classroom situation where interaction between learners is effective. Muryango (1990:29) gives the following observation:

The size of a class has to be limited especially in a language class because students need individual attention. Specialists in teaching methodology recommended twelve students as the required size of a reasonable class. This number allows the teacher to go around and attend each student accordingly. It allows him to listen to them, to encourage them, to reward them and most important of all to know specific problems and needs of individuals.

In the same line of thought, Harmer (1983) emphasizes a classroom situation that can be much more effective for an effective language learning to take place. He does not go far from the statement above when he expresses the following:

Clearly, a class of twelve in a well-lit, comfortable and quiet classroom may be treated differently from students in over-large classes where continual noise makes learning difficult.

The statements above reveal that a reasonable class size should be of twelve students. From it, we cannot admit that class sizes should be of twelve learners for effective teaching-learning to take place. We can simply underline the fact that the size of a class has to be limited for the teacher to realize that he/she can control the class without hindrances of his/her activities as well as his/her students' .

Conclusion

The intent of this chapter was to show that we are not the first person to see that class size has an influence on the teaching learning process and on the language learners' performance in tests. Several authors were cited and their contribution brought about enlightenment.

CHAPTER III: METHODOLOGY

3.0. Introduction

The main objective of this chapter is to show methods and techniques that we used to get the maximum data required in relation to research questions of the topic at hand. As internationally known that every scientific research, to be accepted, must aim at achieving the results after investigations, this chapter will deal with issues related to the collection of data in the present work.

Bearing in mind that in any scientific research there is a need to collect information which will help the researcher to reach his aim using one or more methods, the main structure of this chapter will give the description of the study area, the sampling techniques, instruments for data collection, data collection procedures and data analysis.

3.1. Description of the study area

This study has limited the research field to six secondary schools of Ndava Commune in Mwaro Province. These are:

Table 1: List of investigated schools

Schools involved	Commune	Number of classes	Number of teachers investigated	Number of students in classes	Number of students investigated
1. ENAC Kibimba	Ndava	1	1	28	10
2. L.C. Fota	Ndava	2	1	132	13
3. L.C. Nyangunzu	Ndava	1	1	60	6
4. L.C. Buziracanda	Ndava	1	1	56	5
5. L.C. Mpanuka	Ndava	1	1	55	5
6. L.C. Ndava	Ndava	1	1	53	5
Total		7	6	384	44

All the schools mentioned in the chart above are located in one Commune but in two zones; that is Buziracanda and Ndava. Ndava is a commune which counts seven secondary schools. This means that the findings in six schools will help to extend the conclusion even on the remaining schools. Let's mention that the sample schools are classified into two categories:

1. One boarding school: Ecole Normale Arthur Chilson (ENAC)
2. Five day – schools

Ndava Commune belongs to the rural milieu. This means that all the six schools belong to the rural milieu. As mentioned above, they belong to two different zones as follows:

Table 2: List of investigated Schools per zone

Orde r	Buziracanda Zone	Orde r	Ndava zone
1.	Lycée Communal Buziracanda	1.	E.N.A.C. Kibimba
2.	Lycée Communal Fota	2.	Lycée Communal Mpanuka
3.	Lycée Communal Nyangunzu	3.	Lycée Communal Ndava

These sample schools were chosen first of all because they were likely to provide the researcher with needed data to achieve his aims (they all have fifth form classrooms). Secondly, Ndava is the researcher's native commune, which means that the choice was related to his mastery of the area, which in turn was likely to facilitate his task of collecting data from school to school by setting himself a foot at each school in the area that he knows.

3.2. Sampling techniques

3.2.1. Selection of the schools

To select the schools to be investigated in our research, we first considered if the school to be chosen has a ninth form class in its junior level. We came to know this thanks to the Communal Direction of Education where we were told about schools in Ndava that had 9th form classes at the time of our visit.

Another criterion was “large class”, i.e. a classroom with more or less 50 students. So then, ENAC KIBIMBA (with 28 Students) was chosen for the reasons of comparison.

Thanks to the purposive technique, among seven schools in Ndava commune, six were chosen:

Table 3: Schools investigated and students within classrooms

Nr	Schools	Classes	Number of students
1.	ENAC Kibimba	9 th Form	28
2.	Lycée Communal Buziracanda	9 th Form	56
3.	Lycée Communal Fota	9 th Form	132
4.	Lycée Communal Mpanuka	9 th Form	55
5.	Lycée Communal Ndava	9 th Form	56
6.	Lycée Communal Nyangunzu	9 th Form	60
Total	6	6	384

3.2.2. Selection of the respondents

The population in this work consisted of two kinds of respondents: six English teachers of the selected schools on one hand, and the students of the respective classes on the other hand. Among the six English teachers, two were Bachelors

of Arts from the Faculty of Arts and Social Sciences in the English Language and Literature Department, two were teachers trained to teach English from the Institute for Applied Pedagogy, when the remaining two were not qualified to teach English: one was a D₇ and the other was a HG from high school.

Concerning the students as a population, the total number of students who constituted our population for the research is 44 from the selected 9th form classes. Considering their big number, it was quite impossible to involve all of them in the study. This means that we managed to use a smaller portion of this kind of population. In order to get the results from the sample which would give a true image of the whole population, we carefully selected the sample proceeding by the simple random method where we used the alphabetical order of the students. The procedure was alike: we wrote the numbers corresponding to the alphabetical order of all the students within a classroom on similar pieces of paper. Then, we folded them and put them in an empty container and then we chose one at a time randomly, until we got the number of students needed in the sample, that is 1/10 of population, it means 44 students from the different selected classes.

It is worth mentioning the population plays a very important role in the sense that it helps the researcher collect the necessary data. To gather the latter thoroughly, one would ideally use the whole population, what cannot easily be done, if not impossible. This is what some authors, say Ghiglione and Matalon (1978:38), express when they state the following lines:

Il est très rare qu'on puisse étudier exhaustivement une population. C'est-à-dire en interroger tous les membres : Ce serait si couteux que c'est pratiquement impossible.

