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**SECTION OF ENGLISH**



**INVESTIGATING EFL LEARNING DIFFICULTIES OF PHONETICS  
COURSES IN LARGE CLASSROOM**

**A case of second year students at Mohamed Kheider University of Biskra**

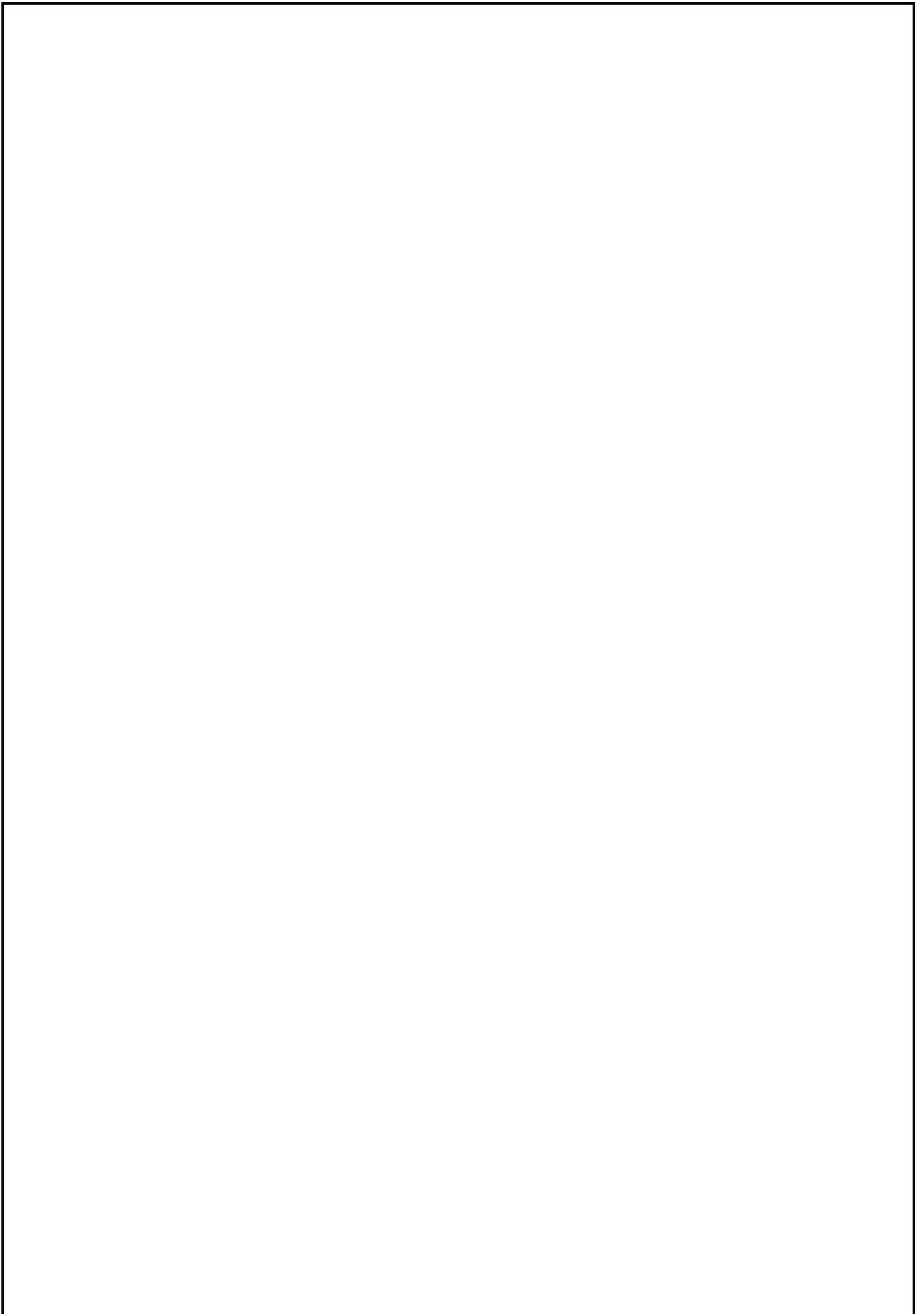
**A Proposal Submitted in Partial Fulfillment of the Requirements for the  
Master Degree in Science of Languages**

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## **Dedication**

*To my family who are always motivate me*

*My mother and my father*

*My sisters and my brothers*

*To my sincere friends and my teachers who support me*

*To everyone who helped me to complete this work*

*I dedicate this work.*

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## Abstract

Phonetics courses are considered as very important to teach and grasping them are very necessary for the students because they are related so much with pronunciation which in itself considered as a key of communication and because getting good pronunciation depends much on grasping this module. However, it is taught in large classroom. The present study deals with investigating difficulties in understanding phonetics courses in large classroom at Biskra University. We selected 15 second year students at Biskra University as sample with an aim to know if they face difficulties in understanding phonetics courses in large classroom. To achieve this goal, we administered questionnaire for students and interview for 2 teachers, which are thought as an appropriate tools to conduct our descriptive study. We hypothesized that the students may not understand phonetics courses in large classroom and also we hypothesized that large classroom may not replace the language laboratory. The finding of our study revealed that the students find difficulties in understanding phonetics courses in large classroom which confirmed the first hypothesis. They found difficulties in understanding suprasegmental aspects in large classroom. In addition, teachers faced many problems in teaching in it like manageable problems, psychological problems. They found that teaching phonetics in language laboratory is easier and effective than large classroom which also confirmed the second hypothesis. Finally, the researcher attempted to give some recommendations.

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## **General introduction**

Teaching and learning English are not easy tasks that can be achieved in few days. They are complex processes which require more efforts and materials to take their places effectively in a foreign context. Teaching English was emphasized in Algeria, although it is a foreign language since it becomes a global and official language of communication. It was integrated into the curriculums and syllables of universities and schools of Algeria. Phonetics is one aspect of English language that should be taught to produce fluent and intelligible speech and to produce pronunciation sound like native. This module is taught in large classes in the University of Biskra because it can cover huge numbers of students. As a result, overcrowded Classes were noticed which may affect teaching process and create difficulties in learning and understanding phonetics; particularly learning pronunciation. For that reasons, we will conduct our research to investigate those difficulties that they face in large classes. The sample that we choose is second year students of English at University of Biskra.

### **Statement of the problem**

Huge number of students of English, limited number of teachers of Phonetics - small class, language laboratory, all of these factors lead our administration of English to replace Language Laboratory which is devoted to teaching phonetics in large classes which can cover all these huge number of students. However, this act leads to arising another phenomena which is overcrowded classes which may affect teaching Phonetics; consequently, difficulties may arise in learning it effectively.

### **Research question**

This study aims to investigate the following research questions:

- Do EFL second year at Biskra University comprehend phonetics courses in large classroom.

- Is the large classroom considered as an appropriate physical place to teach and learn English phonetics at University of Biskra.

### **Research hypotheses**

We suggest the following hypotheses as an attempt to answer the research questions:

- EFL second year students may not comprehend phonetics courses in large classroom.
- The large classroom may not replace the laboratory to teach English phonetics .

### **Aims of the study**

This study aims at investigating the main difficulties that second year EFL students face when learning phonetics in large classroom, and to emphasize the importance of supported learning environment precisely to insist that Teaching Phonetics should take place in language laboratory.

### **Significance of the Study**

This study is significant because it will help you to know the most difficulties that second year students of English face when they learning Phonetics courses in large classroom at Biskra University, and it will provide the teacher with information about what their students need to understand and to learn; so, they can diagnose the problem and also it will provide valuable recommendations.

### **Research method and tool**

we have adopted the descriptive method in this study to investigate difficulties in understanding phonetics courses in large classroom because it was easy and did not require much time .The interview has administered for teacher of phonetics ,and questionnaire for

second year students since it was the appropriate tools for our study. The interview which was designed for the teacher seek to know their attitudes, opinions and experiences about teaching phonetics in large classroom whereas the questionnaire that designed to students seek to discover the main difficulties in learning phonetics courses found in large classroom

## **Sampling**

We have chosen only 15 second year students of English at Biskra University because we cannot conduct our research with 413 students and because of the time consuming. The subject has been choosing randomly for both teachers and students. We have chosen only 2 teachers of Phonetics.

