

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENT OF ENGLISH



IMPACT OF LARGE CLASS SIZE ON THE IMPLEMENTATION OF
STUDENT –CENTERED LEARNING APPROACH IN ENGLISH CLASS -
ROOM: THE CASE OF GINNIR PREPARATORY SCHOOL

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DECLARATION

I, the undersigned, declare that this thesis is my bonfire work and that all sources' of materials used for this thesis have been duly acknowledged. This thesis is submitted in partial fulfillment of the requirements for MA degree to Adama Science and Technology University. I solemnly declare that this thesis is not submitted to any other institution anywhere for award of any academic degree

Name-----Signature-----

Date of Submission-----

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LIST OF ABBREVIATIONS AND ACRONYMS

CLT	Communicative Language Teaching
FDRE	Federal Democratic Republic of Ethiopia
EFL	English as Foreign Language
ICDR	Institute for curriculum Development and Research
LCS	Large Class Size
MOE	Ministry of Education
SCL	Student- Centered Learning
TEC	Teachers Education College
TESO	Teacher Education System Over-haul
UNESCO	United Nations for Education Science and Culture Organization
USAID	United States Agency for International Development
WEF	World Education Forum
WFA	World Conference of Education for All

ABSTRACT

The main purpose of this study was to identify the impacts of large class size on the implementation of student-centered learning approach. In line with this, the intention of the study was particularly to identify challenges that both teachers and students encounter while they attempt to practice student centered learning approach due to large class size. The study was conducted in Ginnir preparatory school. In order to execute this study, the researcher applied quasi experiment. In doing so, two groups of students (one large group composed of 60 students) and the other (one small group composed of 20 students) were selected. Both groups took similar pre- written tests on Grammar, Speaking skills, Reading skills and writing skills. . The results of each group of students were coded and registered. Each of group of the students was taught similar course for 18 weeks (from February-June 2017.) Finally each group was given similar post- tests on the same languages skills. The differences of the tests were computed. During the class-room observation, factors such as the participation level of students, class-room discipline, class-room management, time management, group work and individual student arrangement were observed. The result indicated that the students in smaller group have shown better achievement than those who were learnt in large group in all tests. Furthermore, the learning atmosphere in small class size is by far better than those in large class size. Depending on the findings of the study, conclusions were drawn and some recommendations were given.

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CHAPTER ONE

INTRODUCTION

In this chapter, the background of the study, statement of the problem, objectives (general and specific), research question, scope and significance of the study are briefly discussed.

1.1. Background of the Study

Classes might be small or large in size. In both cases, it is expected that teachers should teach in an effective way with the students' educational interests and learning experience which is often called student-centered. Nevertheless, today throughout the world and especially in developing countries like Ethiopia, teachers are faced with classes larger than the size they manage and conduct effective teaching and learning process in both teacher-centered and the student-centered learning approaches. Especially, implementation of the student-centered learning approach in a large class size is a demanding task for both teachers and students (Wilson, 2006). In the student-centered learning approach (SCL), students are expected to participate in all teaching learning processes actively. In order to engage fully in such active learning process the learners should get sufficient and reliable opportunities. (Wilson, 2006).

Accordingly, in the student-centered learning approach learners can get chances to work as individual, in pairs, in groups and as a whole class. Susan, et al (2007) state that in SCL no more lectures of a teacher is required; the teacher acts as a facilitator, assistant and finally gives feedback. The student-centered classroom is not a place where the students are passive and simply listen to the lecture as that of meeting in the hall. Rather, it is a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The teacher's role is more of a facilitator than instructor; the students are active participants in the learning process. The teacher helps to guide the students, manage their activities, and direct their learning. In a student-centered class, the teacher is a member of the class as a participant in the learning process (Jones, 2007).

However, currently in Ethiopia in spite of the policy (see FDRE, 1994) the traditional teacher-centered approach is more used in classes than the modern student-centered approach. Supporting this claim, Halpenrin (1994) comments that most activities today in majorities of [schools] continue to reflect an “old style” of instruction where students sit quietly and passively receiving from the teacher. This implies that there could be some difficulties that impede the teachers and students from implementing the teaching-learning approach in accordance with both the education policy and the modern approach student centered learning.

Thus, Jones (2007) argues that learner-centered learning changes the focus from teaching to learning, and from students acquiring and processing knowledge to students actively, independently and critically creating meaning for themselves. The role of teachers in student-centered learning will become that of guides and mentors helping students access, interpret, organize and transfer knowledge to solve authentic problems, while students gain expertise not only in the content areas being studied, but also in learning. Schools need to be organized around the work of students instead of the work of teachers (McCombs, 2009). Active teaching and learning involves the use of strategies which maximize opportunities for interaction and learning by doing

Thus, among various difficulties that may hinder the realization of student-centered learning approach, large class size could be one of the major factors. In line with this assertion, Stevens (1983) pointed out those over-crowded classrooms, which are badly lit, are one of the bad physical conditions which affect learner’s learning negatively.

On the other hand the current curriculum in Ethiopia emphasizes on student-centered learning approach, and therefore demands teachers to employ this approach in their classroom. Moreover, it is obvious that the quality of education depends largely on the quality of teaching-learning process (UNESCO, 2006). It could be due to an awareness of this situation that the employment of learner-centered approach is emphasized in the Ethiopian Education and Training Policy of 1994. The policy statement refers frequently to the employment of a learner-centered approach, active learning, and problem solving methods of teaching in different contexts. Accordingly, the issue of educational reform in Ethiopia is learner-centered approach. National and regional education personnel are advocating for students to be actively engaged in learning, constructing, understanding and meaning; not receiving it (Derebssa, 2006)

1.2. Statement of the Problem

In a classroom where the number of students is high, the likelihood of learners to participate actively in the learning process is possibly minimum. Finn (2000) claims that, large class size has a number of effects on students' engagement. And also in the large class size both the teacher, in our case an English language teacher, and students face difficulties to apply active learning in their classroom. From teaching experience, the researcher observed and faced that large class size is really a challenge for all teachers in general and for English language teachers and learners in particular to implement the modern teaching- learning approach often described as student-centered learning approach.

In schools of developing countries like Ethiopia, class sizes are relatively large. According to the Education and Training Policy of FDRE (1994) overcrowded classes are one of the major problems of the education system of the country. In Ethiopia, large class size is common in most elementary, secondary and to some extent in tertiary level. In Ginnir Preparatory School, for instance, overcrowded students learn in a classroom. One can infer how much the large class size is a serious problem from the following table which shows students' enrollment at the beginning of the academic year in Ginnir Preparatory School in last four consecutive years.

Table 1: Data of Students' enrollment in the last four years in Ginnir Preparatory school

Academic year	Grade 11				Grade 12				Total	Average Class Size
	Section				Section					
	A	B	C	D	A	B	C	D		
2014	68	70	53	49	47	46	44	45	422	52.75
2015	81	81	60	55	62	59	53	49	500	62.5
2016	93	88	73	69	71	70	59	61	584	73
2017	20	22	56	60	59	57	54	51	379	47.38
Total Average Class Size										58.90

The above data that shown in table 1 were adopted from the students Enrollment (2014-2017) Ginnir Preparatory School's Archives.

As shown in Table 1, the enrollment of students is increasing year to year; as a result the class size is becoming larger and larger. Particularly, in 2017, when this study was employed, relatively high numbers of students were enrolled in the school. The total average class size is 58.9, which indicates that large numbers of students are learning in a classroom.

Learning in a setting could be difficult. In a large class size Students cannot easily and comfortably involve in the learning process. Concerning this inconvenience conditions of large classes; Hoyes (1997) suggests that in large class size students cannot quickly and comfortably change position to face each other for pair work and turn around to face the teacher whenever necessary, or to move in a full circle for a whole- class discussion. Benbow (2007) also argues that large class size can negatively affect two significant and interrelated aspects of learning practices such as; instructional time and class- room management. Ehrenberg, et al (2001) by their side reported that large classes are noisier and that pushing, crowding and hitting occur more often in larger classes than smaller. Especially the student-centered learning approach cannot be possible to implement as much as needed for teachers who teach in classes with 50-100 students. In such setting, managing the learning process can become quite difficult.

On the other hand, as discussed above, the Ethiopia's current curriculum calls for emphasis on an active learning and teaching approach, and therefore it obliges teachers to employ this teaching-learning style. However, the large number of students is one of the major problems of putting in practice the approach. Consequently, the student-centered learning approach still could not be implemented as much as needed.

Out of a number of researches which were conducted on the impact of large class size only a few of them are reviewed as follows

Joe Cuseo. "The Empirical case Against Large Class Size: Adverse Effects on the Teaching, Learning, and Retention of First-Year Students. In *Journal of faculty Development*. January 2007.

A review of the literature on class size that finds: . Large class size increases faculty reliance on the lecture method of instruction, Large classes reduce students' level of active involvement in the learning process, Large class size reduces the frequency and quality of instructor interaction with and feedback to students,. Large-class settings reduce students' depth of thinking inside the classroom. . Large class size limits the breadth and depth of course objectives, course assignments, and course-related learning outside the classroom, Students' academic achievement (learning) and academic performance (grades) are lowered in courses with large class size, Students report less course satisfaction in large-sized classes, and Students give lower overall ratings (evaluations) for course instruction delivered in large classes.

Gregory Glau. "Stretch at 10: A Progress Report on Arizona State University's Stretch Program" *Journal of Basic Writing*. 2007. Discusses the course success and retention success of movement from cap of 26 to 19 in composition courses. Students passed and were retained at a 4% higher rate in these small classes. This study does not control for the variable of the effect of instructor.

Bedard and Kuhn, "Where Class Size Really Matters: Class Size and Student Ratings of Instructor Effectiveness." *Economics of Education Review*. 2008.

The researchers examined the impact of class size on student evaluations of instructor performance using data on all economics classes offered at the University of California, Santa Barbara from fall 1997 to spring 2004. The researchers controlled for both instructor and course fixed effects. The researchers found a large, highly significant, and nonlinear negative impact of class size on student evaluations of instructor effectiveness that is highly robust to the inclusion of course and instructor fixed effects.

Kokkelenberg, Dillon, and Christy. *The Effects of Class Size on Student Grades at a Public University*. 2008.

A study of 760,000 observations of undergraduate students over a four year period to assess the effect on class size on student grades was conducted. Results indicated that class size is negatively related to grades. The effect of class size on grades held constant when controlling for a host of factors, including peer effects, student ability, level of student, level of course,

gender, minority status, and other similar and theoretically relevant factors. The effect of class size on student grade was more pronounced the larger the size of the class.

Hattie. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Related to Achievement*. 2009.

A meta-analysis of 96 studies that examined 785 estimates of effects on class size on student learning was examined (N = 550,339). Results revealed a very small advantage for small classes over large ones ($d = .13$). Comparisons used in this meta-analysis included effect size estimates from all levels of education, including, K-12 data. It is suggested that the effect student learning on increased or decreased class sizes are largely contingent upon the ability of the teacher to adapt their teaching approach to the size of the class in question.

In order to implement the student-centered learning approach, the impact of large class size should be taken in to consideration, but as it indicated in the literature review above, most of large class size impact related previous researches were conducted on its impact on the students' achievement, development of communicative skills and competences no or less attention is given on its impact on the implementation of student-centered learning approach.

Therefore, that is why the researcher conducted this research on investigation the impacts of large class size on implementation of student-centered learning approach.

1.3. Objectives of the Study

1.3.1. General objective

The main objective of the study is to explore the impact of teaching English in large class size on the implementation of student centered approach

1.3.2. Specific objectives

The specific objectives of the study are;

1. To examine whether teaching English language in large class size has an impact or not
2. To identify challenges that both English language teachers and learners encounter in implementing SCL in large class size

3. To explore the extent to which teaching English language in small class size benefit by applying student centered learning approach
4. To look into the level of the difference in controlling factors affecting teaching learning English language in large and small class size.

1.4. Hypothesis

The following hypotheses are set to be proved or disconfirmed by this study.

1. Applying student – centered learning approach in large and small class size, has no effect on student’s language achievement
2. Applying student centered learning approach in large and small class size has strong impact on student’s language performance.
3. There is no difference on students’ language performance whether applying student centered learning approach either on large class size or small class size.

1.5. The scope of the Study

The researcher believes that it would be more preferable if the study was conducted in large scale. However, the limited time and shortage of other resources do not allow doing so. As a result, the study was confined to address mainly the impacts of large class size on the implementation of student-centered learning approach in one selected school. The school was selected due to its familiarity to the researcher. On account of these grounds, the study was restricted to find out the impacts of large class size that are challenges on the implementation of students centered learning approach in English language class rooms in particular reference of grade 11th-“A” and 11th-“D” of Ginnir preparatory school in 20017.