That is:

It is very rare to be able to study exhaustively a population, that is, to question all the members: it would be so expensive that it would be practically impossible.

That is why, instead of focusing on all the students as well as all the teachers, we decided to use a smaller portion– the sample– that was selected in accordance with the simple random method as method in the patterns above. For the 9th Form class of ENAC Kibimba that was chosen for Comparison, we chose 10 students to provide data for 24 students. As for other classes, we chose a number that is approximate to 1/10, a number which is believed to stand as a good sample for an effective data collection. This does not differ from what Javeau (1971:32) mentions when he observes the following : *Un échantillon de 1/10 ou 1/20 de la population parente quand il est tiré au hasard est suffisamment représentatif de celui-ci.* That is: “A sample of 1/10 or 1/20 from the research population when chosen at random is sufficiently representative of the latter.”

Thus, we decided to use approximately the 1/10 of the population as the sample, what enabled us to deal with 44 students from the selected schools in Ndava Commune. Moreover, we decided to carry out a research on 9th form classes because we consider that it is in that class where students acquire basic notions to use proficiently and accurately English language. It is also in that class where numbers of students are huge and meet so much trouble at national tests.

In addition, we chose to work with teachers of English in 9th Form because we found that those classes are overcrowded and thus, teachers need to be reminded of the problem so as they may adapt relevant and adequate strategies and techniques for coping with large classes.

3.3. Data collection procedures

To collect all the material we needed for the successfulness of this work, we used three kinds of instruments, i.e. Questionnaires, classroom observation and

documentation. The questionnaires were handed over to teachers and students of 9th of selected classes

3.3.1. Classroom observation

This instrument for data collection was judged to be useful by the researcher due to a number of its advantages. First, by observing, the researcher gets firsthand information. Second, observation is used to cross-check information derived from other research procedures-considering the above; we then proceed by some classroom observations within the selected classes.

Quoting Mc Greal (1983), Thelma J. Roberson (1998) says that *“The importance and use of classroom observation has placed it in a genera viewed by some as the most pragmatic procedure for collecting formal data about teacher’s and student’s performance”*

As the topic at hand states, the aim of this work is to assess the impact of large class on the learners’ performance at national tests.

So, three basic elements were guiding the research in order to be able to detect the impact of large class, i.e.:

- a) The English language teachers’ attitude when dealing with large classes.
- b) The students’ behavior in large classes when learning and preparing national tests.
- c) The strategies used by teachers to large classes to help learners preparing their national tests.

The observation technique is relevant in that it depicts the student and the teachers who constituted our population in activity; the teachers’ attitude and the students’ behavior during the teaching-learning process. In other words, it enables the researcher to have a lively image of what is happening in the teaching-learning process. This appears to mean what the researcher, who is the observer in this case, is the one who is in a good position to see what is happening in the classroom on both sides of the teachers and the students at the same time.

Quoting Madeline Hunter (1988), Thelma J. Roberson (1998) considers classroom observation as the "*...most heavily weighed evidence of professional excellence...*"

Let's mention that classroom observation allows the researcher to discover some realities that the informants may not reveal themselves through their answers to the questionnaires. To be sure about the veracity of our data, we visited each classroom twice for a period of 45minutes per classroom. This means that twelve English lessons of different kinds by different teachers were observed. In short, data collection by classroom observation in this study was a direct method because it allowed the face-to-face contact between the researcher and his informants. Let's mention that the technique of elicitation with paraphrasing the questions was needed for the case of students informants because sometimes the vocabulary used in the questions was beyond their level.

All the above tools provided the researcher with enough information for analysis, interpretation and recommendations.

3.3.2. Questionnaires

As classroom observation cannot provide all the information required to answer the research questions of the present study, we thought it was necessary to supplement it with a written questionnaire. The latter questionnaire was chosen to be used because it is more effective in the way that the risk of misinterpretation in a questionnaire is minimized. Besides, the questionnaire is not only easy to interpret statistically, but also it is less expensive and less time consuming. Moreover, with a questionnaire, the respondents feel free to express themselves on different questions especially when their don't want to reveal their names .We cannot end with the advantages of this tool for data collection without stating that it is cheap to administer to the respondents of large area and it is convenient for the collection of information from a large population within

a short space and time; and the fact that with a questionnaire, the respondents can answer the questions at their own rhythm.

This appraisal appears also in Kaneza (2000:34) quoted by Irambona (2010:24) where she said:

A questionnaire is advantageous in different ways; first of all, it is an instrument that can be used to collect information from many respondents in a short time. Second, a questionnaire is good at collecting both quantitative and qualitative data, which are useful in testing hypotheses.

For the purpose of efficiency of this work, we designed two types of questionnaires, one for English teachers and another for 9th form learners from selected schools. Only close-ended questions were asked because students of 9th form are not yet mature to respond open-ended questions. And, on the teachers' side, close-ended questions were asked to generate sufficient information because sometimes, when respondents are given open-ended questions, they go out of the context of the topic to provide answers which are irrelevant to the researchers' required answers. It is worth noting that the questionnaires were distributed by the researcher himself to the respondents.

Questionnaires were answered immediately or later depending on the availability of the students and the teachers. The questionnaires were all delivered physically to subjects in the schools for a number of reasons.

- a) To minimize the risk of loss of the questionnaires
- b) To get the required answers in time
- c) To clarify ambiguous items or difficult questions for some subjects

3.4. Data analysis procedure

This part is of the intention to show how data collected were analyzed. As stated previously in the above section concerning data collection procedures, this study

has been conducted with the help of two instruments, i.e. the questionnaire (teachers' questionnaire and students' questionnaire) and the classroom observation by the researcher himself. The data analysis was consequently based on data obtained from those two kinds of tools. After data were collected, the researcher went on analyzing the answers provided to the research questions.