## **Structure of the study**

Our study divided into two parts: theoretical part and practical one

The theoretical part included two chapters: chapter one which entitled overview of teaching pronunciations. In this chapter, we discussed definition of pronunciation, the history and development of it, Why teaching pronunciation and other elements. Finalized this chapter with talking about language laboratory. In chapter two which was about teaching in large classroom, we dealt with classroom management, elements of classroom management, goals of classroom management, closing this chapter with talking about large classes, definition, problems and teaching strategies of large classes.

Chapter three dealt with data analysis and finding. In this chapter, we analysed the data that we gathered from interview and questionnaire. At the end, the researchers attempted to give some recommendations.

## **Chapter one**

### **Overview of teaching pronunciation**

#### **Introduction**

In this chapter, we deal with teaching pronunciation, its definition, and its history then we attempt to clarify the reasons and goals behind teaching pronunciation in part. Learning pronunciation is also affected by some factors which also discussed in another part. In addition, studies about second language learning pronunciation reveal that second language learners face difficulties and problems in learning English pronunciation. Problematic pronunciations are mentioned in the fourth element of the chapter one. There are variables such as learner variable, setting variable, institutional variable, linguistic variable, and methodological variable which should be considered when designing pronunciation syllabus to construct effective learning and teaching. The last part that we discuss in this chapter is language laboratory.

#### **1.1. Definition of pronunciation**

The importance of pronunciation in second /foreign language learning leads many researchers to deal with this issue, providing us with significant input and proposing different definitions about it. For example, Price (2005) regards pronunciation as “essential ingredient of oral communication” (6). Good pronunciation means natural communication and successful interaction. Fraser sees that pronunciation means dealing with sounds (2001: 1). When we speak, we produce different meaningful sounds that enable us to communicate with the audience. Dalton & Seidlhofer (1994: 1) define pronunciation in two senses.

First of all, it is a code of particular language. Each language has its own sound systems that distinguish it from other language. The pronunciation of the speaker tells much about his identity, culture, background and other characteristics that are determined

by his speech. Second of all, pronunciation is a tool to achieve meaning in context. Our intentions are only accomplished through good and intelligible pronunciation. Speakers with poor pronunciation might be misunderstood by the hearer. Pronunciation is a vital aspect of communication. It reflects what we want to say by such utterances and successful communication depends on our ability to produce sounds that are understood by both the native speakers and non native speakers.

## **1.2. History and development of pronunciation**

Traditional teaching focused more on teaching grammar and vocabulary while pronunciation was neglected. Recently, modern language teaching gives more importance to teaching this area because of the awareness that pronunciation is a vital and integral aspect of communication. Murcia et al (2000) highlight two modern general approaches to the teaching pronunciation. An Intuitive- imitative approach which is based on using authentic materials as phonograph records, tape recorders, language labs, audio disks, and video cassette. Listening and imitating the rhythm and sounds of the target language and avoiding any intervention or explicit instruction or information are what characterized this approach. The second approach is an analytic-linguistic approach.

Teachers in this approach use tools as phonetic alphabets, articulatory description, charts of the vocal apparatus, and contrastive information as a source enhancing listening, imitation and production. Unlike the former approaches, it emphasizes explicit instruction and guidance focusing attention on the sounds and rhythms of the target language. We notice that the two approaches which are mentioned by Murcia et al are shared in teaching speech threw using materials but they differ in the type of instruction.

Throughout the twentieth century, there are many methods adapted teaching foreign language and each of them follows certain methodology which is based on particular

principals in teaching the target language. The extent to which the pronunciation is paid attention differs from one method to another.

Murcia et al (2000) and Richard&Rodgers (2001) mention to nine methods of teaching second / foreign language: grammar translation method, direct method, audio-lingual method, silent way, suggestopedia method, community language learning, communicative approach.

Before we discuss this point, we should talk about the reform movement which is the first linguistic or analytic contribution to the teaching of pronunciation that is emerged in 1890. It is the result of the influence of phoneticians such as Henry sweet, Wilhelm Vidor, and Paul Passy who invents international phonetic association in 1886 and developed International Phonetic Alphabet (IPA) and this development stemmed from phonetics which is the scientific study of sounds. Phonetician suggest some notion and practices which are (the priority and precedence of the spoken form teaching, application of phonetics finding to language teaching, teacher training in phonetics, exposure of learners to the phonetic training with an aim to establish good speech habits).

### **1.2.1. Grammar translation method**

Teaching pronunciation was irrelevant and paid little attention in comparison with other aspects of language. They are more concerned with developing certain activities like translating the target language passages into the native language of the learners ,giving more importance to reading and writing than speaking and listening ,and insisting error corrections to the answers of the learners. Grammar translation method aims to make the learners able to read literature written in the target language.

### **1.2.2. Direct method**

The main reason for receiving this name is that the target language is taught directly without using the native language of the students. In this method, pronunciation is taught

from the beginning of the instruction. It is characterized by encouraging students self correction and restricting the job of teacher inside classroom in only demonstrating rather than explaining or translating. The goal of this method is to shift the thought of learners in the mother tongue into the thought in the target language.

### **1.2.3. Audio lingual method**

Pronunciation is taught implicitly from the beginning. The student imitates and repeats the model that is given by the teacher who adapts phonetics as an effective tool and appropriate source that provides them with valid information such as visual transcription system and a relevant source that contains massive amount of input about the articulation of sounds. In addition to the use of phonetics, techniques such as minimal pairs are also integrated in teaching pronunciation.

Audio-lingual method is not only used in educational setting, but also followed in military one. During the Second World War, the united state evolves this method as the need for speaking a foreign language. Many intensive tasks and courses are designed for achieving this goal. The army methods aims to enable students to use the target language communicatively via teaching the oral –aural skills and letting the student working in language laboratories. overall, error corrections are avoided to detect where the students have difficulties.

### **1.2.4. Silent way**

Accuracy of production of the sounds and structure of the target language are emphasized from the first day of teaching pronunciation. The distinctive feature of the silent way method is that the attention of the learners should be focused on sound systems rather than explicit linguistic information. The goal of this method is to enable students from expressing their thoughts and feeling and to develop inner criteria for correctness.

Errors for silent way teacher is a process that aids them to decide where further work is necessary.

### **1.2.5. Suggestopedia method**

Pronunciation is taught through reading aloud. The aims of the Suggestopedia method are to develop and to promote student self confidence and eliminate negative thought about being unsuccessful in learning the second language. The goal of this method is accelerating the process of learning the foreign/ second language by breaking down the psychological factors that inhibit learners to progress, exposing them to perform dialogues where the native language translation is allowed to make clear meaning of it as well as. The mother tongue used in the lesson where it is necessary and then gradually left.

### **1.2.6. Community language learning**

Similarly to suggestopedia method, pronunciation is developed by reading. The goals of the teacher in this method are to make students responsible when learning the target language and to produce competent students who are able to use the target language appropriately. The responsibility of the teacher is to support the efforts of the student in acquiring the target language. Community language learning gives priority to the speaking and listening skills than reading and writing. The student listens to the transcription of the teacher and then records it on the tape. After that, he attempts to imitate the pronunciation of the word and records his own voice on the tape to see the differences between them. This technique is meaningful because it helps the learners to diagnose the problem of their pronunciations and corrected them.

### **1.2.7. Total physical response**

Pronunciation is developed through listening. The goal of total physical response is to promote a feeling of enjoyment when experiencing communication in the target language.

It is developed to reduce the stress and fear of practicing the foreign language and to motivate them to work hard in order to achieve higher levels of proficiency. The spoken form language emphasized over the written form language. However, the over correctness is avoided. The teacher corrects errors that are serious.