1.6. Significance of the Study

The findings of this study will function to identify the difficulties associated with large class size in order to determine what effects large classes have on implementation of student-centered learning approach. In addition to this, the findings may give teachers some useful insights or implications to adopt suitable teaching strategies and develop effective approaches and practices in order to cope with problems of large class size in the process of implementing student-centered learning approach. Moreover the findings could help students

to develop awareness about the challenges of large class size and get ready to cope with the difficulties associated with large class size.

Furthermore the findings would probably help the curriculum designers or/and stakeholders either to choose and develop the future curriculum which is appropriate to teaching-learning method in large class size or attempt to minimize the class size in schools of the country. Finally it may pave the way for further investigation for those who might be interested in similar issues.

1.7. Limitations of the study

There were numerous challenges that limited the study from being comprehensive enough; and made the work tiresome. Some of those challenges that the researcher had faced during the study were mainly lack of materials such as personal computer for all accomplishments of the work including internet access; and shortage of time. Since the researcher is a teacher, in addition to caring out the teaching task, conducting the research was very demanding. However, despite the challenges that confronted the work; the researcher has made an effort to alleviate them and finalize the research as complete and timely as possible.

1.8. Operational Definition of Terms

Ginnir = the name of a town or place

Impact: influence or effect

Preparatory: of per training to preparation having the purpose of making something or someone ready.

.Implementation: is how teaching- learning activities put in to practice in a classroom

Student-centered Learning: refers to a learning approach in which students influence the content activities, materials and ways of learning.

Teacher-centered Learning: refers to the traditional teaching approach where the teachers talk more; example lecture, and students stay passive and listen.

CHAPTER TWO

2. LITERATURE REVIEW

In this chapter, literatures related to class size and student-centered learning approach is reviewed. In particular, the chapter discusses theories, perceptions and views about student-centered and the way it is implemented; and effects of class size, specifically large class size that may hinder the implementation of student-centered learning approach will be briefly discussed.

2.1. Definition of the Concepts of Class Size

The term class size often mean different things. According to Encyclopedia of Education, class size indicates a number of students in a class for whom the teacher is responsible and accountable. Yet again, while some define it as the average number of students per teacher; others say, it means the number of students in a particular classroom. Still other scholars define class size as the average number of students per class, calculated by dividing the number of students enrolled by the number of classes (Glass, 1992).

However, the rationale of this research is concerned with the class size to mean a number of students in a particular classroom. Because reducing the ratio of students to teachers does not necessarily mean a reduction in class size. For instance, despite the fact that the Ethiopian government trying to hire large number of teachers and build at least one school in each 'kebele' of the country (FDRE, 1994), the problem of large class size is still unsolved. Moreover, although, the government is committed to assure the quality of education in 2015 (UNESCO. 2006), it may be less likely achieved unless the class size is reduced. According to Sguazzin and Graan,(1998:54) schools in many parts of Africa including Ethiopia are composed of large number of students.

Thus for the purpose of this study the term "class size" specifically indicates the number of students in a classroom. Hence, based on the number of students in a classroom, class size is said to be large or small.

2.1.1. Large Class Size

Large is a relative word and large classes have been variously defined by practitioners from different teaching learning contexts. For instance, a large class in a western context such as US or UK may be considered small by both teachers and learners in most teaching-learning contexts in Africa (British Council, 2010). The British Council further reveals that large class can vary from 22 in US elementary schools to up to 150 in an African classroom. Jones (2007) proposes that, "the ideal size for a student-centered language class is probably 12". USAID also reports that in western countries class size of 30 are considered large and in need of reduction.

Of course large class size is defined not only by number of students but by several additional factors. These include physical conditions in the classroom such as the amount of space available teaching methodology; and the availability of resource. Shumim (1993) also argues that even though numbers may be necessary for defining large classes, numbers alone is not sufficient to arrive at a shared definition, even within one country.

According to USAID (2007) the growth of large classrooms in the developing world is tied to two interrelated trends: global initiatives for universal education and rapid population growth. These are a result of a web of factors that make large classrooms an enduring feature of the developing world. The other reason for the increasing number of students' enrolment may be that the "right to education" is becoming understood as it is a fundamental human right (WEF, 2006). UNESCO, on the other hand, emphasizes not merely the right to education, but also particularly the right to quality education for all. Nevertheless, large class size is among the major obstacles to ensure the desired quality education.

Research on learning outcomes on large classes, reveal that while learning can occur in such settings, the quality and quantity of teaching and learning tends to be much lower in comparison to their peers in smaller classes. There are a variety of obstacles that emerge within large class sizes that can negatively impact teaching and learning. Facing large classes, teachers find it difficult to differentiate their instructional methods, that is, accommodate to the needs of individual students. The total number of students, each with different needs, makes such personalization difficult (UNESCO, 2006).

2.1.2. Large Class Size Versus Student -Centered Approach

Both students' learning achievement and effective teaching-learning method, especially the student-centered learning approach, are affected by class size. According to UNESCO (2006) learning occurs in proportion to class size; "the smaller the class size the more the students learn". In the student-centered learning approach, particularly, large class size is a great challenging for both teachers and students; because, in principle, in this approach the learners do not depend on their teacher all the time waiting for instruction. They rather value each other's' contribution; they co-operate, learn from and help each other (Jones, 2007).

Similarly, for Kolb (1984, as cited in Derebsa (2006) learner-centered learning implies students' participation in the learning and teaching process, where students themselves engage with and, to an extent, create their own learning experience.

In large class size, giving students enough attention and meeting the need of every student so as to engage actively in learning process is difficult. So that implementing the student-centered learning approach effectively, reducing the size of the class is compulsory. As a remedial action, class size reduction can change numerous features of the classroom situation. Each student in a reduced size class gets more opportunity to involve in the learning process and get attention on average from the teacher, and more time to speak while the others listen. Reduced class size also reduces the level of noise in a class

2.2. Theoretical Background of Student-centered Learning Approach.

Theorists like John Dewey, Jean Piaget and Ley Vygotsky whose collective work focused on how students learn is primarily responsible for the move to student-centered learning. Student-centered learning (SCL) is focused on the students' needs, abilities, and learning styles; and is broadly based on the constructivism theory of learning which is built on the idea that learners must construct and reconstruct knowledge in order to learn effectively. sThus, student-centered learning is reversing the traditional teacher-centered understanding of the learning process and putting students at the center of learning process.

Over the past century, society has required schools to prepare students for an increasingly complex set of social and economic realities (Christensen, 2008). In response to these changing educational conditions, educators and researchers have developed new approaches to the systematic provisioning of learning. One line of inquiry and theory sought to develop

an approach that provides an active, individualized, and engaging learning experience which the teacher facilitates, but does not dominate. One of the more popular descriptors of this approach is student-centered learning. The theory and practice of student-centered learning has been built over the past century.

Piaget, Dewey, and Vygotsky, among many others, has made influential contributions to the understanding of learning and how best to maximize human potential through education. As these theorists and practitioners saw it, learning involved a careful coordination between the individual's capacities, abilities, and tendencies and the learning environments in which new information and skills were presented Piaget, Dewey, and Vygotsk..(1996:109)..

Similarly Johnston (2004) stated that learning is not about passivity and order; it is about the messy process of discovery and construction of knowledge. In line to this, Brown (2008) also asserts that the ultimate goal for student-centered classrooms is for students to gain independent minds and the capacity to make decisions about their life-long learning. What makes learner-centered education transformative is that meaning is co-constructed and that self-regulation occurs through interdependence, with a focus on being and becoming fully functioning (McCombs, 2009). The following description provides another distinguishing feature of student-centered approach.

Student-centered learning approach [SCL] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively (Collins & O'Brien, 2003:175)

Furthermore(Ibid) suggests that, the student centered learning includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced cooperative learning. Thus, properly implemented student-centered learning can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.

Derebsa (2006) on his side claims that learning by “doing” is a theme that many educators active quest for learning new ideas. Students should be presented with real life problems and then helped to discover information required to solve them (Dewey 1966). Piaget and Inhelder (1969) stressed the need for “concrete operations” in early childhood.. Accordingly, they further elaborate that learner-centered is a process in which individuals take the initiative to diagnose their learning needs, formulate learning goals, identify resources, select and implement learning strategies and evaluate learning outcomes. Similarly, for Kolb (1984), ‘learner-centered learning’ is student participation in the learning and teaching process, where students themselves engage with and, to an extent, create their own learning experience. McCombs and Miller (2006) provide a description that the core of the learner-centered approach is that all instructional decisions begin with knowing who the learner are_ individually and collectively. Thus, learner-centered learning changes the focus from teaching to learning, and from students acquiring and processing knowledge to students actively, independently and critically creating meaning by themselves. According to the assertion of Jonston (2004), the role of teachers in student-centered learning will become that of guides and mentors helping students access, interpret, organize and transfer knowledge to solve authentic problems, while students gain expertise not only in the content areas being studied, but also in learning. In fact teachers become more like a guide on the side of helping students to find answers to real life problems. Schools need to be organized around the work of students instead of the work of teachers. Even though both the teacher-centered and student-centered approaches have their own merits and demerits, the later is preferred due to it gives the opportunity to learners to engage in the learning process. The underlying sub-topics provide some insights in order to compare and contrast the two approaches.

2.3. Teacher-Centered Approach

This approach gives the priority role and responsibility to the teacher. The teacher is considered as the center of classroom activity, and is thought to hold most of the knowledge necessary for the students to be successful. (ICDR, 1999, Frazel et.al, 1995, Mutassa and Wills, 1995, Eggen and Kauchax, 1996; cited in Taye, (2008). The information to be learned is given to the learners in a completed form instead of letting the learners to interact with. In line with this idea, Borich (1984) argued that in this approach the teacher acts as the director of learning and the assumption is made that teacher knows best. Teaching takes a predominant role over learning. Indeed, students are assumed to be “Empty Vessels” that

have to be filled by the teacher (Plass, 1998; Lue, 2000). In this case, the teacher will do most of the talking and it is the students' duty to listen to what the teacher has to say, memorize and repeat it during reaction period or in examination papers (Eggen and Kauchax, 1996).

According to ICDR (1999:68), in this mode of teaching, the teacher uses "chalk and talk" or other methods of teaching in which he/she is active and students stay passive. The teacher either writes notes on the board, which the students passively copy in their exercise books, or memorize the information from their textbooks. Frazee et al (1995:205) explained that skills are taught by the teachers' telling, describing, demonstrating and explaining the desired technique step by step in their attempt to master the techniques via drills, practice and recitation.

Generally, as Taye (2008) summed up such arguments seem to be sufficiently convincing that in the teacher- centered classrooms, learners are the passive receivers of knowledge. Teachers and texts are sources of authority. Lecture format dominates, and students learn in a rote fashion, reproducing the subject matter in set exercise, and in examinations. Moreover, the emphasis is on theory rather than on practice and the successful student is the one who can display his knowledge of facts that has been fed into him/her.

2.4. Student- Centered Approach

The issue of SCL in different literature is usually discussed in contrast with the traditional lecture or teacher- centered method (Bonwell and Eison 2003, Temechegn 2002 for example). Thus student-centered learning approach has a number of characteristics which distinct it from the traditional (teacher-centered) learning approaches. It emphasizes on deep learning and understanding; increases responsibility, accountability and sense of autonomy in the learner. Active learning is a shift in classroom practice from a static view of learning in which knowledge is poured into the passive, empty minds of learners to a more dynamic view through different activities. Students in this case can play a more vital role in creating new knowledge to be applied to other professional and academic contexts. Moreover, according to Bonwell and Eison (2003:38), active learning is a process whereby learners are actively engaged in the learning process, rather than 'passively' absorbing lectures.

Student-centered learning is not pouring something (Knowledge) into students' mind but through facilitating them one can make students to learn independently. Temechegn (2002,

cited in Taye, 2008) has also remarked that learner- centered method capitalizes on individual difference. It recognizes the different learning styles of students, which also demands the implementation of various active learning strategies. According to Bonwell and Eison (2003:106) students must do more than just listen. They must read, write, discuss or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis, and evaluation.

In the new approach to education, SCL, students not only receive information they also record it, discuss it, compare it with their day-to-day life, analyze it, draw conclusions from it, and communicate about it (ICDR, 1999:71). When they are given sources of information and facts from their teachers or their textbooks, they are asked to do something active and creative with the information- analyze it, think about it, and make reports on it (Aggarwal, 1996).