As far as the questionnaire is concerned, the researcher put all answered teachers' sheets together and the answered students' sheets together. He tried to analyze how questions were answered one after another. Some questions on teachers' questionnaire as well as on students' questionnaire on discovering whether teachers use the appropriate methods and techniques of teaching in large classes to help learners to prepare themselves to national tests. Besides, close-ended questions; i.e. Yes/No questions and multiple choice questions were present on both the teachers' questionnaire and the students' questionnaire and were analyzed quantitatively in tables with frequency counts and percentages using descriptive statistics.

The data analysis stage is a stage which deals with quantitative and qualitative analysis. Quantitative analysis uses frequencies and categories to make up a hierarchy of categories, calculate the correlation, the number and the difference according to variables. After this technique of data analysis, we will be able to show, in the coming chapter, the interpretation of these data so as to come up with the impact of large classes on Learners performance at national tests in secondary schools with large classes. Classroom observation and the questionnaires were on the same target but the former was used to support the latter.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1. Introduction

In this chapter, we went through the informants answers and interpreted them, taking into consideration the research questions and hypotheses formulated in the first chapter. We had to deal with answers to the questionnaires we distributed to the sample population chosen for this study - 6 teachers of English at the schools involved and 44 students selected from the six 9th form classes of the schools involved. Apart from the answers to the questionnaires, we also carefully examined the classroom teaching process, through the classroom observation, putting much emphasis on the attitude of both the students and the teachers. The analysis of the answers from the questionnaires followed by the analysis of data the classroom observation played a significant role in responding to our research questions.

4.2. Presentation and analysis of the data from the questionnaires

In this section the main focus was on the data collected from the students and teachers through the answers they provided to the questions they were asked in the questionnaires that were handed to them.

4.2.1. Presentation of the data from the learners

As earlier said, the sample population was made by 44 students selected from 384 students of the 9th form classes of the schools involved. After carefully going through all the answers to the questions, we attempted to group similar answers together what was going to make the analysis easier. In one way or another, the questions asked bring the informants to express themselves about how they view the teaching-learning process in the classroom, in other words the way they learn and acquire various lessons, the methods teachers use to

teach them as well as the materials the latter are using. All this being viewed taking into account the numbers of students that a classroom contains, the classrooms being either large or small.

It is worth noting that the overall objective of analyzing various answers from the learners was to see how the teaching environment affects the performance of students at national tests. Therefore, the qualitative and quantitative analysis we did led us to gather all our informants' answers to the questionnaire in the chart below.

4.2.2. Interpretation of the data

Question 1: Do you like learning English in a large size class?

- a. Yes
- b. No

Table 4. The large class size as a hindrance to the classroom teaching-learning activity

Order	Students who say	Frequency	%
1.	Yes	10	23
2.	No	28	64
3.	Nothing at all	6	13
Total		44	100

Taking into account the class size, the analysis of answers from the questionnaires shows that 28 students out of 44 students (64%) complain on not being able to learn comfortably due to big numbers of students in the classroom. 10 students (23%) said class size does not matter while 6 students (13%) said nothing at all about the influence of class size.

Question 2: Does your teacher tell you about the importance of the English language?

a. Yes

b. No

Table 5. The interaction between teachers and their students is hampered in large size classrooms

Order	Answers	Frequency	%
1.	Yes	6	13.24
2.	No	30	68.18
3.	Don't know	8	18.18
TOTAL		44	100

In the situation of a large class, the communication between teachers and students cannot pass due to the noise which it is not easy to control. From the table above, 30 over 44 learners investigated (30%) declare not to have received the information transmitted by the teacher; only 6 learners (13%) were able to catch the information when some of the students are not sure whether yes or no the teacher sent the message.

Question 3: What do you think about the methods used by your teacher when you are in large numbers within a classroom?

a. I am disturbed and I can't learn

b. I am disturbed but I can learn a little

c. It is as if I were absent

Table 6. Ineffectiveness of methods

Order	Students who	Number	%
1.	Can't learn	4	9.09
2.	Can learn a little	36	81.818
3.	Say they should be absent	2	4.5
	Total	44	100

As for the methods used by teachers, 36 students (81.81%) exhibited an attitude of dissatisfaction taking into account the methods their teachers use to teach them; 4 students (9.09%) expressed an attitude of satisfaction while 2 others said they gain nothing from the techniques used.

Question 4: How do you do to prepare your English test?

- a. By doing many exercises
- b. By doing everyday review
- c. By doing tests done previously by other learners
- d. By simply attending classes regularly

Table 7. Students prepare their English tests in hard circumstances

Order	Students who prepare their tests by	Frequency	%
1.	Doing many exercises	10	23
2.	Everyday review	6	14
3.	Doing tests done previously by other learners	8	18.18
4.	Simply attending the classes regularly	20	45.45
	Total	44	100

From the table above, students do not sufficiently prepare their tests. This is a dangerous habit in that, even to National tests, they go to sit for it unprepared.

Question 5: Do you think you prepare your National tests very well especially in English?

- a. Yes
- b. No

Table 8. Difficulties to prepare National tests

Order	Students who say	Frequency	%
1.	Yes	15	34.09
2.	No	29	65.91
Total		44	100

Due to the aids which lack, because of the lack of sufficient space and time, the learners find themselves unable to prepare the English National test. From the chart above, 29 over 44 learners asked (65.90%) declare to sit for the National test not fully prepared when only 15 learners (34.09%). Think they prepare the National tests very well.

Question 6: Are you happy with the materials your teacher of English use?

a. Yes

b. No

Table 9. The ineffectiveness of teaching materials and methods

Order	Students who say	Frequency	%
1.	Yes	12	27.28
2.	No	32	72.72
Total		44	100

As far as the materials are concerned, 32 students (72.72%) showed an attitude of dissatisfaction while 12 students (27.27%) showed an attitude of satisfaction.