### **1.2.8. Communicative language teaching**

Pronunciation is taught through listening and speaking tasks. The primary focus of the communicative language learning is communication that should be centered in classroom foreign language instruction. According to Nunan & Carter (2001), communicative language learning innovates the way of teaching through shifting from emphasizing drills and exercises to communicative activities which focused on teaching the segmental and suprasegmental features. The aims of communicative language learning are not producing pronunciation sound like native speakers, but to make their pronunciation intelligible. The main principles of this approach are (Learning a language is realized through using communication, authentic and meaningful communication should be the goal of communicative activities, fluency is an important dimension of communication, it should integrate different language skills, learning language is an outcome of trial and error).

### **1.3. Why teach pronunciation**

Pronunciation was neglected in the past and much attention was paid in the study of grammar and vocabulary. As a result, the learners are unable to communicate effectively. Recently, teaching pronunciation is emphasized due to the awareness of its importance in daily life. Hewing (2004:10) claims that pronunciation is very important to teach since it prevents students from being unmotivated or frustrated because of their problems in pronunciations. He does insist the role of pronunciation that plays in securing communication from being broken down; consequently, the audience can understand easily what is meant or intended by the speakers. The need for teaching pronunciation is

clearly demonstrated by Kelly (2000: 11) in the following example “when the learners says, for example ,soap in a situation such a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding(at least on the part of the waitress.)”. Spoken interaction might not be successful if it lacks to inaccurate pronunciation.

walker (2010) lists three goals of teaching pronunciation:

1. Mutual intelligibility: walker considers it as a condition that must be ensued  
Regardless the speakers first language backgrounds Levis & leVel (2011) say that “a generally accepted goal of pronunciation pedagogy is to help learners achieve a comfortably intelligible pronunciation rather than native- like one.” (1). Intelligibility is what should second language learners achieve at the end of the learning outcomes.
2. Identity: Walker (2010) explains that learner’s identity depends on their ability to retain it through their accents. We express who we are threw our language because we speak with certain accent that determine particular geographical place, social class, educational backgrounds as it is demonstrated by roach (2009:14) . “Languages have different accents. They are pronounced differently by people from different geographical places from different social classes of different ages and different backgrounds.”
3. Teach ability: he also stresses that some aspects of pronunciation are difficult to teach Threw explicit interaction, such as intonation. It is best acquired implicitly trough dialogues and oral interaction.

Brazil (1994:2) mentions to two ways of learning English intonation either by direct interaction with native speaker or through extensive listening to colloquial English. He also argues that it is better to language students when they get certain stage of proficiency to expose themselves to the speech of competent speakers as much as possible”. Furthermore, he suggests using authentic materials like television, radio or recorded speech.

## **1.4. Factors affecting learning pronunciation**

Second language learners are supposed to face difficulties when learning pronunciation of new language because of certain factors that play a major role in the learning process. Those factors are: native language, age factor, amount of exposure to target language, phonetic ability, attitudes and motivation, and concern for good pronunciation. All of them are significantly explained by Kenworthy (1987)

### **1.4.1. Native language**

Native language is an important factor that affects learning pronunciation. She argues that the origins of the person can be easily identified by trained and non trained person because of his accent that has some of the characteristic of the learners' native language. Fraser (2001) claims that "each language has its own sounds which are produced by using the throat, mouth, tongue, etc this involves basic skills which differ from language to another and need time and effort to master." (27).

It seems that the differences between sounds systems of languages are due to the place and manner of articulation. Numerous studies were conducted about the effect of the mother tongue on learning pronunciation, such as the study that made by Chan (2009) in Hong Kong on Cantonese second language learners which reveals that they encounter difficulties with L2 sounds which are not existent in their native language such as /f/, /s/ and replace them with /n/, /z/. He concluded that the influence of the Mother tongue on advanced Cantonese ESL learners are stronger on production rather than on perception.

### **1.4.2. Age factor**

Age is the second factor that is mentioned by Kenworthy. She assumes that a person who is able to pronounce like native, he probably learns it as a child. She illustrates that immigrant adult person speaks English fluently, but his foreign accent still exist although he spends long period living in native speaking environment. It is hypothesized that there

is a certain age for a normal acquisition of language beyond this certain age, the brain loses its plasticity and flexibility to learn a language perfectly. Paradis et al (2009:4) state that “starting to learn language-before the age of six to eight- is better for developing pronunciation and grammar”.

Moreover, Zhang (2009:1) says that “it is believed to be difficult for learners to acquire fluently and accurately native- like pronunciation in a second language when complete lateralization.” because as he describes “the brain gradually becomes stiff, rigid, and dismissing plasticity of the brain” (37). The critical period hypothesis which are proposed by Lenneberg(1967) are supported by many researchers as Miller(2004:2)who states that the critical period hypothesis contributes to the understanding why adults fail to achieve proficiency like native speakers. The age plays a major role in acquiring pronunciation.

Furthermore, it is claimed that young learners have competency and highly abilities to receive more input from native speakers, and they are noticed to be highly motivated to acquire the second language at a native like level. Snow et al mention “that children are generally considered capable of acquiring of new language rapidly and with little effort, whereas adults are believed to be doomed to failure.”(2000:9). Age factor plays a major role in acquiring pronunciation.

### **1.4.3. Amount of exposure to the target language**

The amount of exposure is not a matter of residency but how much the learners are exposed to English. The person who lives in speaking English Environment, but the language that is used at home is not English contrary the person who lives in non native English environment, but the language is used at home or at work is English. Amount of exposure is one of the factors that determine success in learning second language pronunciation.

Johansdóttí (2014: 18), in other hand, believes that massive amount of exposure to the target language is what children need to be successful in learning that language. Gilakjani (2012) illustrates that before we speak we receive much comprehensible input. In addition, He insists that the type of activities and materials should link with the features of pronunciation whether it is segmental or suprasegmental features .Vowel and consonant can be taught thre dictionary or textbooks, but intonation ,facial expression and body language are difficult to teach thre direct instruction .According to Gilakjani(2012) , it is learned through sheer experience in a language and culture. Spolsky (1989: 148), on the hand, considers that exposure to the target language is one of the condition that is necessary for learning second language «the more time spent learning any aspect of a second, the more will be learned”.

#### **1.4.4. Phonetic ability**

Phonetic ability is an innate one. Some learners have good ear ability to discriminate between sounds or what he refers to “phonetic coding ability”or “auditory discrimination ability” which enables them to have more advantages or benefits particularly when they engaged in activities that based on drills. While others have difficulty in hearing sounds which considered as a real problem for them like Spanish learners who suffer from distinguishing the difference between /b/and/v/. Similarly, German speakers who find difficulties in hearing the differences between/v/and/w/.furthermore, it is claimed that development and improvement of pronunciation depends on ear training and this is only realized by listening (Lavery, 2001).

#### **1.4.5. Attitudes and identity**

They are also considered as factors that determine the accuracy in production of pronunciation by the learners. it is hold that positive attitudes reinforce and promote pronunciation development easily and accurately and helps to get native like accent while

the learners who have “ negative attitudes to the target language or target culture, it will bring bad influence for his/her language learning(zhang2009:9) identity, on other hand, affects learning pronunciation .

According to Buranavityatwit(2000), people may have negative thought toward learning foreign or second language because of ‘feeling of group affiliation’. Learning another language, according to them, threatens their culture, tradition, norms. what many researchers advice is that learners should have critical thinking about the culture of the foreign or second language and do not accept everything .for instances, bear is a word that is used in the English culture, but in our culture this word is replaced by juice because bear is unacceptable and forbidden in our religion.

#### **1.4.6. Motivation and concern for good pronunciation**

Some learners are more interested in learning correct pronunciation and they are always inspired to improve it unlike others who are not aware that “the way they speak has a major role in communication” (8). She links motivation with having desire to achieve goals. Tahereen (2015) views that awareness is a key for developing good pronunciation and she adds that learner’s pronunciation deficiencies is due to the lack of assessments and classroom practices. Moreover, motivation is seen as a path to achieving “ultimate level of proficiency”. (Troika, 2006), and “a variables that is implicated in learning success” (Murray et al, 2011: 12).