Similarly, Sguazzin and Graan (1998:57) cited in Taye (2008) explained that active-learning [SCL] is a social process and the emphasis in this process is on collaboration and the exchanging of ideas, experiences, values and attitudes. It is a negotiated process where our understanding expands through interaction and active engagement with others. Here learners are placed in the center of the learning process (Lue, 2000). In line with this, Plass (1998:310) has explained that in learner- centered classroom students are actively involved in the learning process, and their prior knowledge and experience is integral part of that process. They are encouraged to articulate their ideas and opinions. The teacher creates opportunities for learning and encourages learning autonomy. Student-centered classrooms are now the norm where active learning strongly encouraged. Regarding this fact, Estes (2004) provides some examples of why student-centered learning is preferable and should be integrated in to curriculum: it strengthens student motivation; promotes peer communication; reduces disruptive behavior; builds student-teacher relationships; promotes discovery active learning; and responsibility for one's own learning. What is discussed so far is summarized by Chet. et.al (1993:81) as cited in Taye (2006):

Real learning is not memorizing. Most of what we memorize is lost easily. Learning cannot be swallowed whole; to retain what has been taught, students must chew on it. Learning comes from exposure to different kinds of stimulation through the senses. When learning is active, the learner is seeking something to answer a question, information, to solve a problem, or a way to do a job. What a student discusses with others enables him to understand and master the learning. by Chet. et.al (1993:81).

2.4.1. Features of student-centered learning approach

In the new approach to education, often called SCL, students not only receive information they also record it, discuss it, compare it with their day-to-day life, analyze it, draw conclusions from it, and communicate about it (ICDR, 1999:71). Constructive, collaborative, problem-based, autonomous, participatory and metacognitive learning are among the various features of student-centered learning approach (Jones, 2007; Mutassa & Wills, 1994; ICDR, 1999):

2.4.1.1. SCL as Constructive Learning

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Problems are structured around big ideas to provide a framework with which to gather information and build knowledge. Within a student-centered framework, teachers develop relevance by deliberately designing classroom activities with the student's needs in mind and are able to guide the differentiation of individual learning.

Constructivists assume that all knowledge is constructed from previous knowledge, irrespective of how that knowledge is gained. Previous knowledge or background knowledge serves different purposes in learning process. Soliciting student background knowledge through questioning informs the teacher of the supports each student needs in terms of the content and comprehension strategies (Guthrie, 2004). Activating background knowledge is an explicit strategy in teaching-learning process to help students connect background knowledge to new content (Guthrie, 2004). Lue (2000:11) & Plass (1998:312) stated that in active learning, previous knowledge and experiences are so crucial and valued since they help to construct new knowledge. In accordance to this argument the SCL encourages the learners to generate ideas and questions from their background understanding and constructs a new knowledge and skills by building on their current knowledge and skills.

2.4.1.2. SCL as Collaborative Learning

Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning, and they respect the abilities and contributions of their peers. Cooperative learning is a practice that encourages collaborative behaviors among groups of individuals. Vygotsky (1978) asserted that learning is highly

social and thus influences the development of the brain. —What children can do with the assistance of others is even more indicative of their mental development than what they can do alone. According to Lev Vygotsky's Zone of Proximal Development (ZPD), students typically learn vicariously through one another. Through a socio-cultural perspective on learning, scaffolding is important when fostering independent thinking skills.

2.4.1.3. SCL as Problem-based Learning

In the student-centered learning approach, the learning is active learning. So that, the students exercise how to solve every problem they faced in the classroom as well as in their real life.

In this regard, Johnson(2009) asserts,” In a Problem-based learning, Students refine the problem, develop research questions, investigate the topic using a wide variety of primary source material and work out a variety of possible solutions before identifying the most reasonable.” , Johnson(2009: 167)

2.4.1.4. SCL as Participatory Learning

In student centered approach, according to Executive Journal (p.103) cited in Brussels (2010), students are active participants in their learning. Jones (2007) argues also that in student learning approach the students get a chance to work together, in pairs, in groups, and as a whole class.” Here [in SCL] students are encouraged to express their ideas and opinions; and are actively involved in the learning process (Plass, 1998:310; cited in Taye, 2008). Student-centered learning, therefore, plays important role to move from passive recipient to participants who have their learning processes.

2.4.1.5. SCL as Autonomous Learning

The student-centered approach helps students to develop a “can-do” attitude. They do not depend on their teacher all the time; [sometimes] when difficulty or in doubt they do ask the teacher for help or advice but only after they have tried to solve the problem among themselves (Jones, 2007). Student-centered learning allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned without being passive, but rather proactive (Nunan, 1992). Unique and distinctive learning styles are encouraged in a student-centered classroom. With the use of valuable learning skills, students are capable of achieving life-long learning goals, which can further enhance student

motivation in the classroom, which an individual's behavior is self-motivated and self-determined." Therefore, when students are given the opportunity to determine their learning, learning becomes an incentive. Because learning can be seen as a form of personal growth, students are encouraged to utilize self-regulation practices in order to reflect on his or her work. For that reason, learning can also be constructive in the sense that the student is in full control of his or her learning.

2.4.1.6. SCL as meta Ccognitive Learning

Meta cognition is fundamental to the ability of individuals to learn; control or self-regulation; knowledge of one's own thought processes; beliefs and intuitions (Schoenfeld, 1992). To sum up, Holton & Clarke (2006) defines metacognition as the ability to monitor one's current level of understanding, decide whether it is adequate, and seek out and develop new approaches to understanding. In this regard, in the student-centered learning approach the learners know the extent of their knowledge and how far their existing knowledge is reliable; and know how to know; so that they are self-controlled learners.

2.5. SCL in the Ethiopian Education Context

The student-centered learning approach have been incorporated after the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes had taken place in education. One of the changes was the paradigm shift in the model of teaching and learning which includes the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 1998). This change has brought a major shift of paradigm about education and the underlying ideas like active- learning method, student-centered approach, problem solving, student sensitive learning, and the use of higher- order thinking skills have been introduced through this reform. Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country. Particularly, at present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MoE, 2003). This document states that in the country's education program, passive learning has to be replaced by active and learner-focused approaches, methods and strategies. In this assumption, teachers are expected to use a range of teaching strategies including student-centered approach; interactive teaching methods in their classrooms _whether the class size is large or small.

2.6. Teaching English Language in SCL Approach

In the history of English language teaching, different methods of language teaching have been observed. These methods vary from Grammar Translation Method which focuses on lesson organized around grammar points (Richard and Rodgers, 1986:19) to Communicative Language Teaching method which pays systematic attention to functional as well as structural aspects of language (Little wood, 1981:73). And CLT marked a new phase in second/ foreign language teaching. This is because it is the first method that begins from what the language does, not from what it is. (Richards and Rodgers, 1986: 64). In contrast to the grammar based methodology in which primary emphasis is on mastering grammatical rules, the main concern of the communicative methodology is how to use those grammatical rules to produce a meaningful language (Brumfit and Johnson, 1979 and Savignon, 1983; cited in Richard and Rodgers, 1986). Larsen- Freeman (1986:133) explains that these activities incorporate many features of authentic communication such as information gap, choice and feedback. This means that as opposed to mechanical drill which allows learners little more than responding, such kind of activities enable learners to negotiate the meaning, to nominate a topic and to follow up. Communicative language teaching therefore, advocates active learning or student- centered learning.

Finally, as can be seen from the discussion above, CLT and SCL have commonalities with respect to the role the teacher and the students play in the classroom. Therefore, it can be said that the underlying methodological assumption of CLT goes in line with the SCL. On the other hand this method is incorporated in the existing curriculum of Ethiopia (Taye, 2008). On the basis of this innovative curriculum, English language text books for different grade levels have been prepared to be taught in the SCL approach and teachers are expected to implement this approach.

2.7. Impact of Large Class Size

Large class size has impacts, as so far discussed above, on participants of the teaching learning process such as teachers and students, and more over on the implementation of student-centered learning; which is the focal intention of this study.

2.7.1. Impact of Large class Size on Teachers

As said by Benbow (2007) large class sizes can negatively affect two significant and interrelated aspects of teacher practice – instructional time and classroom management. Regarding the former, teachers in larger classrooms devote less time to math instruction and integrated reading and writing tasks (Wilson, 2006). Other research indicates teachers in smaller classes are more likely cover a range of subjects (Holloway, 2002). Large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instructions (i.e., how to complete an exercise rather than substantive instruction), task management and behavioral management, thus leaving less time for actual instruction (Wilson, 2006; Holloway, 2002; Ehrenberg, et al., 2001). Wilson, (2006) reports that larger classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller. In line with this Pasigna (1997, in UNESCO, 2007) stresses that to those who teach in classes with 50-100 students, managing the learning process can become quite difficult.

According to Susan et al (2007) the major challenges of teaching large classes presented below are grouped into four categories: (1) managing the classroom,(2) using pair and group work to encourage cooperative learning, (3) teaching with limited resources, and (4) motivating students in heterogeneous classes. Shamim et al (in British Council, 2007) state also the following challenges that teachers , especially English language teachers, encounter: (1) Insufficient student involvement in learning; inability to use a student-centered approach; limited opportunity for learners to express themselves in English; difficulty in ensuring every body's participation in activities; many students are off-task particularly in group activity. (2) Managing large classes; difficulty in controlling discipline and noise; inability to manage pair and group works. (3) Assessing learning and providing feedback; evaluating the work of students continuous assessment; inability to identify problems of learners; inability to know the progress learners make and inability to provide a remedy based on the feedback from the assessment.

2.7.2. Impact of Large Class Size on Students

Class size has many effects on students' engagement, behavior, and student retention. Finn (2003) reviewed studies that examined the link between student engagement and class size. He conceptualizes student engagement in two forms: social engagement and academic

engagement. Social engagement refers to how a student interacts socially with other students and teachers in either for or opposed to Social ways. Academic engagement refers to a student's attitude towards schooling and the learning process. Finn (2003) concludes that when students are placed in smaller classes they become more engaged, both academically and socially. With strong social and academic engagement; he argues, both learning participation and academic achievement of learners increase.

Students' attention is an area of particular concern in that it can affect academic engagement and involvement on task-based activities. Researchers have shown that students tend to spend less time on class assignments when in large classes (Blatchford and Mortimore, 1994; Cahen in Cooper, 1989; Carter in Cooper, 1989; Klein, 1985). Furthermore, it has been shown that in addition to spending more time on school work, students in smaller classes tend to participate more (Cahen in Cooper, 1989). While there have been few systematic observations of this interaction, some have argued that: 1) Larger classes do not allow teachers to engage their students in a differentiated styles, that is, teachers can cater their instruction in ways that engage individual students; 2) with larger numbers of students, teachers are unable to pay closer attention to all students, thereby holding them accountable for participation, rather than ignoring those that are passive (Blatchford and Mortimore, 1994; Harder, 1990; Pate-Bain et al, 1992; cited in British Council, 2007).

2.7.3. Impact of Large Class Size on Implementing SCL Approach

One can obviously understand that the implementation and effectiveness of student-centered learning (SCL) approach is either negatively or positively influenced by class size. Under this sub-topic, therefore, the effects of class size, particularly and more deeply the effects of large class size, on implementation of SCL which are supported, researched and evidenced by different scholars and practitioners will be raised. It is not feasible to provide different exercises and group works having many students in overcrowded classroom. Sguazzin and Graan, (1998:54) in their study have indicated that schools in many parts of Africa are composed of large number of students. Thus giving students enough attention and meeting the need of every student so as to engage actively in learning process is difficult (Taye, 2008).

In a student-centered class, students may sometimes work alone, but usually in pairs, or in groups interacting with each other and with their teacher too. Thus when students are working together, in this study case, in English: they talk more; share their ideas; learn from each other; are more involved; feel more secure and less anxious; use English in a meaningful, realistic way; enjoy using English to communicate. However in large classes, Jones (2007), argues; the students may feel nervous, embarrassed, or shy of tongue-tied, speak in their native language rather than in English, not enjoy working together. In a crowded classroom, the teacher may not even be able to reach some students as he or she circulates. . A lot of students may talk loudly and make a lot of noise.