The section above relates the impact of a large size class in the teaching-learning activity in the classroom. It affects the classroom at various dimensions, mainly the teachers' teaching materials and methods. This is because the materials the teacher has may be appropriate to a small class size and subsequently having to do with a large class inevitably hampers the

teacher's materials and methods. This is what Ndikumasabo (2003:18) observes in the following words:

Materials are taken as a way of influencing the quality of classroom interaction and language use. Instructional materials play the role of promoting communicative language use. This is however practical in small classes because in case of large classes, one cannot find enough materials for the whole class. Even when materials are available, we cannot find enough time to make students manipulate the materials given their large number. (op.cit.)

The teaching materials are not always ineffective because of the class size. The materials a teacher has available may still be ineffective even when the teacher has to deal with a small size class. This is what is observed within many classroom situations where there is a shortage of books, either the teacher's books or the students' books. In this case, the learner finds himself or herself in a situation where the material available does not favor a good learning to take place.

Furthermore, the teacher's methods are also affected in any situation he or she has to do with a large class size. He/she finds it quite impossible to have his/her aims achieved and teaching methods respected. This has something to do with what Cashdan (1986:4) mentions when he argues as follows:

When teaching, teachers need to understand more about how they can help pupils to use a language both spoken and written, to make sense of their lives and what they learn in school. Teachers need also to listen more carefully to what pupils say and structure their work with pupils in such a way that they use the language as productively as possible. But,

under increasing pressures imposed by large classes, they find themselves adopting styles against the achievement of the aims they claim to espouse.

The “Learner – Centered Method” in which the teacher stands as a guide while the learner is there to work actively remains an illusion for the teacher who is working under the pressure of large class size.

From the data we got from the questionnaire we handed to the students, we saw how large class size stands as a hindrance to both the teacher and the student’s activity within schools of 9th form classes in Ndava Commune. We also saw how the teacher’s teaching materials and methods stand also as obstacles to the teaching-learning activity, what is moreover activated by the same class large size. Below, we are going to see how the teachers view it.

Question 7: Which kind of questions do you like the most in a test?

- a. About Grammar
- b. About vocabulary
- c. About writing

Table 10. Students prepare only some skills and ignore the others

Order	Students who like... the most in a test	Frequency	%
1.	Grammar	32	72.72
2.	Vocabulary	7	15.90
3.	Writing	5	11.36
Total		44	100

Due to large numbers within classrooms and for the teachers to save time, they give learners tests which are always of some skills when other skills are forgotten. Over 44 learners investigated, 32 (72.72%) like grammar the most; 7(15.90%) like vocabulary while 5 (11.36%) like writing.

Table 11. Recapitulation of the students' questionnaire

Learning-Teaching process domain	Number of informants	Answers
Class size	28	Study uncomfortably due to large class size
	10	Do not worry about class size
	6	Said nothing at all
Teaching methods	25	Expressed an attitude of dissatisfaction
	10	Expressed an attitude of satisfaction
	9	Said nothing at all
Teaching materials	30	Showed an attitude of dissatisfaction
	6	Said nothing about it
	8	Showed an attitude of satisfaction

The data from the charts above show that most of the students admit large size class has an impact on their learning activity. This implies that they do not manage to maximize their chance to learn because the big number of students in schools does not allow them to do that. Many of them get distracted and do not follow the teacher. Others think they are ignored by the teacher because he or she does not give them the opportunity to participate. This has something to do with what Ndikumasabo (2003:5) expresses in the following words:

In fact, when classrooms are overcrowded, most students may simply listen or pretend to listen to the teacher as the material is presented. Only brighter students have a chance of participating actively in a lesson. The poorer ones become uninterested partly because they feel ignored by the teacher. They are uninvolved for most of the time.

This researcher illustrates the impact large classes have on the learners. This is because the “Learner-Centered Method” (that is currently the most successful teaching method) is hampered.

4.2.3. Presentation of the data from teachers

In this section, our main focus was to emphasize the data collected from the questionnaires we handed to 6 teachers of English in the six 9th form classes we selected to collect the data for our study.

4.2.3.1 Presentation of the data

As earlier mentioned in the third chapter, we handed questionnaires to teachers to know what they think about the way English is taught and how students perform at national Tests in 9th form classes in Ndava Commune. As we did it with students’ answers, the analysis of their answers was done trying to group similar answers together to come up with an idea as far as the teaching-learning process of English is concerned.

We tried to sum up their answers in the chart below:

4.2.3.2. Interpretation of the data

Question 1: How do you find the teaching in large class?

- a. very difficult
- b. Difficult
- c. Normal

Table 12. Large size class as a burden to the teacher

Order	Teachers who	Frequency	%
1.	Find it very difficult	5	83
2.	Find it difficult	0	0
3.	Say anything at all	1	17
Total		6	100

From the data in the chart above, we realize that almost all the informants agreed on the fact that large class size is a big challenge to the teacher's activity in the classroom. The teacher himself sees that he is not effectively reaching out to every student because if he tries to do that, he will run short of time and will not be able to complete all the lessons he has planned. That is why; he just focuses on 3 or 4 pupils and ignores the rest of the class that is crowded.

Question 3. How do you find the moments of evaluations in large class?

- a. Very difficult
- b. Difficult
- c. A waste of time

Table 13: Testing as a difficult phenomenon in large size classes

Order	Teachers who	Frequency	%
1.	Find it very difficult	3	50
2.	Find it difficult	2	33
3.	Say it's a waste of time	1	17
Total		6	100

Testing in large classes is a difficult phenomenon: 3 over 6 teachers investigated (50%) reveal that testing in larger classes is a challenging phenomenon, 2 teachers (33%) find it difficult when 1 teacher (17%) thinks that evaluating in large class is simply a waste of time.

Question 3. How many English tests do you administer to learners a term?

- a. Five
- b. Four
- c. Three

Table 14. Due to large size classes, the number of evaluations decreases

Order	Teachers who give	Frequency	%
1.	5 tests a term	1	17
2.	4 tests a term	0	0
3.	2-3 tests a term	5	83
Total		6	100

As far as classroom evaluation is concerned, 5 over 6 teachers investigated (83%) administer between 2 and 3 tests a term; no teacher (0%) does 4 and one teacher (17%) does 5 tests a term.