Furthermore, it is described as “a simple explanation of achievement, as in the statement ‘if the students are motivated to learn the language, they will’. Students who achieve well in a test are expected to have higher motivation. In addition, motivation is the process that provides us with allocates energy to learn language as it is demonstrated by Pritchard & ashwored (2008). Dorniey&schimidit, (2001) highlight three elements of motivation: first the individual working hard and attempting to benefit from the target language threw the practical

side. Second, eager and willing to learn a second language. Third, having a positive attitudes and a feeling of enjoyment toward learning language. (Cited in porsteinndóttir, 2014). Positive attitudes, practice, willing and desire to achieve a goal are three components that constitute motivation and all of them related to each other positive attitudes toward language leads the individual to works hard for getting desirable satisfaction of the needs.

## 1.5. Pronunciation problems

Correct pronunciation is very essential in communication. Yin & Zhang (2009: 141) state that “the ability of speaking English embodies the correctness of pronunciation and intonation and directly affects communication in conversation”. Poor pronunciation inhibits and affects spoken interaction. There are two problems in teaching and learning pronunciations mentioned by Harmer (2001):

1. Difficulty of sounds: Some sounds are difficult in nature to hear and they are Confused like /b/ and /v/.
2. Intonation problems: difficulty in hearing the different patterns of rising and Falling tones. (Cited in Benguemia, 2001:55). There are many studies were conducted about pronunciation problems. Hassan(2014) in his study that made on university Sudanese students found that they have problems with the pronunciation of consonants that have more than way of pronunciation like /b/ and /v/ and/ z/and/ð/. He concluded that factors such as interference, the differences in the sound systems, inconsistency of English sounds, and spelling inhibit Sudanese students learning pronunciation. Ahmed (2011) views that “pronunciation problems happen when speaking a second language because most people are used to hearing and making sounds which only exists in their mother tongue(7). The results of the study that made by qadir &khan (2012) revealed that Paharai speakers have problems with English consonants like /w/, /z/, /ð/. They replace them with the sound /j/and the sound/ w/ with /v/.

## 1.6. Pronunciation in language curriculum

Our speeches depend much on good pronunciation. Tsjon & Aiji say that « good speaking requires good pronunciation especially when communicating with people outside one's immediate linguistic environment or speech community. » (2014: 6). They support the idea that good communication means having good pronunciation.

For that reason, pronunciation is integrated into language curriculum. According to Brown (2000: 16), the 'curriculum' or 'syllabus' are two terms used to refer to the same idea, but the difference between them is that the term 'syllabus' is usually used more customarily in the United Kingdom to refer to what is called 'curriculum' in the United States. He defines it as designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives. Teaching pronunciation requires a syllabus that is designed with the respect to particular variables which are mentioned and explained by Murcia et al (2000) as follows: learners variable, setting variable, institutional variable, and methodological variable.

### 1.6.1. Learners variable

When designing the pronunciation syllabus, it is important to consider the factors that are related to learners, such as proficiency level, the age of the learners, prior exposure to the target language, amount and type of prior pronunciation, instruction, language aptitude, learning styles and previous exposure to a second language attitudes and their motivation to achieve intelligible pronunciation. They claim that these factors play a major role in the syllabus design process. They illustrate that the component of pronunciation course which is designed to young learners who learn general English as a required school subject differs from the adult that learns English for specific purposes and he/she wants to improve their oral communicative skill for vocational purposes. The first case, pronunciation may be taught through explicit instruction and practicing phonetic course while

in the second, it taught through extensive communicative activities and exposing the adult to spoken interaction.

### **1.6.2. Setting variable**

Setting is another important variable in the syllabus design. They demonstrate the difference between the foreign languages setting where the target language is not official language. It takes place in school or institutional setting while in second language setting the target language is official language of the country. They insist that knowing about whether a language be taught in a given society and the role that the target language plays within host community are very important in syllabus design process.

### **1.6.3. Institutional variable**

The questions which are posed when coming to institutional variables are classified by Murcia et al (2001) into three: teacher issues such as do the teachers have a basic knowledge of the sound system of the English language? Curriculum and materials issues as what importance is given to oral skills in general (and to pronunciation in particular)? Other institutional issues is do students have access to tutors to supplement their classroom instruction? .Moreover, they emphasise that the curriculum should provide courses that aimed to develop the oral skills and deals overtly with pronunciation in classroom.

### **1.6.4. The linguistic variable**

The differences in the phonological systems between native language and the mother tongue cause students to substitute the sounds which are not existent in the target language with the sounds that are existed in their mother tongue. Traditional thinking on syllabus design suggests that the focus should on the production of the phonemes that do not exist in the first language. Unlike the traditional approaches, recent methods suggest focusing on suprasegmental features such as intonation and stress.

**1.6.5. Methodological variable:** The extents to which the pronunciation is taught are varied from one method to another. Grammar translation and the communicative approaches give little attention to pronunciation area. By contrast, the audio-lingualism and the silent way pay more attention to this area.

## 1.7. Language laboratory

Language laboratory is one of the authentic aid that is used in second /foreign language. Many scholars agreed that language laboratory is a place that contains equipments which facilitate learning. Parker (1962: 67) defines it as «an area containing equipments designed to facilitate second/ foreign learning». Beder (2008) describes it as a room that contains special equipments used to enhance students learning foreign language by listening, for example, to CDs, Videos and tapes.

Moreover, an article that is found in free encyclopaedia (2015) highlights some features of language laboratory. It is auditory oriented. The sounds which are transmitted directly to the heads of the students are clear. Student does not find any difficulties or problems in listening to those sounds. In addition, language laboratory is a tool that works to accelerate the student's comprehensibility. For example, teacher can use materials such as videos to explain abstract ideas which are harder to grasp by the students .Furthermore, language laboratory Improves learning threw Self evaluation. Students can access their progress in learning language because the language laboratory is equipped with tapes recorders that allow the students from recording their voices and compare it with the right one.

In the same vein, Harmer (2009) lists three characteristic of the language laboratory: double track, teacher access, different modes. The first characteristic is double track. design of tapes and machines enable students from listening to one track on their tapes and records it on another simultaneously .Student can compares between the original

recording and what he says through listening again to the track. Moreover, microphone is another tool that provides the learners with opportunities to listen again to their speech. The second one is teacher access. Teacher can access their students through the use of the console.

The last characteristic is different modes: computer equipped laboratories provides students with an opportunity to watch for instances video that is broadcasted by the teacher to their individual monitors .furthermore, it allows teacher to send the same text to each machine for them to read or manipulate according to their needs. So, language laboratory is a context where the high quality of learning and good circumstances may not be found in another class.

### **1.7.1. Advantages of language laboratories**

There are many advantages of language laboratories. Harmer (2009) mentions to some of them. First of all, it enables students from making comparison .The double track allows them from comparing the right pronunciation with their pronunciation and getting feedback without the intervention of the teacher. Privacy is another advantage of language laboratory. It frees the learner from the instruction of the teacher that sometimes cause for them a stress. They can talk to their colleagues without any distribution through using microphones that is associated with headset. It also promotes individual attention. Language laboratory reduces the risk of “distraction” that results from the attention that is given by the teacher to individual students. The teacher can talk to the student through using console. Moreover, language laboratory trains and motivates students. It trains the students by relying on themselves in recognizing the differences between what they said and what they hear and to detect where the problems is in order to make self correction.

Language laboratory, in other hand, motivates students. Students will be more motivated when they work in their own pace. The teacher should control and guide the

learners, however. The activities that can be done in language laboratory are repetition, drills, speaking, listening, reading, and writing. The teacher can have all the students reading material as text from the same internet web site. Moreover, language laboratory is equipped with computer that facilitates the writing of learners at their individual machines. After that, the written works are corrected by the teacher either orally or by using the console.