In the SCL approach the seating position of students is not static as that of teacher-centered lecture method. It is rather flexible; it may be circular, u-shaped, leaner-face-to-face, based on the contents and strategies of the lesson. According to Jones (2007) in the perfect classroom, students would have swivel chairs on wheels, so that they could quickly and comfortably change position to face each other for pair work, turn around the other way to form a different pair, and turn around to face the teacher whenever necessary, or move into a full circle for a whole-class discussion. But, in Ethiopian context, including Ginnir preparatory school, most classrooms have furniture that is not easily moveable; so that students have to sit in rows in a lecture room, with seats facing the front. However the problem is not only that, even if we cannot move the furniture, the students can move, but in the overcrowded number of students in the classroom application of this is unthinkable. In summary, the repertoire of effective teaching practices for overcrowded classes is often described as limited. That is, the methods that teachers can use in a large classroom are not as plentiful as those available to teachers in small classes. There is some truth in this statement; in small classes, teachers are able to practice a variety of methods, such as learning centers, higher order questioning, and other active-learning approaches. Furthermore, teachers are more likely to provide individualized attention in small classes (Wilson, 2006). Teaching in large classes [especially in student-centered approach], however, tends not to be a topic covered in most schools. The result is that teachers are left unprepared for the unique challenges faced in the large classroom. In accordance with these arguments, researches conducted on learning outcomes in large classes reveal that while learning can occur in such settings, the quality and quantity of teaching and learning tends to be much lower in comparison to their peers in smaller classes. There are a number of challenges that emerge within large classrooms that can negatively impact teaching and learning. Facing large classes, teachers find it difficult to differentiate their

instructional methods, that is, supply to the needs of individual students. The complete number of students, each with different needs, makes such personalization difficult.

Furthermore, within such crowds of students, teachers tend to require more time for classroom management at the expense of implementing student- learning approach. (Benbow J. et al. 2007). Hence, in order to implement the student centered learning approach effectively; the impacts of large class size should be taken in to consideration. Large class size probably impacts the teaching-learning process in different magnitudes such as on teaching methods and approaches; students' achievement, performance and competences. Nevertheless, too many researches were conducted focusing on the impact of large class size on students' achievement and a few on their performances. However, as far as the researcher knows, none or few researches were conducted on its impacts on teaching methods and approaches. Thus, this study was endeavored specifically on investigating the impacts of large class size on students' learning.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter presents an overview of the research methodology. It incorporates research design, selection and description of the participants, research setting, instruments that were used for the data collection, and data analysis.

3.1. Research Design

In this study, both the quantitative and qualitative research approaches were employed. Descriptive survey method which combines both approaches was used in conducting the study. Descriptive research helps researchers to identify conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. Thus, since the aim of this study was to explore the existing effects of large class size on student-centered approach, the descriptive survey research was believed to be appropriate to this study.

3.2. Setting

Ginnir Preparatory School was selected to be the setting of this study for its familiarity to the researcher. Moreover, it is the school where the researcher has been working for more than ten years as a teacher and more familiar to the problem of the study. Ginnir Preparatory School is located 600 km to the south east of Addis Ababa the capital city of the country. It is located in Ginnir town; it was established as a senior secondary school in 1970 GC and reformed as preparatory school in 2002 GC.

3.3. Sampling Techniques

In order to get sample of the study, purposive sampling is used. The samples were selected purposively based on their class sizes, this means Grade 11A (20 students) with the least class – size (small class-size) and Grade 11D (60 students) the highest class size (large class-size) of Ginnir preparatory school in 2017 are the samples of the study.

3.4. Participants of the Study

Participants of this study were grade 11A and 11D students of Ginnir preparatory school in 2017. The researcher believed and used that conducting the Quasi experiment on these two opposite extreme class – size sections could give concrete evidence and reliable information for the credibility of the research findings. In the following table, the detail information about the students in the two selected sections who had participated in the study is given.

Table 2: Participants of the study

Participants	Detail information				Sampling Method
Sampled Students	Grade Level	Male	Female	Total	Purposively
Large class students	11D	46	14	60	
Small class students	11A	13	7	20	

3.5 Data Gathering Instruments

In order to achieve both the general and specific objectives of the study two instruments were used to assess the effects of large class size that impede the practicability of the student centered leaning approach. These were pre and post tests and classroom observation.

3.5.1 Grammar tests

In order to assess the language from understanding level of the students' grammar tests were given during the pre and post intervention sessions.

3.5.2. Speaking skills test

Speaking skills tests were given during pre and post intervention sessions in order to evaluate the communicative skill improvement level of the students.

3.5.3. Reading skills test

The students were given reading skills test during the pre and post intervention sessions in order to evaluate how far they could comprehend the written texts.

3.5.4 Writing skills test

Two writing skills were given during the pre and post intervention sessions to evaluate how far could the students express their ideas through writing.

3.5.5 Class room observation

Class room observation was held by the researcher during the actual, intervention session in order to assess the four language skills performances of the students and the general physical environment of the class room.

In order to achieve both the general and specific objectives, of study, the results of different evaluation methods held by pre and post tests and the results of classroom observation were used to assess the effects of large class- size on the implementation of student centered learning approach.

3.6 Methods of Data Analysis

In order to analyze the data collected through the pre and post tests descriptive analysis such as frequency and mean analysis were employed Data collected through pre and post tests were analyzed quantitatively. Whereas, data collected through classroom observation was analyzed qualitatively.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

In this chapter, the research findings of the study are analyzed. As designated at the very beginning, the main purpose of this study was to investigate impacts of large class size on the practicability of SCL approach in the English Language classrooms. Accordingly, the data gathered through pre and post tests and classroom observation were analyzed concurrently. The analysis and discussions were employed by integrating the results obtained from the pre and post tests and classroom observation. Both the quantitative and qualitative approaches were given an equal weight in the relevance of the results and in judging the quality of the research. (Flich, 1992).

4.1 The analysis of pre and post test results of large and small class size -students

Table 3 The pre-and post- Grammar test results of the large and small class -size students.

Pre-and post-Grammar test results of Large class-size students					
Large class size students					
S.N	Sex	Age	Pre-Grammar test	Post Grammar test	Difference
			50%	50%	
L1	F	18	42	44	+2
L 2	F	18	45	47	+2
L 3	M	19	27	28	+1
L 4	M	19	47	50	+3
L 5	M	19	44	45	+1
L 6	M	20	43	45	+2
L 7	M	17	44	45	+1
L 8	F	18	27	28	+1
L 9	M	19	47	50	+3
L 10	F	20	28	29	+1
L 11	F	19	44	46	+2
L 12	M	19	44	47	+3
L 13	M	19	43	44	+1
L 14	M	18	33	34	+1
L 15	M	18	47	48	+1
L 16	F	19	44	47	+3
L 17	F	20	44	45	+1
L 18	M	17	28	29	+1
L 19	M	19	27	28	+1
L 20	M	18	44	46	+2
L21	M	20	43	44	+1
L 22	M	20	43	43	+0
L 23	M	19	39	40	+1
L 24	F	18	41	43	+2
L 25	M	19	42	45	+3

Pre and post Grammar test results of small class-size students					
Small class size students					
S.N	Sex	Age	Pre-Grammar test	Post Grammar test	Difference
			50%	50%	
S1	F	19	42	49	+7
S 2	F	17	41	49	+8
S 3	M	20	47	50	+3
S 4	M	18	46	50	+4
S 5	M	19	24	32	+8
S 6	M	17	41	49	+8
S 7	F	18	24	32	+8
S 8	F	18	44	50	+6
S 9	M	18	45	49	+4
S 10	M	19	24	31	+7
S 11	M	19	23	32	+9
S 12	F	19	43	48	+5
S 13	M	17	45	50	+5
S 14	M	19	40	49	+9
S 15	M	18	41	48	+7
S 16	M	18	48	50	+2
S 17	F	19	45	50	+5
S 18	M	20	24	32	+8
S 19	F	19	44	50	+6
S 20	M	18	24	35	+11
		755/20		885/20	130/20
		37.75		44.25	=6.5

L 26	F	17	43	44	+1
L 27	F	17	45	46	+1
L 28	M	18	42	43	+1
L 29	M	18	44	45	+1
L 30	F	18	40	43	+3
L 31	M	19	45	47	+2
L 32	M	18	27	29	+2
L 33	M	18	45	46	+1
L 34	M	20	27	28	+1
L 35	M	19	43	44	+1
L 36	M	18	27	29	+2
L 37	M	17	26	28	+2
L 38	M	19	23	26	+3
L 39	M	20	26	28	+2
L 40	M	18	42	43	+1
L 41	M	17	44	45	+1
L 42	M	18	27	30	+3
L 43	M	19	25	27	+2
L 44	M	18	33	36	+3
L 45	M	19	27	28	+1
L 46	M	19	41	42	+1
L 47	F	20	44	45	+1
L 48	F	19	31	34	+3
L 49	M	18	40	42	+2
L 50	M	18	27	28	+1
L 51	M	18	27	29	+2
L 52	F	19	43	46	+3
L 53	F	19	36	37	+1
L 54	F	17	26	28	+2
L 55	M	20	44	46	+2
L 56	M	18	42	43	+1
L 57	M	18	46	47	+1
L 58	M	18	27	28	+1
L 59	M	19	33	35	+2
L 60	M	18	43	46	+3
		To tal	2251/6 0	2351/ 60	100/6 0
		M ea n	=37.52	=39.1 8	1.66

As we can see from table 3 above, 59 students (98.33%) scored above twenty-five, and 1 students (1.66%) scored below twenty-five, during the pre-Grammar test session and, 60 students (100%) scored above twenty –five and no one scored below twenty-five during the post Grammar test session out of 60-students from the large class-size for the test given out of fifty. The total average of the pre and post Grammar test results of the whole large class-size students are 37.52 and 39.18 respectively. And the overall average of the pre and post Grammar test result of the Large class-size students was 76.7 and the average difference between the pre-and post Grammar test results of the large class size students is 1.66% but 14 students (70%) scored above twenty-five and 6 students (30%) scored below twenty-five

during the pre-Grammar test 20 Students (100%) scored above twenty-five and no one scored below twenty-five during the post Grammar test session out of 20 students from the small class-size for the test given out of fifty. The total average of the pre and post Grammar test result of the small class-size students were 37.75 and 40.85 respectively. And the overall average pre and post Grammar test result of the small class-size students was 78.6 and the average difference between the pre-and the post Grammar test results of the Small class-size students was 3.1%. The average difference between the pre and post Grammar test results of the large and the small class-size students is 1.9%. Then what we can understand from this is that the pre-Grammar test results of both the large-class-size and the small class-size students were very alike, because the only difference between them was (0.23%). But the post Grammar test results of the large and the Small class-size students' have much difference, it is (5.07%). Therefore, this shows that the small class-size is more comfortable for the implementation of student-centered learning approach implementation.

Table 4 the analysis of pre and post Speaking skills test results of the Large class-size and Small class-size students.

Pre-and post-speaking skills test results of Large class-size students					
Large class size students					
S.N	Sex	Age	Pre-Speak ing skills test	Post Speaki ng skills test	Differen ce
			50%	50%	
L1	F	18	43	45	+2
L 2	F	18	41	44	+3
L 3	M	19	42	44	+2
L 4	M	19	24	26	+2
L 5	M	19	42	43	+1
L 6	M	20	43	44	+1
L 7	M	17	26	29	+3
L 8	F	18	24	25	+1
L 9	M	19	42	42	+0
L 10	F	20	25	26	+1
L 11	F	19	49	49	+0
L 12	M	19	45	46	+1
L 13	M	19	42	45	+3
L 14	M	18	26	28	+2
L 15	M	18	24	26	+2
L 16	F	19	44	44	+0
L 17	F	20	24	26	+2
L 18	M	17	23	25	+2
L 19	M	19	26	28	+2
L 20	M	18	44	45	+1
L21	M	20	42	44	+2

Per and post Speaking skills test results of small class-size students					
Small Class size students					
S.N	Sex	Age	Pre-Speak ing skills test	Post speaking skills test	Differen ce
			50%	50%	
S1	F	19	40	43	+3
S 2	F	17	40	43	+3
S 3	M	20	45	50	+5
S 4	M	18	45	49	+4
S 5	M	19	23	27	+4
S 6	M	17	43	46	+3
S 7	F	18	23	27	+4
S 8	F	18	46	49	+3
S 9	M	18	47	49	+2
S 10	M	19	24	28	+4
S 11	M	19	24	27	+3
S 12	F	19	23	27	+4
S 13	M	19	41	45	+4
S 14	M	19	40	43	+3
S 15	M	18	44	47	+3
S 16	M	18	44	50	+6
S 17	F	19	43	47	+4
S 18	M	20	24	29	+5
S 19	F	19	45	48	+3
S 20	M	18	24	29	+5
Total		728/20		8003/20	75/20