Question 4: How do you find the work of marking copies in large classes?

- a. Very time –consuming
- b. Easy and rapid
- c. Difficult and slow

Table 15. Marking copies as a very tiresome work

Order	Teachers who say marking copies is	Frequency	%
1.	Very time- consuming	3	50
2.	Easy and rapid	0	0
3.	Difficult and slow	3	50

Most of our respondents said that marking the copies in large size class is one of the most tiresome activities that a teacher has in the situation of a large size class.

Question 5: In the evaluation you choose, which skill do you evaluate the most?

- a. Grammar
- b. Vocabulary
- c. Writing
- d. Reading

Table 16. To facilitate the marking of large size class copies, only some skills are evaluated

Order	Teachers evaluate the most	Frequency	%
1.	Grammar	4	66
2.	Vocabulary	0	0
3.	Writing	2	34
4.	Reading	0	0
Total		6	100

There is a tendency for large size classes' teachers to make easy their tasks and favor one skill while they should test the mastery of all the skills. In fact, 4 over 6 teachers investigated (66%) admit they evaluate grammar the most when 2 over 6 teachers (34 %) evaluate writing the most to gain time when marking.

This has a strong impact on the learning and acquisition of students who feel ignored or neglected by the teacher and consequently cannot maximize their chances to learn. Subsequently, the student performs badly both at quizzes and at National tests.

Question 6: According to you, are the materials you use to teach learners likely to improve the teaching-learning process?

- a. Yes
- b. No
- c. Not very well

Table 17. Ineffective teaching materials

Order	Teachers who say	Frequency	%
1.	Yes	3	50
2.	No	0	0
3.	Not very well	3	50
Total		6	100

Most of the time, the teacher finds himself having to teach without appropriate teaching materials. Very often, he is teaching having just a book of his own while the vast majority of students have no books. In fact, 3 over 6 (50%) declare to experience difficulties due to ineffectiveness and lack of appropriate teaching aids when 3 others (50%) say they are not using effectively the available aids. When the teacher has got his book and the students theirs, it is believed that the teaching materials are sufficient, what is far from being true. For the teaching-learning activity to be effective, we have seen in the patterns above that the teaching materials go beyond students' or teacher's book. This has something to do with what Raja T. Nasr (1972: 114) expresses in the following words:

What a person sees and does he remembers much longer than what he hears. The use of the eyes speeds up learning in all fields including language. Language must be based upon experiences, and experiences

involve situations. As visual aids, pictures and charts provide both the situations which make the use of language possible and the subjects on which language is used.

This shows how the teacher can go beyond having books for students and used other materials for his teaching activity to be effective. However, he will not think of it, as long as he has in front of him a big number of students that he cannot even give a chance to read during a reading exercise.

Question 7: After which amount of time do you test your learners?

- a. Once a week
- b. Once a month
- c. Once a term

Table 18. The frequency of testing which is not sufficient

Order	Teachers who evaluate	Frequency	%
1.	Once a week	2	33
2.	Twice a month	4	67
3.	Once a term	0	0
Total		6	100

Teaching in large size classes is tiresome until some teachers test the mastery of the lessons by their learners twice a month (67%). This is slightly contradictory to what should be done in the sense of preparing students to National tests.

Question 8: Do you feel satisfied with the performance of your learners in National tests in English?

- a. Yes
- b. No
- c. Somehow

Table 19. Rate of satisfaction as far as the performance of learners in National tests is concerned

Order	Teachers who are	Frequency	%
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1.	Satisfied	1	17
2.	Not satisfied	3	50
3.	Somehow satisfied	2	33

From the chart above, the teachers themselves are not proud of their learners' records in National tests.

Question 9: Due to the large numbers, do you think you are using the methods you should really use when teaching a large size class?

- a. Yes
- b. No
- c. Don't know

Table 20. Sometimes, the teachers are not sure if they are using adequate methods when coping with large size class

Order	Teachers who say	Frequency	%
1.	Yes	1	17
2.	No	4	66
3.	Don't know	1	17
Total		6	100

Question 10: What particular problems do you face in teaching and testing in large class?

- a. Lack of time
- b. Lack of appropriate teaching materials and aids
- c. Lack of sufficient space
- d. Lack of sufficient level of the teacher
- e. Others (Specify)

Table 21. General problems observed in large sizes class

Order	Teachers feel there is	Frequency	%
1.	Lack of appropriate material	1	17
2.	Problem of space	4	66
3.	Lack of enough time	1	17
Total		6	100

Since the numbers within classrooms are huge, teachers run short of time if ever they try to individualize each learner. The problem of space and the lack of sufficient teaching aids are the most challenge the teacher has.

Table 22. Recapitulation of the data from the teachers' questionnaire

Teacher	Answers
Teacher 1	The size large class remains a big challenge for effective teaching to take place. Yet, the classroom evaluation is not done as it should.
Teacher 2	Large class size as well as insufficient teaching materials are the biggest challenge
Teacher 3	Teaching materials are not effective.
Teacher 4	Large size class is time consuming and prevents the teacher to reach every student. Therefore, marking over 60 copies five times is a tiresome work.
Teacher 5	Large class size is part of what prevents learners to study effectively and consequently they do not perform well at National tests
Teacher 6	Large size class is the biggest challenge that the teacher has in that students are not getting enough chance to practice the language. Teaching aids are limited in quantity and quality

4.3. Presentation and interpretation of the data from the classroom observation

The classroom observation has provided us with effective data taking into account our research questions and hypotheses. We were able to witness much about the teaching and learning activities taking place in the classroom and these constituted our firsthand data.

Firstly, we eye witnessed the effects large class size has on both the teacher's and student's activity. Most of the time, the teacher has to deal with a noisy class. This tires the latter much more but also is boring for committed students who wish to learn in a quiet environment. Even when the teacher attempts to

urge students to keep quiet, some obey him, others don't and to avoid losing the time for his lessons, he chooses to continue teaching a noisy class.