### **1.7.2. The objectives of using the language laboratory**

There are many objectives behind using the language laboratory in teaching second or foreign language. Ya gub et al(2005) presents some of them which are : developing pragmatic competence to understand and correct pronunciation of words, enriching the discourse competence; so, the student will be able to produce clear speech, Acquiring strategic competence; as a result, students will be able to use it in communication , introducing audio and video broadcasting; consequently, they reach the environment of the learners. It seems that language laboratory is mainly used to develop students' pronunciations which considered as a result of pre developing skills.

In addition, Brenes (2006:3) claims that the main objective of the language laboratory is to “help language student improves the aural oral skills.” . Language laboratory may improve speaking skill because it is conditioned with equipments such as tape recorders that may help student to develop the ability to listen to sounds. Consequently, improving listening skill leads to improving speaking skill.

## **Conclusion**

In this chapter, we are able to say that our progress and development in learning second/ foreign language can be measured by learning good pronunciation because it plays a major role in communication. Intelligible pronunciation leads to successful interaction while the poor one minimises the probability of being understood by the others.

The errors that made by second language learners are natural since they are internal and external factors influence their learning pronunciation. Using authentic aids such as language laboratory enhance learning second language pronunciation.

## **Chapter two**

### **Teaching in large classroom**

#### **Introduction**

We discuss several points in this chapter; we start with definition of classroom management, its goals, and then the elements that constitute it. Second, we talk about large class, its definition, and the most disadvantages and advantages .and finally, we mention to some strategies in teaching large class.

#### **2.1. Definition of classroom management**

Classroom management has been defined variously. Scrivener (2012: 11) sees that classroom management mainly refers to the ability of the teacher to manage learning of students by: organising and controlling what happens inside classroom. The mission of the teacher is to create classroom atmosphere that assists the process of learning by being always alert about what happens inside classroom. For example, teacher should have eyes on the back to see the misbehaviours of students which is considered as a factor that inhibits student learning and preventing them wisely as wellas.

second, organisation is another indication of well managed classroom. Teacher should be skilful on, how to organise time, how to organise instruction, for instances .So, organisation and controlling are two main conditions of classroom management.

Classroom management refers to the purposeful actions to maintain a learning environment which, on other hand, contribute to successful instruction by ,for example, arranging the physical environment, establishing rules and procedures, maintaining the attention of the students to lessons and engagement in activity(brophy,2006:17). Classroom management is dynamic rather than static .effective manager are always active in classroom, doing certain actions that maintain learning environment; such as, arranging the seating in a way that goes hand in hand with effective learning. Appropriate seating

arrangement has a positive effect on student learning .it enables students from listening well to the instructions of the teacher.

In the same vein, Saborinie&Emmer (2005: 8) define classroom management as”.... Actions and strategies that prevents, correct, and restrict inappropriate student behavior.” Classroom management deals with discipline problems. Preventing or minimizing undesirable behavior of student inside classroom depends much on the strategies that the teacher adapts. He may avoid wasting time talking out of subject because he thinks that it is an appropriate strategy to exclude any chaos that may appears in any time.

## **2.2. The goals of classroom management**

Classroom management is done to achieve certain goals. Asiae University (n.d.) lists two goals of classroom management: creating and maintaining a positive learning environment, supporting and fostering a safe classroom community. First of all, effective classroom maintained positive learning environment. One of the principal of successful learning environment is student centred classroom. Meeting the needs and interests of the learners are given the first priority to motivate learners and making them more productive. For example, effective lesson plan accommodates different activities which account different cognitive abilities of the students (degree of their intelligence can be high, average, low).i.e. the activities are structured in a way which are neither more challenging nor much easy.

Second of all, classroom management supports a safe classroom community. Lacks of interaction and negative thoughts have no place in well managed classroom. Social learning in classroom (interaction that occurs between student-student and teacher – student) enhances the sense of ‘self confidence’. Students can express themselves without fear of making mistakes because they are provided with enough rules and routines (like how to ask questions which make them more secure and comfortable when communicating

with others. Such negative thoughts like 'if I speak or participate, the others will laugh or criticize me' are illuminated in a well managed classroom as students are taught that making errors are indication of their progress. To sum up, classroom management aims to establishing environment that facilitates and enhances learning process.

### **2. 3.Elements of classroom management**

Classroom management deals with four main elements: space, time, participation and engagement. Wright (2005) states that «classroom management is concerned with four main strands of classroom life-space time participation and engagement.»(16).

classroom life is positively influenced by well managed time. It facilitates the transformation of the teacher's input to the students .For example, university teacher who already prepared the lesson designed appropriate activities and extra activities for more clarification and more assimilation and he also prepared another additional resources lists like books for allowing their students to gain more knowledge and get more specific details, are likely to be successful ,capable and confident in delivering effective input and ensuring that all their students will recognize it since in the classroom he will focus more on outcome rather than wasting time on looking for which activities that appropriately helps them to make their students grasp the lesson.

Moreover, managing time aids the teacher to achieve future own personal goal since this term is not only referred to present achievement but also to the future one (Thomas, 2004). Teacher who wants to continue doctorate studies, he will be able to do that because he may finish the syllabus early as a result of time management. Furthermore, time management can element problem stress (Kenneth, 2011).

Time management is not only concerned with teacher but also with student. For instances, time is very necessary during exam lack of managing time, it may lead student to failing in accomplishing all tasks, although he has the answers and in most cases he

finds himself to continue because of over stress “improper use of time can create stress” (Wavy, 2008:1) and anxiety that may completely affect him when he sees that the time which is normally devoted to exam is nearer to over. Consequently, inappropriate use of time influences the academic achievement of the student negatively. In contrast, student who knows how to explore time effectively starting from the activity that he finds easy moving to the difficult one ,he may feel less anxious and may achieve higher scores exam than the former one.

Benchmark Institute (2010:5) suggests two Fundamentals questions as techniques that lead to successful time management which is clearly showed in the following figure:



**Figure2.1.Components of successful time management**

Successful time management is the result of the combination of answering the above two questions. Asking ourselves about the way that we use in spending time if it is appropriate or not and then looking for strategies that enable us to effective use of time. Classroom life is also influenced by space learning. MCEETY (2008) claims that «well- designed learning spaces inspire creative, productive and efficient learning” (2). They also mention to the roles of effective learning spaces in enhancing learning. One of them is providing opportunities for active and interactive participation.

Low space devoted may inhibit and hinder the effectiveness of such activities that based on oral performance act as conversation which in most cases requires movement which is considered by Tanahashi(2007) as a key for raising both students' eagerness to learn and learning performance, to approximately describing the real setting of the event; consequently, student will be unmotivated to perform this activities because this limited space reluctance with their desires to express themselves and reduces the rate of their productivity.

Managing space includes organizing seating. Dunbar (2004) insists that students should seat in position where their attention is directed toward the teacher and where they able to see clearly the chalks board, screen and the teacher. Student who seat in the back may not be able to see the board well and listen to the teacher contrarily with those who seated in front of the teacher.

Effective seating arrangement is the seating that is designed according to the type of the activity that the teacher deals with. For example, Marx et al (1999) claim that semi circular seating is more appropriate for discussion activities. Students can easily interact with each other and teacher can evaluate them without any difficulties because of open spaces that are available.

In addition, participation and engagement are required in classroom life. It is believed that class participation contributes to student learning. It helps them to gain more information. For example, student who is actively asking questions whenever he found difficulties in grasping any point in the lesson may benefit more from those who did not. This example is supported by Nickerson (2005) who sees that asking questions is the most important way to get good classroom participation. Smith (1997) claims that student make less effort in memorization when participating. It helps student to remember what he said,

how the teacher or his colleagues comment on his answer either by correcting his answers or by adding something new or by rewarding him.