L 22	M	20	43	43	+0	Mean	=36.4	=40.15	= 3.75
L 23	M	19	44	45	+1				
L 24	F	18	45	45	+0				
L 25	M	19	43	45	+2				
L 26	F	17	22	24	+2				
L 27	F	17	23	24	+2				
L 28	M	18	45	46	+1				
L 29	M	18	43	43	+0				
L 30	F	18	25	25	+0				
L 31	M	19	26	27	+1				
L 32	M	18	24	25	+1				
L 33	M	18	47	47	+0				
L 34	M	20	42	41	-1				
L 35	M	19	23	24	+1				
L 36	M	18	26	27	+1				
L 37	M	17	45	44	-1				
L 38	M	19	26	26	+0				
L 39	M	20	42	43	+1				
L 40	M	18	40	42	+2				
L 41	M	17	41	42	+2				
L 42	M	18	44	44	+0				
L 43	M	19	42	42	+0				
L 44	M	18	23	25	+2				
L 45	M	19	42	43	+1				
L 46	M	19	41	41	+0				
L 47	F	20	25	27	+2				
L 48	F	19	41	44	+3				
L 49	M	18	42	43	+1				
L 50	M	18	40	41	+1				
L 51	M	18	42	45	+3				
L 52	F	19	25	27	+2				
L 53	F	19	44	44	+0				
L 54	F	17	39	40	+1				
L 55	M	20	25	28	+3				
L 56	M	18	41	42	+1				
L 57	M	18	42	42	+0				
L 58	M	18	43	44	+1				
L 59	M	19	40	43	+2				
L 60	M	18	42	44	+2				
			21806 0	2251/6 0	75/60				
			=36.3 3	=37.52	= 1.25				

As it is indicated in table 4 above, 50 students (83.33%) scored above twenty-five, and 10 Students (16.67%) scored below twenty five out of fifty during the pre-speaking skills test. 57 students (95%) scored above twenty-five and 3 students (5%) scored below twenty-five out of fifty during the post speaking skills test. The average results of pre and post speaking skills test of the Large class-size Students were 36.33 and 37.52 respectively. The average difference between the pre and post speaking skills test results of

the large class size students is 1.19%. The overall average of the pre-and post-speaking skills test result of the large class-size students was 73.85.

But 13 students (65%) Scored above twenty-five and 7 students(35%) scored below twenty-five out of fifty during the pre- Speaking skills test and 20 students (100%) scored above twenty-five, and no one scored below twenty-five out of fifty during the post speaking skills test session from 20 students of the small class-size students.

The total average of the pre- and post-speaking skills test result of the whole small class-size students were 36.4 and 40.15 respectively, and the overall average of the pre-and post speaking skills test result of the small class-size students was 76.55 and the average difference between the pre and the post speaking skills test result of the small class-size Students was 3.75. The average difference between the pre and post speaking skills test results of the large and the small class size students were 0.07 and 2.63 respectively, the difference between the overall average results of the pre and post speaking skills test results of the large and small class size students is 2.7%

Therefore, what we can easily understand from this is that, both the large class-size and the small class size students have almost similar achievement during pre-speaking skills, because the average difference between the two class sizes during the pre-speaking skills test was only 0.07%. But, the small class-size students' achieved much better than the large class-size students during the post speaking skills test. The post speaking skills test result of the small class-size students was 2.63% greater than that of the large class-size, and the average difference of the speaking skills test results of the small class-size students exceeds the Large class-size students' results by 2.7%. Therefore, this shows that, student-centered learning approach better functions in Small class-sizes.

Table 5 : The analysis of Pre-and post-Reading skills test results of the Large and Small class-size students

Pre-and post-reading skills test results of Large class-size students 1						Per and post reading skills test results of Small class-size students					
Large class size students						Small class size students					
S.N	Sex	Age	Pre-Reading skills test	Post Reading skills test	Difference	S.N	Sex	Age	Pre-Reading skills test	Post Reading skills test	Difference
			50%	50%					50%	50%	
L1	F	18	41	42	+1	S1	F	19	43	49	+6
L 2	F	18	45	47	+2	S 2	F	17	42	46	+4
L 3	M	19	26	27	+1	S 3	M	20	44	50	+6
L 4	M	19	26	29	+3	S 4	M	18	45	49	+4
L 5	M	19	45	48	+3	S 5	M	19	40	45	+5
L 6	M	20	39	42	+3	S 6	M	17	44	47	+3
L 7	M	17	41	44	+3	S 7	F	18	24	28	+4
L 8	F	18	43	46	+3	S 8	F	18	45	48	+4
L 9	M	19	42	45	+3	S 9	M	18	45	48	+3
L 10	F	20	41	43	+2	S 10	M	19	23	28	+5
L 11	F	19	49	50	+1	S 11	M	19	23	27	+4
L 12	M	19	47	50	+3	S 12	F	19	44	46	+2
L 13	M	19	42	43	+1	S 13	M	19	44	47	+3
L 14	M	18	26	29	+3	S 14	M	19	43	47	+4
L 15	M	18	43	45	+2	S 15	M	18	42	45	+3
L 16	F	19	26	29	+3	S 16	M	18	45	50	+5
L 17	F	20	43	47	+4	S 17	F	19	43	48	+5
L 18	M	17	48	50	+2	S 18	M	20	24	28	+4
L 19	M	19	42	45	+3	S 19	F	19	47	50	+3
L 20	M	18	43	46	+3	S 20	M	18	24	29	+5
L21	M	20	45	48	+3	Total		774/20		855/20	82/20
L 22	M	20	43	45	+2	Mean		=38.7		=42.75	=4.1
L 23	M	19	48	49	+1						
L 24	M	18	41	44	+3						
L 25	M	19	47	50	+3						
L 26	F	17	43	46	+3						
L 27	M	17	23	27	+4						
L 28	F	18	41	44	+3						
L 29	F	18	47	50	+1						
L 30	M	18	25	28	+3						
L 31	M	19	42	47	+5						
L 32	F	18	43	46	+3						
L 33	M	18	49	50	+1						
L 34	M	20	44	47	+3						
L 35	M	19	45	48	+3						
L 36	M	18	44	47	+3						

L 37	M	17	40	43	+3
L 38	M	19	43	47	+4
L 39	M	20	42	46	+4
L 40	M	18	41	44	+2
L 41	M	17	45	46	+3
L 42	M	18	42	45	+2
L 43	M	19	23	26	+3
L 44	M	18	24	27	+3
L 45	M	19	24	26	+2
L 46	M	19	40	42	+2
L 47	F	20	25	26	+1
L 48	F	19	24	27	+3
L 49	M	18	43	45	+2
L 50	M	18	24	27	+3
L 51	M	18	42	45	+3
L 52	F	19	24	26	+2
L 53	F	19	43	45	+2
L 54	F	17	39	42	+3
L 55	M	20	22	25	+3
L 56	M	18	25	28	+3
L 57	M	18	46	49	+3
L 58	M	18	23	26	+3
L 59	M	19	40	43	+3
L 60	M	18	39	41	+2
			2292/60	2451/60	159/60
			38.2	40.85	=2.65

One can infer from table 5 above that 51 students (85%) scored above-twenty –five and 9 students (15%) scored below twenty – five out of fifty during the pre-Reading skills test and 60 students (100%) and no one scored below twenty-five out of fifty during the post Reading skills test from the Large class-size students. The total average of the pre-and the post Reading skills test results of the large class size students were 38.2 and 40.85 respectively and the overall average of the pre and the post Reading skills test results of the Large class-size students was 79.05 and the average difference between the pre-and the post Reading skills test results of the large class-size students was 2.65%.

But 15 students (75%) scored above twenty five and 5 students (25%) scored below twenty-five out of fifty-during the pre-Reading skills tests from the small class-size students, and 20 (100%) students scored above twenty five and no one scored below twenty-five during the post Reading skills test from the small class-size students.

The total average of the pre-and the post Reading skills test results of the small class size students were 38.7 and 42.75 and the overall average of the pre-and the post Reading skills

test result of the small class-size students was 81.45 and the average difference between the pre and the post Reading skills test results of the small Class-size students was 4.05%. As we can clearly see from the table 5 above there was not much difference between the pre Reading skills test results of the small and the large class-size students that is 0.5% .But, the post Reading skills test results show much difference between the small and the large class-size students. Small class-size students achieved 1.9% above the Large class-size students.

Besides, the average difference between the pre-and the post Reading skills test results of the small class- size students is greater than that of the large class-size students by 2.4%. Then this again shows that the student centered learning approach better works in smaller class-sizes.

Table 6 The analysis of pre-and post-Writing Skills test results of Large and Small class-size students

Pre-and post-writing skills test results of Large class-size students					
Large class size students					
S.N	Sex	Age	Pre-writing skills test	Post writing skills test	Difference
			50%	50%	
L1	F	18	42	45	+3
L 2	F	18	28	31	+3
L 3	M	19	40	43	+3
L 4	M	19	45	49	+4
L 5	M	19	41	44	+3
L 6	M	20	27	30	+3
L 7	M	17	37	41	+4
L 8	F	18	42	46	+4
L 9	M	19	27	30	+3
L 10	F	20	44	46	+2
L 11	F	19	40	43	+3
L 12	M	19	26	29	+3
L 13	M	19	39	42	+3
L 14	M	18	25	30	+5
L 15	M	18	27	30	+1
L 16	F	19	38	41	+3
L 17	F	20	26	30	+4
L 18	M	17	40	44	+4
L 19	M	19	28	32	+4
L 20	M	18	43	47	+4
L21	M	20	38	43	+5
L 22	M	20	39	42	+3
L 23	M	19	28	31	+3
L 24	F	18	37	40	+3
L 25	M	19	42	45	+3

Per and post writing skills results of Small class-size students					
Small class size students					
S.N	Sex	Age	Pre writing skills test	Post writing skills test i	Difference
			50%	50%	
E1	F	19	24	30	+6
E2	F	17	41	43	+2
E3	M	20	48	50	+2
E4	M	18	45	47	+2
E5	M	19	24	29	+5
E6	M	17	41	47	+6
E7	F	18	23	28	+5
E8	F	18	36	40	+4
E9	M	18	24	27	+3
E10	M	19	24	27	+3
E11	M	19	24	28	+4
E12	F	19	43	45	+2
E13	M	19	44	46s	+2
E14	M	19	42	46	+4
E15	M	18	24	26	+2
E16	M	18	46	48	+2
E17	F	19	44	49	+5
E18	M	20	35	37	+2
E19	F	19	45	49	+4
E20	M	18 23	24		+3
Total			700/20		68/20
Mean			=35		=3.4

L 26	F	17	44	48	+4	
L 27	F	17	34	39	+5	
L 28	M	18	36	39	+3	
L 29	M	18	27	31	+4	
L 30	F	18	25	30	+5	
L 31	M	19	26	30	+4	
L 32	F	18	41	45	+4	
L 33	M	18	44	47	+3	
L 34	M	20	28	31	+3	
L 35	M	19	30	36	+6	
L 36	M	18	26	30	+4	
L 37	M	17	38	41	+3	
L 38	M	19	27	30	+3	
L 39	M	20	27	31	+4	
L 40	M	18	36	39	+3	
L 41	M	17	43	46	+3	
L 42	M	18	27	30	+3	
L 43	M	19	33	36	+3	
L 44	M	18	27	31	+4	
L 45	F	19	28	31	+3	
L 46	M	19	42	45	+3	
L 47	F	20	26	29	+3	
L 48	F	19	41	44	+3	
L 49	M	18	26	30	+4	
L 50	M	18	32	35	+3	
L 51	M	18	38	40	+2	
L 52	F	19	28	30	+2	
L 53	F	19	40	41	+1	
L 54	F	17	37	39	+2	
L 55	M	20	28	29	+1	
L 56	M	18	29	32	+3	
L 57	M	18	46	48	+2	
L 58	M	18	39	41	+2	
L 59	M	19	28	30	+2	
L 60	M	18	44	45	+1	
Total			2059/60	2253/60	193/60	
Mean			=34.31	=37.55	=3.22	

As it is clearly indicated in table 6 above, 60 students (100%) scored above twenty-five out of fifty during the pre-writing skills test from the large class size students. The total average of the pre writing skills test result of the large class size students is 34.31, and again 60 (100%) scored above twenty five out of fifty during the post writing skills test from the large class size and the total average of the post writing skills test result of the large class size students was 37.55 and the difference between the pre and the post writing skills test result of the large class size students is 3.24% and the overall average of the pre and post writing skills test results of the large class size students was 71.86 . But 12 students (60%) scored above twenty five and 8 students (40%) scored below twenty five out of fifty during the pre-writing skills test, 19 students (95%) scored above twenty-five and 1 student (5%) scored below-twenty five-out of fifty during the post writing skills test from the small class-size students. The average mark result of the pre and the post writing skills test results of the small class-class-size students were 35 and 38.3 respectively. And the average difference between the pre and the post writing skills test results of the small class size students is 3.3% and overall average of the pre and the post writing skills test result of the small class-size students was 73.3 and the average difference between the pre and the post writing skills test results of the small class-size students is 1.44%.