Secondly, we saw how most of the time, teachers apply methods that were appropriate for fewer students to crowded classes. To be able to manage effectively a crowded classroom, the teacher must use much expertise. For example, attempting to have a large number of students read during a reading exercise shatters the illusions of the teacher to enable his students improve their reading capacity because it is time consuming. This may however work for less crowded classes. Nevertheless, appointing 3 or 4 students to read within a classroom of 60 students remains another big challenge.

Lastly, we saw how the materials used in class are also another challenge affecting the teaching-learning activity. Having a class of 60 students with only 10 or less books stands as a hindrance to the classroom activity. Some students change places and join others who have books while others have nowhere to go and remain in their places, pretending to listen to their teachers. They are just there waiting the note-taking time. Worth noting that, a student who is taking notes having carefully followed explanation masters better the lesson than he or she who takes notes of things he or she has never gotten the chance to explore before.

4.4. Records of Students performance

During our research, we have thought of enquiring more to know how students from Ndava commune are performing at National Tests. We were very eager to see the more or less impact of large class on the performance of students. To manage to get some records, we visited the Communal Direction of Education (CDE) where we got records of students' results at 2016 National Test. Worth noting that our attention was on the schools object of our research sample.

We firstly searched for to see the global average before looking at the average in English. The results we got were as presented in the chart below:

Table 23. 2016 National Test: Global average

Schools involved	Number of students who wrote the National test	Number of the students who succeeded the National test	%
L.C. Buziracanda	60	53	88.88
L.C. Mpanuka	50	33	43.10
L.C. Nyangunzu	58	25	26.38
L.C. Fota	130	42	26.32
L.C. Ndava	77	13	16.88
ENAC Kibimba	25	18	72
Total	400	184	

The above results are significant taking into account the impact large class size has on the students' performance at national tests. Before further analysis, let us look at the average in English as seen in the chart below:

Table 24. 2016 National Test average in English

Schools involved	Number of students who wrote the exam	Number of students who succeeded	%
L.C. Buziracanda	60	23	38.33
L.C. Mpanuka	50	26	44.23
L.C.Nyangunzu	58	18	31.03
L.C.Fota	130	24	18.46
L.C.Ndava	77	20	27.77
ENAC Kibimba	25	17	68
Total	400	128	

The charts above tell much in summary about the impact of the large class size on the performance of students at national tests. As it is seen, the average is relatively low at all the schools apart from ENAC Kibimba which was specifically selected for comparison. It is a school with a small class size and it is obvious that the class average is satisfactory in comparison to other schools.

4.5. Summary of Findings

After a thorough analysis of the data from the questionnaires we handed to the students and the teachers as well as the data from classroom observation we carried out during English lessons, it can be admitted that the goal of our study which was to find out the Influence of Large Size Class on Secondary School English Learners' Performance in National tests, in 9th Forms of Selected Secondary Schools of Ndava Commune, has been achieved.

Throughout this study, it was observed that large class size stands as a big challenge for the teaching-learning process in the classroom and inevitably affects both the teacher' and the students' activities. It was also observed that the methods teachers apply to manage their crowded classrooms are not so effective and so are the materials they have available in their classrooms.

Therefore, it is worth mentioning that up to this stage, our research questions and hypotheses had been answered. The first one was to know if big numbers of learners within a classroom is a hindrance to the learning of English in class and to the performance at national tests. The answer to this question is that crowded classrooms prevent teachers to apply the Learner – Centered Method. Learners find themselves having to write exams without having fully mastered their lessons, what makes them perform badly at the National tests. The second question sought to know if the methods used by teachers with the average class size are appropriate to large size classes. The answer was that methods appropriate to small size class are not appropriate to large size classes what leads the methods used by teachers to manage their large size classes to failure. As for the question related to whether the materials used by teachers and learners in large size classes permit the learners to succeed in national tests, the answer was that the materials available for the students and the teachers in large size classes do not permit students to succeed in National tests, what was even illustrated with data from the records of the Communal Direction of Education.

Conclusion

The three research questions to which we had provisorily answered with three research hypotheses have been finally verified through the findings on field. From our findings, we are able to confirm that large size class has a negative influence on the teaching-learning process, classroom testing and, accordingly, on the English learners' performance at National Tests, what is the case in 9th form classes in Ndava Commune secondary schools.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. General Conclusion

The study we conducted aims at finding out the influence of large size class on secondary school English learners performance in national tests: case of 9th form classes of some selected schools of Ndava Commune. It was undertaken after realizing that most schools of the above mentioned commune receive relatively low average in national tests especially classes with bigger numbers of students while some schools with small class size receive high average in national tests.

This study is made up of five chapters. The first one is an introduction which is constituted by eight (8) points such as introduction, background of the study, statement of the problem, research questions, research hypotheses, scope and delimitation of the study, importance of the study and definition of key terms.

Having seen that various researchers conceive differently the concept of “large class size” and other related theories, the second chapter of this work aims at bring a contribution in the sense that it provides theories related to what should be the average class size as well as classroom management. It is worth noting that these are theories that various authors and researchers that were interested in linguistics arrived at. We chose to emphasize them so that learners or teachers of English or any other subject who will read this work, know how they can deal with classroom management facing large class size.

In the third chapter, we describe different techniques we used to gather and analyze the data. Here, we used questionnaires in order to find out more on the teaching-learning process, seeking to know the challenges that both the student and the teacher are facing .In addition, we made a classroom observation in order to get firsthand data related to what is happening in the classroom on the side of the students and the teachers, focusing much on the teaching methods and materials. Though we could encounter some difficulties while collecting the

data, we admit that the instruments we used enabled us to get the desired data for a successful completion of our study.

The fourth chapter deals with the presentation and analysis of the collected data and the findings. After the analysis, it was found out that:

- The big numbers of learners found within classrooms have a negative influence on secondary school English learners' performance in national tests.
- The methods used by teachers with average class size are not appropriate with large class size.
- The materials used by teachers and learners in large size classes do not permit the learners to perform well in national tests.