Deneke&Abebe (2015); on other hand, studied the main causes of low participation. They found that student are reluctant to participate because of fear of teacher evaluation ,lack of practice, fear of peer evaluation , class arrangement, class size ,poor pronunciation and other causes. Fear of negative evaluation is considered as “an important psychological factor which negatively influences performance of students” and as “the dread of being evaluated unfavorably when participating in a social situation” (kumar j et al,2015:74).Some students think that if they participate and give wrong, it will be criticized by the teacher or being laughed by his classmate while other prefer to sit in the back rather than sitting in front of the class to avoid participation because they think that teacher will focus more on student who are sitting in front of him.

Overcrowded class also may hinder participation. Noise during class discussion affects student listening to each other and to the teacher so the probability of being engaged or involved in the discussion is rare. Moreover, student also may reject participation since they have poor pronunciation. They think that if they speak, the others will not understand him. Dyson (2007) reports that Asian students refused to participate again if they could not be understood .In addition, shyness is also considered as a source of avoiding participation or social interaction as it is defined by Pilkonis (1977). Shy student may think that making mistakes are shame and may lead them to loss their faces.

Teacher can encourage student to talk by avoiding negative evaluation, and focusing more on practice threw pair work as a strategy rather than large group discussion because it can limit individual opportunity to participate (McGonagall, 2005).Cooperative

learning may encourage students to talk because it make them more confident and ready to accept whatever the teacher comments because he shares the answers with his partner.

Finally, engagement is an important element of classroom management. Alber (2011) agrees that engagement is a sign of managed classroom. if the teacher can engage their student actively, he will face less difficulties and challenges in his work because “engagement is obviously a central aspect of effective teaching” (Marzano et al, 2011:1). In engaged classroom, over disruptive behavior is rarely noticed since the student seems to be more interested about how to do, for example, the activities ;therefore, they focuses more on the instruction rather than making noises, which is the result of disengagement(Connell&klem,2004). As a result, the lecture of the teacher runs smoothly and effective teaching takes place in classroom. What is important for the teacher is how to make their student actively engaged in classroom.

One of the strategies that Stuart (2012) suggests that awarding good practice as a strategy enhances engagement. Rewarding, such as saying excellent good increases student self confident and motivation. Using technology on other hand reinforce student engagement(Taylor&parson, 2011). The teacher can use video to explain an idea`, and paying the attention of their student.

#### **2.4. Definition of large class**

Large class has no agreed definition as it is found in literature. The use of this term differs from culture to another and it is related much on how the people perceived it (hayes,1997;ur,1996) wile baker and Westrup(2000)&Todd(2006) prefer to leave this definition to the teacher because they see that he is the only person who has the right to judge if the number of the students affect their progression and hinder the teaching process ; as a result , he may regard it as a large class. According to Qiang&Ning(2001),

large class in china is mainly referred to that the class that holds 50-100 whereas in the united kingdom it is ranged between 25-30 learners ,and more than 35 and 60 in the united state ,and developing countries, respectively(Ramana,2013). And from100to200 for Amua-sekyi (2010) While Jones (2007) sees that the ideal size of student in class is12 because of the ability to divide them into small groups or pairs. It seems that the difficulty of defining large classroom is the result of how the individual perceived it.

Tood (2006:2) provides us with some minimum sizes of large class that are suggested in previous works.

Author	Minimize size of large class
Baker (1967)	55
chimombo(1986)	50
Dixon(1986)	40
Finocchiaro(1989)	65
George(1991)	60
Hayes(1997)	50
Holliday(1996)	50
Hubbard et al (1996)	45
Li(1998)	50
Long(1977)	60
Nolasco & Arthur( 1986)	40
Safnil (1991)	60
Samuda & bruton(1981)	40
Touba (1991)	60

**Table 02.1.Some minimum sizes**

## 2.5. Disadvantages and advantages of teaching in large Classroom

There are no single views about teaching large class in the literature. Some of them hold that teaching in large classroom is considered as a problem and challenge for them while others supported it and see that is so beneficial and helpful for learning. Ives (2000), for example, mentions to some challenges that are mostly encountered by teacher and learners which can be summarized in the following table:

<b>Teacher challenges</b>	<b>Student challenges</b>
Difficulties of managing the paperwork such as recording test	Ignorance of what is Important or relevant information
Difficulties in managing distractions like discipline problems as coming late and talking	Hesitation of asking questions or indicating lack of knowledge
Perceived anonymity of the students: difficulties of motivating students to participate, learning the names of students	Hesitation in showing the other classmates their learning abilities
Lack of flexibility in large class activities: difficulties of varying activities, developing skills	Lack of knowledge about how to manage time management or other necessary skills that lead to success
Difficulties in diversing background and preparation of the students	Perceived anonymity that leads to challenge of the authority

**Table 02.2. Challenges of large class to the teachers and learners**

This table shows that large class has a negative impact on both teacher and learners. Carbone and Greenberge (1998) classify the problems of large class into four

categories: they claim that mission of teaching which should aims to developing the critical thinking and using different interactive strategies appeared to be difficult to be successfully done in large classroom.

Student is the second problem they were not motivated in this context due to the lack of preparation to cope with this kind of class teacher is considered another part of problem .inexperienced teacher with this context will find much difficulties. The last problem is administration and management. When direct policy of how dealing with large classes is not provided for the instructors, effective teaching will not occurred in this context. Teaching large classes is not easy and requires efforts not only from the teacher but also demands administration interventions.The experience alone is not enough if it is not enhanced by material that plays major roles in facilitating learning and teaching mission.

Mesrigui (2015) states some of the challenges that teacher face in large class which are weariness: teacher feel uncomfortable and tired before starting the lesson due to the large number of student. Control problem: difficulties in maintaining disruptive behaviors, detrimental effect on teaching performance: group and small work is rarely succeed, abundance of student work: difficulty of giving assignments, difficulty in assessing all the works of students. We can classify these difficulties into three behavioral, psychological, social, and technical. It is also claimed that large class lead to the difficulty in giving all the students equal opportunities to participate and practice (Ramana, 2013). Time constraint inhibits Teacher from dealing with student as individual. Half and hour is not enough to listen to each student. Noise is also another problem of large classes (Al-jarf, 2006). The study that made by Bahanshal (2013) found that one of the consequences of large classroom is making student less motivated.

Another disadvantage of large class is the use of lecture vs discussion method (McKeachie, 1986). Using lecture method in the class has many disadvantages which are listed by Langlais and Almer (2010). It makes students passive rather than active. For example, the teacher who always distribute recorded lecture to their student, they will rely blindly on his lecture which may reduces their cognitive abilities like developing critical thinking and decreases the sense of curiosity and self reliance. They may also neglecting the importance of listening to the teacher input in class because they may think that everything is recorded in handouts . moreover, it tends to be forgotten after short time.

Long term memory is only enhanced threw practice which is considered as a key of active learning. Student who always receives raw information he will gain nothing. He read the lecture, for instances, he may find a word which is not familiar with them ,he may check for it in the dictionary after short period he find the same word but he unfortunately forget its meaning because he may not find opportunities to use it frequently due to the lack of discussion conversation for example. Furthermore, it is not appropriate for explaining abstract and complex ideas, explaining what is meant by interaction may be difficult to understand by for example first year of English until it is performed threw conversation or showed by for instances video.

In addition, Renaud and al (2007) mention to some challenges that mainly the teacher encountered which are: managing the classroom which include difficulties in maintaining discipline and correcting large amount of written work, using pair and group work to encourage cooperative learning, teaching with limited resources .It is difficult for the teacher to notice whether their students follow him or they are out of the subject.

Discipline problem is not only limited to direct talking to peers for instances when the teacher talk but they can be done indirectly by sending phone messages under the table to each others without paying attention to them. In addition, correcting written works like

more than 100 compositions is in fact tiring and requires much effort and patient and paying attention to all the mistakes in each student essays or paragraphs or other written product seems to be a challenge in itself and possible to do ; as a result ,the evaluation will be not valid in itself.