What we can understand from the above data is that the average result difference between the small and the large class size students is much wider during the post writing skills test. The average difference between the pre and the post writing skills test result of the small class-size students' exceeds the large Class-size students' results by 1.44 %. Therefore, what this shows us is that small class size is more comfortable for the implementation of student centered learning approach.

Table 7 The analysis of the overall pre-test results of large class size students.

No	Sex	Age	Grammar	Speaking	Reading	Writing	Sum	Average
			50%	50%	50%	50%		
L ₁	F	18	42	43	41	42	168	42
L ₂	F	18	45	41	45	28	159	39.75
L ₃	M`	19	27	42	26	40	135	33.75
L ₄	M	19	47	24	26	45	142	35.5
L ₅	M	19	44	42	45	41	172	43
L ₆	M	20	43	43	39	27	152	38
L ₇	M	17	44	26	41	37	148	37
L ₈	F	18	27	24	43	42	136	34
L ₉	M	19	47	42	42	27	158	39.5
L ₁₀	F	20	28	25	41	44	138	34.5
L ₁₁	F	19	44	49	49	40	182	45.5
L ₁₂	M	19	44	45	47	26	162	40.5
L ₁₃	M	19	43	42	42	39	166	41.5
L ₁₄	M	18	33	26	26	25	110	27.5
L ₁₅	M	18	47	24	43	27	141	35.25
L ₁₆	F	19	44	44	26	38	152	38
L ₁₇	F	20	44	24	43	26	137	34.25
L ₁₈	M	17	28	23	48	40	139	34.75
L ₁₉	M	19	27	26	42	28	123	30.75
L ₂₀	M	18	44	44	43	43	174	43.5
L ₂₁	M	20	43	42	45	38	168	42
L ₂₂	M	20	43	43	43	39	168	42
L ₂₃	M	19	39	44	48	28	159	39.75
L ₂₄	F	18	41	45	41	27	154	38.5
L ₂₅	M	19	42	43	47	42	174	43.5
L ₂₆	F	17	43	22	43	44	152	38
L ₂₇	F	17	45	23	23	34	125	31.25
L ₂₈	M	18	42	45	41	36	164	41
L ₂₉	M	18	44	43	47	27	161	40.25
L ₃₀	F	18	40	25	25	25	115	28.75

	Sex	Age	Grammar	Speaking	Reading	Writing	Sum	Average
			50%	50%	50%	50%		
L ₃₁	M	19	45	26	42	26	139	34.75
L ₃₂	F	18	27	24	43	41	135	33.75
L ₃₃	M	18	45	47	49	44	185	46.25
L ₃₄	M	20	27	42	44	28	141	35.25
L ₃₅	M	19	43	23	45	30	141	35.25
L ₃₆	M	18	27	26	44	26	123	30.75
L ₃₇	M	17	26	45	40	38	149	37.25
L ₃₈	M	19	23	26	43	27	119	29.75
L ₃₉	M	20	26	42	42	27	137	34.25
L ₄₀	M	18	42	40	41	36	159	39.75
L ₄₁	M	17	44	41	46	43	174	43.5
L ₄₂	M	18	27	44	42	27	140	35
L ₄₃	M	19	25	42	23	33	123	30.75
L ₄₄	M	18	33	23	24	27	107	26.75
L ₄₅	F	19	27	42	24	28	121	30.25
L ₄₆	M	19	41	41	40	42	164	40
L ₄₇	F	20	44	25	25	26	120	30
L ₄₈	F	19	31	41	24	41	137	34.25
L ₄₉	M	18	40	42	43	26	151	37.75
L ₅₀	M	18	27	40	24	32	123	30.75
L ₅₁	M	18	27	42	42	38	149	37.25
L ₅₂	F	19	43	25	24	28	120	30
L ₅₃	F	19	36	44	43	40	163	40.75
L ₅₄	F	17	26	39	39	37	141	35.25
L ₅₅	M	20	44	25	22	28	119	29.75
L ₅₆	M	18	42	41	25	29	137	34.25
L ₅₇	M	18	46	42	46	46	180	45
L ₅₈	M	18	27	43	23	39	132	33
L ₅₉	M	19	33	40	40	28	141	35.25
L ₆₀	M	18	43	42	39	44	168	42
			2251	2180	2292	2059	8782	73.18
			37.51	36.33	38.2	34.31	146.35	73.18

The explanation of the overall pretest results of large class size students is as follows

$$\frac{\sum M}{\sum N} \times 100$$

M= students' mark \

N= students' number

Therefore, the average achievement of the overall pretest results of large class size students =

$$\frac{\sum M}{\sum N} \times 100$$

$$\frac{8782}{120}$$

$$= 73.18$$

Table 8 the analysis of overall Post- test results of large class size students

No	Sex	Age	Grammar	Speaking	Reading	Writing	Sum	Average
			50%	50%	50%	50%		
L ₁	F	18	44	45	42	45	176	44
L ₂	F	18	47	44	47	31	169	42.25
L ₃	M	19	28	44	27	43	142	35.5
L ₄	M	19	50	26	29	49	154	38.5
L ₅	M	19	45	43	48	44	180	45
L ₆	M	20	45	44	42	30	161	40.25
L ₇	M	17	45	29	44	41	159	39.75
L ₈	F	18	28	25	46	46	145	36.25
L ₉	M	19	50	42	45	30	167	41.75
L ₁₀	F	20	29	26	43	46	144	36
L ₁₁	F	19	46	49	51	43	189	42.25
L ₁₂	M	19	47	46	49	29	171	42.75
L ₁₃	M	19	44	45	43	42	174	43.5
L ₁₄	M	18	34	28	29	30	121	30.25
L ₁₅	M	18	48	26	45	30	149	37.25
L ₁₆	F	19	47	44	29	41	161	40.25
L ₁₇	F	20	45	26	47	30	148	37
L ₁₈	M	17	29	25	50	44	148	37

L ₁₉	M	19	28	28	45	32	133	33.25
L ₂₀	M	12	46	45	46	47	184	46
L ₂₁	M	20	44	44	48	43	179	44.75
L ₂₂	M	20	43	43	45	42	173	43.25
L ₂₃	M	19	40	45	49	31	165	41.25
L ₂₄	F	18	43	45	44	40	172	43
L ₂₅	M	19	45	45	51	45	186	46.5
L ₂₆	F	17	44	24	46	48	162	40.5
L ₂₇	F	17	46	24	27	39	136	34
L ₂₈	M	18	43	46	44	39	172	43
L ₂₉	M	18	45	43	50	31	169	42.25
L ₃₀	F	18	43	25	27	30	125	31.25
L ₃₁	M	19	47	27	47	30	151	37.75
L ₃₂	F	18	29	25	46	45	145	36.25
L ₃₃	M	18	46	47	52	47	192	48
L ₃₄	M	20	28	41	47	31	147	36.75
L ₃₅	M	19	44	24	48	36	152	38
L ₃₆	M	18	29	27	47	30	133	33.25
L ₃₇	M	17	28	44	43	41	156	39
L ₃₈	M	19	26	26	47	30	129	32.25
L ₃₉	M	20	28	43	46	31	148	37
L ₄₀	M	18	43	42	44	39	168	42
L ₄₁	M	14	45	42	48	46	181	45.25
L ₄₂	M	18	30	44	43	30	147	36.75
L ₄₃	M	19	27	42	26	36	131	32.75
L ₄₄	M	18	36	25	27	31	119	29.75
L ₄₅	F	19	28	43	26	31	128	32
L ₄₆	M	19	42	41	42	45	170	42.5
L ₄₇	F	20	45	27	26	29	127	31.75
L ₄₈	F	19	34	44	27	44	149	37.25
L ₄₉	M	18	42	43	45	30	160	40
L ₅₀	M	18	28	41	27	35	131	32.75
L ₅₁	M	18	29	45	45	40	159	39.75
L ₅₂	F	19	46	27	26	30	129	32.25
L ₅₃	F	19	37	44	45	41	167	41.75
L ₅₄	F	17	28	40	42	39	149	37.25
L ₅₅	M	20	46	28	25	29	128	32
L ₅₆	M	18	43	42	28	32	145	36.25

L ₅₇	M	18	47	42	49	48	186	46.5
L ₅₈	M	18	28	44	26	41	139	34.75
L ₅₉	M	19	35	43	43	30	151	37.75
L ₆₀	M	18	46	44	41	45	176	44
Total			2351	2251	2451	2253	9306	77.55
			39.18	37.52	40.85	37.55	155.1	77.55

The explanation of the overall post test results of large class size students is as follows:

$$\frac{\sum M}{\sum N} \times 100$$

M= students' mark

N= students' number

Therefore, the average achievement overall post test results of large class – size students=

$$\frac{\sum M}{\sum N} \times 100$$

$$= \frac{9306}{120}$$

$$= 77.55$$

Therefore the difference between overall pre and post test results of the large class – size students was (73.18 – 77.55 = 4.37%) and the difference between overall pre and post test results of the small class – size students is (82.7 – 73.9 = 8.8%)

In another way the difference between overall pre – test results of the large class – size students and the small class size students (73.93 – 73.18 = 0.75%) and the difference between overall post – test result of the large class size students and the small class size student is (82.73 – 77.55 = 5.23%). The achievement of the small class – size students is by far better than the large class size students.

The analysis of pre- test results of the small class-size students.

Table 9 The analysis of overall pre-test results of the small class-size students.

			Grammar	Speaking	Reading	Writing	Sum	Average
SN	Sex	Age	50%	50%	50%	50%		
S1	F	19	42	40	43	24	149	37.25
S2	F	17	41	40	42	41	164	41
S3	M	20	47	45	44	48	184	46
S4	M	18	46	45	45	45	181	45.25
S5	M	19	24	23	40	24	111	27.75
S6	M	17	41	43	44	41	169	42.25
S7	F	18	24	23	24	23	94	23.5
S8	F	18	44	46	45	36	171	42.75
S9	M	18	45	47	45	24	160	40
S10	M	19	24	24	23	24	95	23.75
S11	M	19	23	24	23	24	94	23.5
S12	F	19	43	23	44	43	153	38.25
S13	M	17	45	41	44	44	174	43.5
S14	M	19	40	40	43	42	165	41.25
S15	M	18	41	44	42	24	151	37.75
S16	M	18	48	44	45	46	183	45.75
S17	F	19	45	43	43	44	175	43.75
S18	M	20	24	24	24	35	107	26.75
S19	F	19	44	45	47	45	1181	45.25
S20	M	18	24	24	24	23	95	23.75
			755	728	774	700	2957	73.93
			37.75	36.4	38.7	35	147.85	73.93

The explanation of overall pre- test results of the small class-size students is as follows

$$=\frac{\sum M}{\sum N} \times 100$$

$$\sum N$$

M=students Mark

N= students Number

Then, the average achievement of overall the pre -test results of the small class-size Students=

$$=\frac{\sum M}{\sum N} \times 100$$

$$\sum N$$

$$= \frac{2957}{40}$$

$$40$$

$$=73.93$$

Table 10 The analysis of overall post- test results of the small class-size students.

			Grammar	Speaking	Reading	Writing	Sum	Average
SN	Sex	Age	100%	100%	100%	100%		
S1	F	19	49	43	49	30	171	42.75
S2	F	17	49	43	46	43	181	45.25
S3	M	20	50	50	50	50	200	50
S4	M	18	50	49	49	47	195	48.75
S5	M	19	32	27	45	29	133	33.25
S6	M	17	49	46	47	47	189	47.25
S7	F	18	32	27	28	28	115	28.75
S8	F	18	50	49	48	40	187	46.75
S9	M	18	49	49	48	27	173	43.25
S10	M	19	31	28	28	27	114	28.5
S11	M	19	32	27	27	28	114	28.5
S12	F	19	48	27	46	45	166	41.5
S13	M	17	50	45	47	46	188	47
S14	M	19	49	43	47	46	185	46.25

S15	M	18	48	47	45	26	166	41.5
S16	M	18	50	50	50	48	198	49.5
S17	F	19	50	47	48	49	194	48.5
S18	M	20	32	29	28	37	126	31.5
S19	F	19	50	48	50	49	197	49.25
S20	M	18	35	29	29	24	117	29.25
			885	803	855	766	3309	82.73
			44.25	40.15	42.75	38.3	165.45	82.73

The explanation of overall pre- test results of the small class-size students is as follows

$$= \frac{\sum M}{\sum N} \times 100$$

M=students Mark

N= students Number

Then, the average achievement of overall post- test results of the small class-size Students=

$$\begin{aligned}
 &= \frac{\sum M}{\sum N} \times 100 \\
 &= \frac{3309}{40} \\
 &= 82.73
 \end{aligned}$$

Table 11The analysis of overall language achievement /performance of small class-size students.