5.2. Recommendations

Taking into account the fact that the purpose of Education is to enlighten learners and enable them to actualize their inner skills, it is not convenient to deal with young learners who have low average in national tests after unimaginable expenses from their families and the Government to pay their schooling. No matter how challenging the current situation might be, it is worth making some recommendations.

- ❖ **To the Government:** To take the lead in bringing a solution to the large class size observed in many secondary schools. This may be done in hiring more English teachers so that each teacher teaches a small number of learners. The Government must also make sure English teachers are being trained to manage well their classrooms as well as equipping schools with sufficient teaching materials.
- ❖ **To English Teachers:** To be open and carry out much research to know how are other teachers worldwide handling the large class size challenge but also carry out much research on how to manage large class size effectively.

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APPENDICES

APPENDIX A

LETTER TO THE TEACHERS

Dear teacher,

I am a student at the University of Burundi and for the time being, I am carrying out a study on the influence of large size class on secondary school English learners' performance at national tests, case of 9th Form. The following is a questionnaire designed for 9th Form English teachers in some selected secondary schools. It aims at investigating and discovering the consequences of big numbers of students within the classroom on the way the latter perform at national tests and finding solutions to the problems identified .If you could objectively answer the present questionnaire, this would be of a vital importance for the completion of my study. I would therefore be glad if you could be as sincere and honest as you can when reacting to the questions below. I assure you that the answers you will provide will be used for the only purpose of the above mentioned research study.

Thank you for your cooperation

Yours sincerely,

Godefroid HAKIZIMANA

APPENDIX B

TEACHER'S QUESTIONNAIRE

Instructions:

- a. Do not write your name anywhere on this form
- b. Fill in the blanks where necessary
- c. If you are given alternatives, tick your choice

Question 1: How do you find the teaching in large class?

- a. very difficult
- b. Difficult
- c. Normal

Question 3: How do you find the moments of evaluations in large class?

- a. Very difficult
- b. Difficult
- c. A waste of time

Question 3: How many English tests do you administer to learners a term?

- a. Five
- b. Four
- c. Three

Question 4: How do you find the work of marking copies in large classes?

- a. Very time –consuming
- b. Easy and rapid
- c. Difficult and slow

Question 5: In the evaluation you choose, which skill do you evaluate the most?

- a. Grammar
- b. Vocabulary
- c. Writing

Question 6: According to you, are the materials you use to teach learners likely to improve the teaching – learning process?

- a. Yes
- b. No
- c. Not very well

Question 7: After which amount of time do you test your learners?

- a. Once a week
- b. Once a month
- c. Once a term

Question 8: Do you feel satisfied with the performance of your learners in National tests in English?

- a. Yes
- b. No
- c. Somehow

Question 9: Due to the large numbers, do you think you are using the methods you should really use when teaching a large size class?

- a. Yes
- b. No
- c. Don't know

Question 10: What particular problems do you face in teaching and testing in large class?

- a. Lack of time
- b. Lack of appropriate teaching materials and aids
- c. Lack of sufficient space
- d. Lack of sufficient level of the teacher
- e. Others (Specify)

APPENDIX C

LETTER TO THE STUDENTS

Dear student,

I am a student at the University of Burundi and for the time being, I am conducting a study on the influence of large size class on secondary school English learners' performance at national tests, case of Ninth Forms. I would positively appreciate it if you could answer objectively the following questions. The answers you will provide will be important to the achievement of my work. I would therefore be grateful if you could answer the questions as freely as possible. Be assured that your answers will only be used for the purpose mentioned above.

Thank you for your cooperation

Yours sincerely,

Godefroid HAKIZIMANA

APPENDIX D

STUDENTS' QUESTIONNAIRE

Instructions: Kindly read this questionnaire and:

- a. Fill in the blanks where necessary
- b. Where alternatives are given, tick your choice
- c. Do not write your name anywhere on this form

Question 1: Do you like learning English in a large size class?

a. Yes

b. No

Question 2: Does your teacher tell you about the importance of the English language?

a. Yes

b. No

Question 3: what do you think about the methods used by your teacher when you are in large numbers within a classroom?

a. I am disturbed and I can't learn

b. I am disturbed but I can learn a little

c. It is as if I were absent

Question 4: How do you do to prepare your English test?

a. By doing many exercises

b. By doing everyday review

c. By doing tests done previously by other learners

d. By simply attending classes regularly

Question 5: Do you think you prepare your National tests very well especially in English?

a. Yes

b. No

Question 6: Are you happy with the materials your teacher of English use?

a. Yes

b. No

Question 7: Which kind of questions do you like the most in a test?

a. About Grammar

b. About vocabulary

c. About writing

APPENDIX E. LIST OF TABLES

Table 1. List of the schools investigated

Schools involved	Commune	Number of Ninth form classes	Number of teachers investigated	Number of students in classes	Number of students investigated
1. ENAC Kibimba	Ndava	1	1	28	10
2. L.C. Fota	Ndava	2	1	132	13
3. L.C. Nyangunzu	Ndava	1	1	60	6
4. L.C. Buziracanda	Ndava	1	1	56	5
5. L.C. Mpanuka	Ndava	1	1	55	5
6. L.C. Ndava	Ndava	1	1	53	5
Total		7	6	384	44

Table 2. Schools investigated per zone

Nr	Buziracanda Zone	Nr	Ndava zone
1.	Lycée Communal Buziracanda	1.	E.N.A.C. Kibimba
2.	Lycée Communal Fota	2.	Lycée Communal Mpanuka
3.	Lycée Communal Nyangunzu	3.	Lycée Communal Ndava

Table 3. Schools investigated and the number of students within classrooms

Nr	Schools	Classes	Number of students
1.	ENAC Kibimba	9 th Form	28
2.	Lycée Communal Buziracanda	9 th Form	56