The teachers of the university of education, Winneba admities that most student are not able to read from the board and to hear them and vice versa (yelkperri and al, 2012).Students who sit in the back, they could not see and listen to the teacher as those who sit in the front of class.Similarly the teacher could not see the student who are talking or listening to him because of far distance. Hess (2001) indicates that learning the student names in large classroom is not something easy and at the same time is necessary for several reasons: it contributes for the establishment for good relationships.Student who ignores the name of his classmates, he will find difficulties in interacting with the others. Any conversation starts with greeting like hi; Linda Rather than hi; you. As a result, he may be looked rude and he may not want to establish relationship with him. Learning names is so effective in terms of monitoring the student records. Knowing the name of students facilitates recording absentees and it eliminates the problem of making mistakes and occurring in the case of Fairless when for example giving TD marks concerning participation. Furthermore, it is a sign of respect.The student feel more confident when the teacher calls by his name and feels he is respected by him.

Todd(2006:3-4) mentions to some problems that are discussed in the literature.

<b>Problems</b>	<b>References</b>
<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Less effective learning</li> </ul> <p><b>Management/activities</b></p> <ul style="list-style-type: none"> <li>• Discipline</li> </ul>	<p>Coleman(1989d);ur(1996)</p> <p>Coleman(1989d); Dudley-evans&amp;st.john (1998);hayes(1997);li(1998);loCastro</p>

<p>Absentee students</p> <p>Organising activities</p> <p>Reliance on lectures and drills</p> <p>Avoidance of some activities</p>	<p>(1989);nolasco&amp;arthur(1986);peachey (1989);sabandar(1989);ur(1996);woodward (2001)</p> <p>George(1991)</p> <p>Harmer(1998);LoCastro(1989)</p> <p>Coleman (1989e);hubbard et al. (1983)</p> <p>Macleod(1989) ; peachey(1989)</p>
<p><b>Physical/ practical</b></p> <ul style="list-style-type: none"> <li>• Space</li> <li>• Discomfort</li> <li>• Student can't see /hear</li> <li>• Noise</li> <li>• Timing</li> <li>• Time for student presentations</li> <li>• Provision of materials</li> </ul>	<p>Coleman(1989d) ;nolasco&amp;arthur(1986) ; Peachey(1989) ;Woodward(2001)</p> <p>Hayes(1997)</p> <p>Long(1977)</p> <p>LoCastro(1989); nolasco&amp; Arthur(1996)); Woodward(2001)</p> <p>Peachey(1989);sabandar(1989)</p> <p>Watson todd(1999)</p> <p>Coleman(1989d); Dudley-evans&amp;st.john (1998);nolasco&amp;arthir(1986);peachey(1989)</p>
<p><b>Affective factors</b></p> <ul style="list-style-type: none"> <li>• Achieving rapport</li> <li>• Impersonalisation</li> <li>• No sence of community</li> <li>• Teacher discomfort</li> </ul>	<p>Harmer(1998);holliday(1996);hubbard et al.(1983);LoCastro(1989);McLeod(1989)</p> <p>Carbon(1996d)</p> <p>Hubbard et al.(1983)</p> <p>Coleman(1998d)</p> <p>Harmer(1998)</p>

	Dudley-evans&st.john (1998); hubbard et al. (1983);LoCastro(1989)
<b>Interaction</b> <ul style="list-style-type: none"> <li>• Few opportunities to speak</li> <li>• Giving attention to individuals</li> <li>• Focus on the action zone</li> <li>• Increased use of the mother</li> <li>• Less interesting lessons</li> </ul>	<p>Coleman (1989d); Hubbard et al. (1983);ur (1996)</p> <p>Coleman(1989d) ;dudley-evans&amp;st.john (1998);Hayes(1997);peachey(1989);ur(1996); Watson todd(1999)</p> <p>Shamim(1996)</p> <p>Dudley- evans&amp;st. john(1998);Woodward (2001)</p> <p>Ur(1996)</p>
<b>Feedback and evaluation</b> <ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Giving feedback</li> <li>• Assessment</li> <li>• Marking load</li> </ul>	<p>LoCastro(1989);peachey(1989)</p> <p>Dudley-evans&amp;st.jhon(1998);George(1991); LoCastro(1989)</p> <p>Coleman(1989d);Dudley- evans&amp;st.john (1998);hayes(1997);sbandar(1989)</p> <p>LoCatro(1989);McLeod(1998);peachey(1989); Ur(1996) Watson todd(1999)</p>
<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>• More mixed abilities</li> <li>• Getting feedback from students</li> </ul>	<p>Dudley-evans&amp;st.john(1998)</p> <p>Hayes(1997)</p>

Some scholars supported teaching in large class. The UNISCO (2006) emphasizes that learning does not always depend on class size whether it is small or large but to greater extent related to quality of teaching and students can learn better as in small class. Teacher, for instances, who follows the same routines and do not innovate when he feel that the teaching strategies does not work well, he will gain the same result either in the small class or large class. Wolne (2011) states that large class is beneficial for administration and students. Teaching more than 200 student for example by one instruction serves the administration because teaching small classes which hold for instances 35 student means bringing more instructors.

Moreover, large class makes student more responsible due to the lack of interaction with teacher in class. They will ask more questions either his classmates, or making more researches to satisfy his needs about getting more knowledge and enhancing his understanding. Jungic and al state “A large class offers the instructor incredible potential for ceating excitement among students”. (2006:6). Large class allows teacher to use different styles and strategies to making the class more enjoyable.

## **2.6. Strategies of teaching in large class**

Many scholars proposed several strategies to deal with large classes. Benhow and al (2007) suggest some methods to promote effective learning and teaching, such as training teachers in the use of whole class instruction, creating the efficient use of classroom space, supplying low cost teaching and learning materials. Misbehaviors of students like coming late can be eliminated by coming early and starting the lesson on time (carbon, 1999). Two-way communication could be an effective tool in terms of assessment used in large class by asking students at the end of the course to write what they understood from the lesson and if they have questions or ambiguities they can write them

down in small index cards which help teacher on other hand to easily take the attendance (Clandfield and al, 2003).

Moreover, Meng (2009) suggests some methods to encourage learners to speak English in group work. Creating conditions for speaking to occur in group work threw making the learners feel confident by reducing non threaten task .for example, teacher can give the freedom to the student to select the group they can work with them and he feels comfortable with. The second technique is the individual arrangement.

Cooperation in group can be failed especially when it is concerned with role play because each individual has its own interest ideas imagination card role is so helpful in arranging and eliminating this problem in which the roles of each individual is written in this card. Matching the difficulty of speaking tasks with the learners' proficiency is another technique.

Informing the students about the learning goal and the outcome of each task increases their working and concentration on task. For example, the lesson of today is about requesting. The teacher can distribute short written dialogues in which you use different expression of requesting and ask each students groups to extract them and then ask them to select who are going to perform this dialogues orally by reading and who are going to answer and you emphasize that in each time teacher should emphasize to pass the turn to whom they are not talking in each group. Tell them that at the end of this course, they will be able to request in different manners.

Some principal and strategies are summarized by Qiang and ning(2001:4) in the following table:

	<b>Teaching principals and strategies in large class</b>
<b>Affective</b>	1) Knowing the student well(shao ying2010) Ex:collecting personal information by use of student's portfolio;

	<p>Asking students by their names to answer questions in class;</p> <p>2) Establishing good rapport with students(huang qiang2006,xiao li 2005)</p> <p>Ex: communicating with students frequently;</p> <p>Giving feedback in time;</p> <p>Creating relaxed and unthreading environment;</p> <p>3) Showing concern for both strong and weaker students(pu xiaoyan2008)</p> <p>Ex: providing equal chances by giving different tasks or assignments according to the student's level;</p> <p>4) Arousing the student's interests(huicaixia and jianglan 2008, Xie hui2007, Xu Aijun2007)</p> <p>Ex: enhancing expressive capability by talking humorously or</p> <p>Exaggerating facial expression ;</p> <p>Using different teaching means like pictures ,music, movies etc;</p> <p>Carrying out various teaching activities such as game, role play, and contest etc;</p>
<p><b>Management-related</b></p>	<p>1) Keeping the class disciplined(zhang min2008)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Lowering the voice if the class is too noisy;</li> <li>• Moving around during class;</li> <li>• Establishing class standard practice;</li> </ul> <p>2) grouping students in multiple ways(he lin 2007,huang yuehua 2008,Zhong Yulian2008)</p>