S.N	Sex	Age	Grammar test	Speaking skills test	Reading skills test	Writing skills test	Sum	Average
			100%	100%	100%	100%		
S1	F	19	91	83	92	54	320	80
S2	F	17	90	83	88	84	345	86.25
S3	M	20	97	95	94	98	384	96
S4	M	18	96	94	94	92	376	94
S5	M	19	56	50	85	53	244	61
S6	M	17	90	89	91	88	358	89.5
S7	F	18	56	50	52	51	209	52.25
S8	F	18	94	95	93	76	358	89.5
S9	M	18	94	96	93	51	334	83.5
S10	M	19	55	52	51	51	209	52.25
S11	M	19	55	51	50	52	208	52
S12	F	19	91	50	90	88	319	79.75
S13	M	17	95	86	91	90	362	90.5
S14	M	19	89	83	90	88	350	87.5
S15	M	18	89	91	87	50	317	79.25
S16	M	18	98	94	95	94	381	95.25
S17	F	19	95	90	91	93	369	92.25
S18	M	20	56	53	52	72	233	58.25
S19	F	19	94	93	97	94	378	94.5
S20	M	18	59	53	53	47	212	53
			1640/20	1531/20	1629/20	1466/20	6266/80	78.33
			82	76.55	81.45	73.3	313.3	78.33

Table 12 The analysis of overall English language achievement/performance of Large Class-size students.

S.N	Sex	Age	Grammar test	Speaking skills test	Reading skills test	Writing skills test	Sum	Average
			100%	100%	100%	100%		
L1	F	18	86	88	83	87	344	86
L2	F	18	92	85	92	59	328	82
L3	M	19	55	86	53	83	277	69.25
L4	M	19	97	50	55	94	296	74
L5	M	19	89	85	93	85	352	88
L6	M	20	88	87	81	57	313	78.25
L7	M	17	89	55	85	78	307	76.75
L8	F	18	55	49	89	88	281	70.25
L9	M	19	97	84	87	57	325	81.25
L10	F	20	57	51	84	90	282	70.5
L11	F	19	90	98	100	83	371	92.75
L12	M	19	91	91	96	55	333	83.25
L13	M	19	87	87	85	81	340	85
L14	M	18	67	54	55	55	231	57.75
L15	M	18	95	50	88	57	290	72.5
L16	F	19	91	88	55	79	313	78.25
L17	F	20	89	50	90	56	285	71.25
L18	M	17	57	48	98	84	287	71.75
L19	M	19	57	54	87	60	256	64
L20	M	18	90	89	89	90	358	89.5
L21	M	20	87	86	93	81	347	86.75
L22	M	20	86	86	88	81	341	85.25
L23	M	19	79	89	97	59	224	81
L24	F	18	84	90	85	77	336	84
L25	M	19	87	88	96	87	358	89.5
L26	F	17	87	46	89	92	314	78.5
L27	F	17	91	47	50	73	261	65.25
L28	M	18	85	91	85	75	336	84
L29	M	18	89	86	97	58	330	82.5
L30	F	18	83	50	52	55	240	60
L31	M	19	92	53	89	56	290	72.5
L32	F	18	56	49	89	86	280	70
L33	M	18	91	94	59	91	335	83.75

L34	M	20	55	83	91	59	288	72
L35	M	19	87	47	93	66	293	73.25
L36	M	18	56	53	91	56	256	64
L37	M	17	54	89	83	79	305	76.25
L38	M	19	49	52	50	57	208	52
L39	M	20	54	85	88	58	285	71.25
L40	M	18	85	82	85	75	327	81.75
L41	M	17	89	83	94	89	355	88.75
L42	M	18	57	88	87	57	289	72.25
L43	M	17	52	84	49	69	254	63.5
L44	F	18	69	48	51	58	226	56.5
L45	M	19	55	85	50	59	249	62.25
L46	F	18	83	82	82	87	334	83.5
L47	F	20	89	52	51	55	247	61.75
L48	F	19	65	85	51	85	286	71.5
L49	M	18	82	85	88	56	311	77.75
L50	M	18	55	81	51	67	254	63.5
L51	F	18	56	87	87	78	308	77
L52	F	19	89	52	50	58	249	62.25
L53	F	19	73	88	88	81	330	82.5
L54	M	17	54	79	81	76	290	72.5
L55	M	20	90	53	47	57	247	61.75
L56	M	18	85	83	53	61	282	70.5
L57	M	18	93	84	95	94	366	91.5
L58	M	18	55	87	49	80	271	67.75
L59	M	19	68	83	83	58	292	73
L60	M	18	89	86	80	89	344	86
Total			4600/60	4431/60	4743/60	4312/60	18088/20	75.37
Average			=76.7	=73.85	=79.05	=71.87	=301.47	=75.37

The overall English language achievements of large class-size students

The average achievement of the overall English language performance of the large class size students= $\frac{73.18+77.55}{2}=75.37$. Therefore, the difference between the average achievement of the overall English language performance of the small class size students and the large class size students= $78.32-75.37=2.95\%$. This shows that the small class size students are by far better achievers in all tests which indicates that the implementation of student-centered learning approach better function in smaller class sizes.

4.2 Analysis of class – room observation

Classroom observation is an instrument used to collect information about what was going on during the actual teaching learning process. The participation level of students in student centered learning approach was examined during the class room observation. The researcher observed how far students involved in small group activities, pair work, individual activities, discussion, debating, role playing, journaling, reporting, interviewing, reading, writing, speaking acting, whole class discussions and etc., and class – room discipline, the physical environment of the class room as well as the class room set up and atmosphere. Besides, the researcher gave due attention to class room management and time management.

Therefore, what the researcher has seen during the class room observation which was held throughout the 18 weeks (five months from February – June 2017) is discussed as follows. The participation of the students in the student – centered learning approaches was very weak during the first two weeks of the treatment season. Managing the whole teaching learning processes and the students according to the guidelines and the ground rules of the student centered learning approach was very challenging for the researcher at the very beginnings organizing the students into small groups and arranging the seats and the desks accordingly was very difficult during the first two weeks of the treatment sessions. But the small class size students became familiar with the students centered learning approach better. Every activity was successfully accomplished and performed in the small class size beginning from the end of the second week up to the last week of the treatment session.

The small class size was divided into 4 small groups of five students. The researcher could easily manage to supervise and help the four groups during the actual teaching learning process. The representatives of the four small groups of the small class size were reflecting what they discussed in their group for the class in the behalf of their groups with in a period throughout 18 weeks of the treatment session. The round (turn) of the reflection covers the whole five students who are the member of a group. The class room participation of the small class size students became hotter and hotter

The researcher has easily identified the students who need more help and offered it on time in the small class size, class works, home works, assignment, group works and pair work were given immediate feedbacks in the small class size. The students were actively involved and participated in their group and pair works, and working co – operatively with in their group members and with others by discussing, sharing ideas and reporting their work in the small

class – size. But the researcher found class room management and organizing the students into small groups and arranging their seats and desks accordingly was very difficult in the large class – size .Dividing 60 students into 12 small groups of five students according to their individual interest and understanding level challenged the researcher very much. Supervising and offering equal assistance for 12 – groups with in a period was very tiresome for the researcher. A lot of time was consumed for class – room management in the large class size. One round reflection activity of the 12 groups took three weeks. Giving feed back for a given class work of 60 students consumed three periods for the researcher.

One of the difficulties the researcher faced in the large class size during the actual teaching and learning activity was in ability of creating out the teaching and learning practice or instructional process effectively and efficiently due to lack of sufficient time, conducive class room setup, disciplined classroom atmosphere and the students active involvement. The student-centered learning is an approach where by learners are actively involved in the learning process rather than passively listening lectures of teacher. Regarding this view Bonwell and Eison (2003) state that [in active learning] students must do more than just listen; they must read, write, discuss or be engaged in solving problems. Learning by “doing” is a theme that many educators have stressed since John Dewey’s convincing argument that students must be engaged problems and then helped to discover information required to solve them (Jones, et al. 1994).

Since practice makes perfect, the more they exercise, the better they achieve. This is what is clearly manifested in the pre – and post test results of the students of both large class and small class sizes. Students of small class size have by far better achievements in all types of tests. . Then this is the concrete evidence to say that the implementation of student centered learning approach is more functional in smaller class – sizes than the larger class – sizes. The outcomes obtained through the pre and post tests and the class room observation indicated that students’ active participation in to the learning process is highly influenced by the large class size. But in reality, since it is for the learners, without or less involvement of students the implementation of SCL is impossible because learning is not the result of only instruction, it is rather the result of an hampered participation in a meaningful setting, learning by doing is emphasized which leads to students learning. . (Bonwell and Eison, 2003).

One of the effects of the LCS observed by the researcher is practicability of SCL is time consuming. Galton and Hareaves (1996) claims that in large classes teachers spend more time managing the classroom instead of providing teaching, which might affect both teaching method and students' achievement.. In the large class – size, large amount of time is consumed for class – room management such as organizing the class – room, students' seats (desks), the students, time, space and material available. It is time consuming to supervise every group. It is even more time consuming to provide help in pair work activities. In large class, the trafficking patterns within the classroom don't enable the students and the teachers to move freely from one activity corner to another with minimum disruption. Regarding this subject, Holloway (2002) suggests that large class size take a toll of teacher's ability to manage time, requiring more time to be devoted to task management and behavioral management, thus leaving less time for actual instruction.

Learning can be valid and reliable if it is built on the existing knowledge and experiences. In relation to this reality, Lue (2000) stated that in active learning, previous knowledge and experiences are so crucial and valued since they help to construct new knowledge. Similarly, according to Gathire (2004), activating the existing knowledge is an explicit strategy in teaching-learning process to help students connect their background knowledge to the new content. Thus, the findings of the study about the effect of the LCS on inability of learners to construct the newly learned lesson on their already existing knowledge; is as shown in the pre and post test results of the students..

In large class – size, the physical arrangement of a class – room is not, by itself guarantee effective management. Students are more likely to make more noises when they rearrange their seats (desks) and organize small groups. When the researcher was supervising the first group, the other groups sit idle. Grouping students according to similarities in their learning needs or ability levels can't be easily managed. It is very time consuming to supervise every group. Keeping the whole students involved in learning is very difficult in large class – size. It is unmanageable and time consuming to change the learning centers as often as needed in large class size.

Managing good discipline by monitoring class – room norms continuously, stopping and then re – directing incidents of un acceptable behavior in a prompt and timely manner is very difficult in large class size. Then, we can conclude from this that, the large class – size is not supportive for enhancing student centered learning approach. In line with this result, Hayes

(1997) stated the problems of teaching in large classes as; discomfort, lack of control, absence of individual attention, insincere evaluation and inefficient learners. The researcher found it very difficult to assist individual students and meet their problems according to their needs in the large class- size. In large class size the researcher's ability to address the problems of individual students and assist them according to their personal problem is seriously difficult. The result implies that, if the teacher can't help nearly the individual learner, the practicability of SCL is improbable. Aligned with this finding, Strevens (1998) states that overcrowded classes reduce teacher's attention per pupil. Likewise as a result of teachers' failure to pay attention to each and every individual student in large class size, some students might be attracted to do other works instead of the actual lesson. The large class-size is one of the factors that restrict the researcher from giving adequate and critical feedback for his students which in turn impacts the implementation of the SCL approach.