3.	Lycée Communal Fota	9 th Form	132
4.	Lycée Communal Mpanuka	9 th Form	55
5.	Lycée Communal Ndava	9 th Form	56
6.	Lycée Communal Nyangunzu	9 th Form	60
Total		6	384

Table 4. The large class size as a hindrance to the classroom teaching-learning activity

Order	Students who say	Frequency	%
1.	Yes	10	23
2.	No	28	64
3.	Nothing at all	6	13
Total		44	100

Table 5. The interaction between teachers and their students is hampered in large size classrooms

Order	Students who say	Frequency	%
1.	Yes	6	14
2.	No	30	68
3.	Don't know	8	18
Total		44	100

Table 6. Ineffectiveness of methods

Order	Students who	Frequency	%
1.	Cannot learn	4	9.5
2.	Can learn a little	36	81
3.	Say they should be absent	4	9.5
Total		44	100

Table 7. Students prepare their English tests in hard circumstances

Order	Students who prepare their tests by	Frequency	%
1.	Doing many exercises	10	23
2.	Everyday review	6	14
3.	Doing tests done previously by other learners	8	18
4.	Simply attending the classes regularly	20	45
Total		44	100

Table 8. Difficulties to prepare National tests

Order	Students who say	Frequency	%
1.	Yes	15	35
2.	No	29	65
Total		44	100

Table 9. The ineffectiveness of teaching materials and methods

Order	Students who say	Frequency	%
1.	Yes	12	27.28
2.	No	32	72.72
Total		44	100

Table 10. Students prepare only some skills and ignore the others

Order	Students who like... the most in a test	Frequency	%
1.	Grammar	32	72.72
2.	Vocabulary	7	15.92
3.	Writing	5	11.36
Total		44	100

Table 11. Recapitulation of the students' questionnaire

Learning-Teaching process domain	Number of informants	Answers
Class size	28	Study uncomfortably due to large class size
	10	Do not worry about class size
	6	Said nothing at all
Teaching methods	25	Expressed an attitude of dissatisfaction
	10	Expressed an attitude of satisfaction
	9	Said nothing at all
Teaching materials	30	Showed an attitude of dissatisfaction
	6	Said nothing about it
	8	Showed an attitude of satisfaction

Table 12. Large size class as a burden to the teacher

Order	Teachers who	Frequency	%
1.	Find it very difficult	5	83
2.	Find it difficult	0	0
3.	Say anything at all	1	17
Total		6	100

Table 13: Testing as a difficult phenomenon in large size classes

Order	Teachers who	Frequency	%
1.	Find it very difficult	3	50
2.	Find it difficult	2	33
3.	Say it's a waste of time	1	17
Total		6	100

Table 14. Due to large size classes, the number of evaluations decreases.

Order	Teachers who give	Number	Rate
1.	5 tests a term	1	17
2.	4 tests a term	0	0
3.	2-3 tests a term	5	83
Total		6	100

Table 15. Marking copies as a very tiresome work

Order	Teachers who say marking copies is	Frequency	%
1.	Very time- consuming	3	50
2.	Easy and rapid	0	0
3.	Difficult and slow	3	50
Total		6	100

Table 16. To facilitate the marking of large size class copies, only some skills are evaluated

Order	Teachers evaluate the most	Frequency	%
1.	Grammar	4	66
2.	Vocabulary	0	0
3.	Writing	2	34
4.	Reading	0	0
Total		6	100

Table 17. Ineffective teaching materials

Order	Teachers who say	Frequency	%
1.	Yes	3	50
2.	No	0	0
3.	Not very well	3	50
Total		6	100

Table 18. The frequency of testing which is not sufficient

Order	Teachers who evaluate	Frequency	%
1.	Once a week	2	33
2.	Twice a month	4	67
3.	Once a term	0	0
Total		6	100

Table 19. Rate of satisfaction as far as the performance of learners in National tests is concerned

Order	Teachers who are	Frequency	%
1.	Satisfied	1	17
2.	Not satisfied	3	50
3.	Somehow satisfied	2	33
Total		6	100

Table 20. Sometimes, the teachers are not sure if they are using adequate methods when coping with large size class

Order	Teachers who say	Frequency	%
1.	Yes	1	17
2.	No	4	66
3.	Don't know	1	17
Total		6	100

Table 21. General problems observed in large sizes class.

Order	Teachers feel there is	Frequency	%
1.	Lack of appropriate material	1	17
2.	Problem of space	4	66
3.	Lack of enough time	1	17
Total		6	100

Table 22. Résumé of the data from the teachers' questionnaire

Teacher	Answers
Teacher 1	The size large class remains a big challenge for effective teaching to take place. Yet, the classroom evaluation is not done as it should.
Teacher 2	Large class size as well as insufficient teaching materials are the biggest challenge
Teacher 3	Teaching materials are not effective.
Teacher 4	Large size class is time consuming and prevents the teacher to reach every student. Therefore, marking over 60 copies five times is a tiresome work.
Teacher 5	Large class size is part of what prevents learners to study effectively and consequently they do not perform well at National tests
Teacher 6	Large size class is the biggest challenge that the teacher has in that students are not getting enough chance to practice the language. Teaching aids are limited in quantity and quality

Table 23. 2016 National Test: Global average

Schools involved	Number of students who wrote the exam	Number of success	%
L.C. Buziracanda	60	53	88.88
L.C. Mpanuka	50	33	43.10
L.C. Nyangunzu	58	25	26.38
L.C. Fota	130	42	26.32
L.C. Ndava	77	13	16.88
ENAC Kibimba	25	18	72
Total	400	184	

Table 24. 2016 National test average in English

Schools involved	Number of students who wrote the exam	Number of success	%
L.C. Buziracanda	60	23	38.33
L.C. Mpanuka	50	26	44.23
L.C. Nyangunzu	58	18	31.03
L.C. Fota	130	24	18.46
L.C. Ndava	77	20	27.77
ENAC Kibimba	25	17	68
Total	400	128	