The set up and the atmosphere of the classroom are very suffocated, crowded and noisy in the large class. The uncomfortable classroom set up added to large class size highly influences the effectively putting into practice the teaching learning process including the SCL. Because, according to Sguazzin and Graan (1998, cited in Taye, 2008) good classroom set up such as classroom arrangement, furniture arrangement, classroom appearance and layout and the like contribute a lot to promote students' learning. A clean and well-kept room with appropriate resources and well aired room help to establish a positive contribution to implement active learning. To sum up, the small class- size students have better class –room participation and language achievement as compared to the large class-size students. Therefore, the researcher concluded from this that the student centered learning approach better functions in small class-size.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second, conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

5.1. Summary

The data were gathered by pre-and post-tests and class-room observation accomplished by the researcher. After the data had been collected, they were sorted, organized and identified according to their similarities or differences. The organized data were analyzed in percentages and mean values quantitatively; and interpreted, narrated or transcribed qualitatively in an integrated way. Thus, based on the analysis of the data, the findings which obtained from the study were compactly summarized as follows.

- The post-test results of the small class size students are by far better than that of large class size students.
- In small class students learn how to function more effectively as members and leader, of groups. And are encouraged to offer opinion and develop more meaningful interaction with others, improve human relations and have greater regard to others.

In addition, smaller classes allow more interaction between the teacher and individual student, increased communications with partner and greater monitoring of student's progress and behavior, and higher opportunity to give feed-back for students' performance.

- In smaller classes students receive individualized attention directly from their teacher.
- Small class allows the teacher to spend more time on instruction and lesson class-room management.
- It is possible to identify students who need more help in small class sizes.
- The physical environment of the small size class- room is well ventilated, well lit space for teaching learning activities.

- But in large class-size, it is time consuming to supervise every group, and it is even more time consuming to provide help in pair –work activities.
- It is noisier, more suffocated and more crowded than the small – size class.
- The trafficking patterns’ do not enable the students and the teacher to move freely from one activity corner to another with minimum disruption.

5.2. Conclusion

One of the biggest problems often encountered in teaching English in student-centered learning approach is the large number of students. It is, therefore, comprehended from the analysis so far discussed that the major impacts of LCS suggested as problem for effective implementation of SCL. Based on the findings of the study, the following conclusions were drawn.

- In large class-size, managing class-room discipline, time place and material available is very difficult.
- Students do not get individualized attention directly from their teachers and it is impossible to easily identify students who need more help.
- It is time consuming to supervise every group, and even more time consuming to provide help for pair work and individual activities.
- Large class is more suffocated and more crowded and noisier than small class.
- It doesn’t allow more interaction between the teacher and individual student, greater monitoring of students’ progress and to give feed-back for students’ performances.
- But the vice versa is true in small class-size

5.3. Recommendations

- Ginnir preparatory school must set priority to minimize large class-size by increasing the number of qualified teachers and by building additional class-rooms.
- The school must give due attention to the implementation of student-centered learning approach by minimizing the effects large class-size.
- The school must work co-operatively with all educational stakeholders to minimize large class-sizes by building more class-rooms, fulfilling furniture and other teaching learning materials and hiring more teachers.

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Appendix A

I. Pre grammar test

Choose the best answer

1. Melat has done this _____ she was 20. Wouldn't it now be sensible to promote her to management position?
A) Yet B) from C) since D) still now
2. Please ask if they haven't mailed the document _____. It should be here by Monday?
A) Yet B) now C) still D) still now
3. He has secured his visa and everything necessary for his travel. They say he _____ move to the USA.
A) May B) will C) might D) is going to
4. They _____ St. Gabriel Church, Dire Dawa for the last ten years. It seems they are going to do the same this year too.
A) Visited B) did visit C) had visited D) have visited
5. It would be embarrassing _____ the truth. The good thing was that no one told her what had happened.
A) Is she to find out C) had she to find out
B) Has she to find out D) were she to find out
6. In my opinion, he has _____ come in contact with her. Listen! He could not have raped her.
A) Just B) ever C) never D) barely
7. _____ in the country can you find people free of such bias. Better take it as a norm and live with it.
A) Nowhere B) anywhere C) somewhere D) everywhere
8. I understand _____ of us is responsible. We were out of town when it happened.
A) All B) both C) either D) neither
9. When the king comes to visit, they allow _____ beggar on the streets of the city. They want to appear as if they don't have one.
A) No B) all C) none D) every
10. Now that Mom is gone, I don't have anyone _____ about
A) Talk B) talk C) to talk to D) talking to

11. She _____ if that happened to her again
 A) Cries B) will cry C) would cry D) would have cried
12. Listen to this great piece of music. You _____ it.
 A) Enjoy B) will enjoy C) are enjoying D) are going to enjoy
13. By the year 2020. The cure for both HIV/AIDS and Ebola _____.
 A) Was discovered C) had been discovered
 B) Will be discovered D) will have been discovered
14. If I come late one more time, my teacher _____ not let me in.
 A) Can B) does C) will D) must
15. Sara isn't _____ she used to be.
 A) A good singer as C) as good a singer as
 B) As a good singer D) so good a singer than
16. Has they sought assistance, we _____ sent out life savers. We don't understand why they chose to keep silent
 A) Had B) have C) will have D) would have
17. They took her to the dentist _____ she could get some help.
 A) So B) that C) consequently D) in order to
18. She started seeing him as soon as we left. This means:
 A) She was seeing him shortly before we left
 B) She started seeing him shortly after we left.
 C) She started seeing him long after we left.
 D) She started seeing him just as we were leaving
19. _____ it rained heavily, we had to cancel our trip. The road was too muddy.
 A) Since B) However C) As a result D) Because of
20. I have been trying to give up smoking for years now: I wish I _____ in the first place.
 A) Never started C) have never started
 B) Had never started D) was never starting
21. I know I was _____ in the field, but not exactly where.
 A) Nowhere B) anywhere C) every where D) somewhere
22. Not all the seats in the exam hall _____ taken yet.
 A) Has B) are C) were D) have

23. If disaster _____, we must take action now to reduce the size of the world's population.

- A) Avoided B) is to be avoided C) will be avoided D) has been avoided

24. I wonder if we _____ still be friends in 20 years' time.

- A) May B) will C) should D) could

25. _____ receiving his B.A. he went to graduate school for two years.

- A) Since B) After C) when D) while

26. The building collapsed _____ three firefighters

- A) Kill B) kills C) killed D) killing

Appendix B

II. Post grammar test

Choose the best answer

- 1) You _____ look like a gentleman nor speak like one.
A) Never B) ever C) either D) neither
- 2) Many children often enjoy listening to such an _____ story of adventure
A) Excited B) exciting C) excitement D) amusement
- 3) Doctors _____ help you unless you tell them what's wrong.
A) Can't b) couldn't C) shouldn't D) mustn't
- 4) I found the news from the doctors _____; they said Mom is in a good condition today.
A) Initiating B) entertaining C) encouraging D) exciting
- 5) Had there been no trace of evidence for his involvement in the death of the old lady in the neighborhood, the police _____ so serious about keeping him in custody.
A) won't have been C) wouldn't have been
B) would have been D) was not going to be
- 6) Don't say anything like that to me; _____ again!
A) Forever B) whatever C) never D) ever
- 7) _____ was the bus that I was almost late for this exam.
A) Very slow B) Too slow C) So slow D) As slow
- 8) I don't understand why he suspected us. _____ form among us would want his money.
A) No one B) anyone C) no anyone D) not someone
- 9) If the media reported that nobody died in the crash, then _____ of them should be alive. you don't have to cry.
A) Either B) neither C) both D) none
- 10) Classes begin only after you _____ registration.
A) Completed B) complete C) will complete D) had completed
- 11) Next week this time, I _____ all my examinations

- A) I am finishing B) have finished C) will finish D) will have finished
- 12) _____ you come around, I see you making troubles. That is really intolerable.
A) Always B) sometimes C) All time D) every time
- 13) None of the furniture we bought last week _____ yet
A) Has arrived B) arrived C) have arrived
- 14) Did you know that Mary and Bedlu _____ married next week?
A) are going to get C) will get
B) will be getting D) get
- 15) Experts agree that neither sex is more intelligent than the other: their brains are _____.
A) Also different C) just different
B) Just the same D) also the same
- 16) If anything goes wrong with this plan, you _____ held responsible.
A) would be C) will be
B) would have been D) will have been
- 17) It is hard to imagine what life was like _____ there were no computers or mobile phones.
A) While B) when C) where D) during
- 18) I'm delighted _____ you in such a good health
A) I see B) to see C) seeing D) for I see
- 19) I just heard on the radio that the company is selling good at a big discount. I _____ go and check if here is anything I might need.
A) Will B) would C) may D) am going to
- 20) She seems to be so much spoiled. She is rude _____ everyone.
A) To B) on C) at D) with
- 21) _____ are so fallible those who are sure they are always right.
A) Many B) None C) Some D) several
- 22) Zeritu worked really hard _____ she could pass her university entrance exam and study medicine.
A) So as to B) because of C) so that D) in order to
- 23) Jorgo has a very old mum who and hardly do anything. He _____ take care of her as he is her only son.
A) May B) must C) shall D) ought to

- 24) According to a recent survey, young drivers are _____ likely to have an accident.
- A) The worse B) the more C) the worst D) the most
- 25) I'm not good at mathematics, but I _____ any problem with my English.
- A) Had never have C) never have
B) Have never had D) had never had
- 26) I'm sure you _____ a good time staying here with me this coming summer.
- A) Will have C) have
B) Should have D) will be having
- 27) I was very sad to hear that your mother _____.
- A) Has died C) dies
B) Had died D) would die
- 28) I was passing _____ when I saw her talk like someone mad. I don't think she is stable and alright.
- A) By B) along C) to D) on
- 29) I have now been admitted to the University of Mello and I am expected to be there in August. The semester _____ half way you by the time the academic year begins here.
- A) Will be C) will have been
B) Would be D) would have been
- 30) _____ would I say about this exam later at home.
- A) Not a word C) none a word
B) Nothing word D) Not word

Appendix C

Pre speaking skills test for both Large and small class-size students

Introduce yourself in front of your class mates

Tell us how to make Ethiopian coffee

Appendix D

Post Speaking skills test

1. Narrate /tell us one of the ancient local stories
2. Describe Ginnir preparatory school

Appendix E

Pre writing skills test for both large and small class-size students

The following words are not in the proper order put them in the correct order to make correct English sentences

1. Any to don't us seem more understand they
2. I my hospital sister a works
3. You I you say to for did want for all us thank.
4. The work for she twenty – two she company to when was started
5. He around robbed that bank spread easily
6. Register at we college the now must
7. To get a seat on the front row we arrived on hour early.

Write a complete paragraph by arranging the following jumbled sentences in the correct order

1.

- a. the country with the highest life expectancy is Japan
- b . Hence, nuns and philosophers often lived to great ages.
- c. Historically, women died in child birth and men in wars
- d. now, child bearing is less risky and there are fewer wars
- e. there he average age for men is 76 and for women is 72

2

- a. hundreds of millions of people can recognize a coke bottle by its shape
- b. and the famous coca – cola logo is the most famous logo in the world
- c. do you know the most recognizable object in the world?
- d. Unlike any other famous commercial logos, it has not changed in 100 years.
- e. The coca – cola bottle is the most recognized object in the world

Appendix F

Post writing skills test for both large and small class-size students

- 1. Write a friendly/informal letter for one of your friends
- 2. Write an essay of free paragraphs about HIV/AIDS

APPENDIX G

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

A CHECK LIST FOR THE OBSERATION

The main purpose of this observation checklist is to assess the activities practiced in the two purposively selected large class size small clas-size sections in relation to the implementation of student-centered learning approach.

Part I General Information

Name of the school: _____

Lesson being observed: _____

Number of students in the class: Male ____ Female ____ Total ____

Ns	Emphasized Issues	Section	Yes	Yes, but not effective	NO
1	Are students actively involving or participating in the learning within their groups or pair work activities?	11A			
		11D			
2	Are students working co-operatively within their group members and with others?	11A			
		11D			
3	Is The teacher facilitating and helping students' learning rather than dominating?	11A			
		11D			
4	Are students speaking, discussing, sharing ideas and reporting their work in English language?	11A			
		11D			
5	Does the teacher checks and gives constructive feed back to every student's or at least to every group's work?	11A			
		11D			

6	Is there enough space for movement between desks? Is the teacher moving round the classroom and helping the student's learning, and their activities?	11A			
		11D			
7	Are the seats movable? Do students form groups, turn back and change their direction easily?	11A			
		11D			
8	Does every student get chances to ask, answer or report?	11A			
		11D			
9	Is the class room comfortable and convenient for student-centered learning (e.g. Air, seat, etc.)?	11A			
		11D			
10	Is the teacher well planned to use (trying to implement) the SCL in his/her English class room?	11A			
		11D			
11	Is the teacher using different strategies and methods in order to minimize the impacts of LCS; and attempting to apply the SCL in his /her real large class?	11A			
		11D			