	<p>e.g.</p> <ul style="list-style-type: none"> <li>• grouping students by interesting names;</li> <li>• grouping students with mixed abilities;</li> </ul> <p>3) Marking homework assignement in different ways(yang xingsheng2008)</p> <p>E.g.:</p> <ul style="list-style-type: none"> <li>• Encouraging students to make their assignments by themselves;</li> <li>• Encouraging students to mark their assignments in groups;</li> <li>• Choosing to mark students assignments randomly by the teacher;</li> <li>• Returning assignments by giving group feedback;</li> </ul>
<b>Pedagogical</b>	<p>1)establishing student-centered teaching philosophy(yaoyanju and yang ruizhi2006,Wang Xiaojun and Yu Haixia 2003)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Providing more chances for students to participate through individual work and whole class work (Zhong Yulian2008);</li> <li>• Promoting learner autonomy by creating autonomous learning atmosphere and training students' learning strategies(Lv Fang and Wang Lan 2003,Tan Qin and Qiujing 2008,Xu Ming and Yang HaiLi2003);</li> </ul> <p>2) changing traditional teaching mode (Chen Jun, Zeng Xiangfa and</p>

	<p>Wang Jie2006,yan Zhijuan 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Setting up different teaching objectives or assigning</li> </ul>
	<p>Different homework for different levels of students(Meng Mei and Liu Qinliang 2007);</p> <ul style="list-style-type: none"> <li>• Applying the communicative and task-based language teaching to increase students' use of language (Su jian2007,Wen Jian 2003,Yang Jianping2002);</li> <li>• Organizing cooperative learning activities such as think-pair-share, three –step interview , and jigsaw to develop students' comprehensive language competence and cooperative skills(Wang Xiaoyan,WangQiuling and Zeng Weiwei 2007,Zhao Yanning 2008);</li> <li>• Developing activity –based (especially group activity) language teaching (He Lin 2007,Huang Yuehua 2008)</li> </ul> <p>3)making use of modern teaching means ( many research can be referred to such as Ma Gang and Hu Anqui 2007,Wang Li2009, Wang Zhongxiang 2006)</p> <p>eg: using multi –evaluation system(Gao Yan 2009,Wang Peng and Jiang Dayu 2009)</p> <p>eg:</p> <ul style="list-style-type: none"> <li>• Differentiating evaluation;</li> <li>• using both summative evaluation and formative evaluation;</li> <li>• combining teacher evaluation, peer evaluation and self-</li> </ul>

	evaluation;
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**Table02.4. of teaching principals and strategies in large class**

This table provides detailed strategies for the problems that the teacher can face in large class which can be pedagogical, affective, management related.

## **Conclusion**

Large class is debate issue in the literature in terms of definition, effects ,strategies ,and talking about classroom management ,its definition ,goals , and its elements is necessary when we dealing with this issue. Large class has no single definition due to the differences in the perception of individual. Many of them defined it according to the number of students in class while others measured it according to the teaching and learning effectiveness. Scholars' views about the effect of large class on teaching and learning differed. Some hold that teaching in large class was difficult and inappropriate because it had many problems while others saw that teaching in large class had benefits. The difficulty of teaching in large class does not mean that learning and teaching in this context is impossible. There are many effective strategies to deal with large classes.

## **Chapter three**

### **Data analysis and finding**

In this chapter, we are mainly concerned with analyzing the data that are gathered from research tools which are interview for teacher and questionnaire for students that are aimed to investigate the most difficulties that both teacher face in teaching pronunciation and learners in learning and understanding it. We also aim to know the effects of large class on student learning and on teacher and if they students make pronunciation errors or not. In addition, we seek to know the attitudes and opinions of students and teachers toward studying pronunciation in language laboratory will improve pronunciation learning.

#### **3.1. Description and analysis of students' questionnaire**

The first tool that we selected to gather data was questionnaire for students because it is thought that is appropriate instrument for our study. We aim to investigate the most difficulties in understanding pronunciation in large classroom. In addition, we aim to know if the large class size has positive or negative effects on learning pronunciation. Furthermore, we aim to discover to which extent the idea of language laboratory has positive effects on learning pronunciation is supported by students.

##### **3.1.1. Description and structure of questionnaire**

We adapt unstructured questionnaire for conducting our research. It was distributed for 15 students of second year and they receive no difficulties in understanding questions because we try to avoid ambiguity ones. It has two sections. The first section deals with students' perceptions about pronunciation and it consisted of 5 questions which include what the students think about learning pronunciation, what they prefer to process intelligible pronunciation or fluent one, if they have difficulties in understanding phonetics courses in large class or not, the reasons behind these difficulties, their levels of

pronunciation. In addition, we pose questions what they feel when making pronunciation errors when speaking.

The second one concerned with their perceptions about large classroom. It consisted of 10 questions. We asked them about their opinions about learning English in large class, the activities that they found difficulties in performing it in large class, if their large class supported by learning facilities or not. Furthermore, we asked them about the frequency of benefiting from teacher' corrections of their pronunciation errors, and also if they like to participate or not, the type of interaction they perform in large classroom, and if they have difficulties in understanding teacher's input about pronunciation in large classroom, which aspects of pronunciation they difficult to grasp in large classroom either suprasegmental or segmental aspects. Finally, we close the questionnaire with a question about their opinions about the effects of studying pronunciation in large classroom.

### 3.1.2. The analysis of the student's questionnaire

#### Section one: student perception about pronunciation

**Question 01:** do you think that learning pronunciation is

- Very important
- Important
- Less important

Answers	Number of students	Percentage
Very important	15	100%
Important	0	0%
Less important	0	0%
Total	15	100%

**Table03.5.Students'perceptions of the importance of learning pronunciation.**

This table shows that all the students agree that pronunciation is very important to learn.

**Question 02:** Do you agree that intelligible pronunciation is more important than fluency?

- Yes
- No

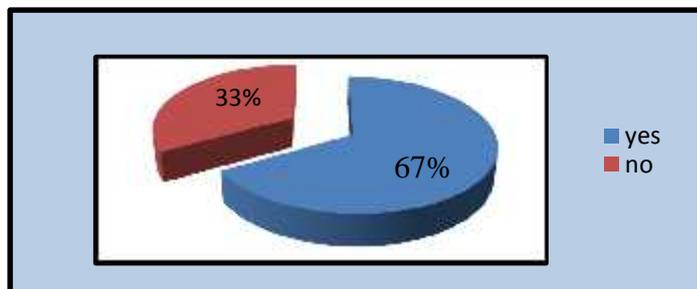
Options	Number of students	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

**Table03.6. Student perception about intelligibility vs fluency**

Having intelligible pronunciation is more important than being fluent is what all the students confirmed as it is shown by the above table.

**Question 03:** Do you find difficulties in understanding phonetics courses in large classroom?

- Yes
- No



**Figure03.2. Student perception about understanding phonetics courses in large class**

Most of students (67%) indicated that they have difficulties in understanding phonetics courses in large classroom while the rest (37%) claimed that they have no problems in grasping it in large class.

**Question04:** If yes, these difficulties are due to:

- Lack of practical activities
- The nature of phonetics terminology
- All of them
- Others

Options	Number of students	Percentage
Lack of practical activities	9	60%
The nature of phonetics terminology	1	6,66%
All of them	0	0%
None of them	0	0%
Total	10	66,66%

**Table 03.7. The reasons of difficulties in understanding phonetics courses in large classroom**

We notice from the above table that the majority of students (9student) argued that lack of practical activities is the main reason of having difficulties in understanding phonetics courses in class. Few of them saw that the nature of phonetics terminology (1student), are another cause of non comprehending phonetics courses in large class. No additional arguments provided by the students.

**Question 05:** To which extent do your level in pronunciation is?

- Excellent
- Very good
- Good

- Average
- Low

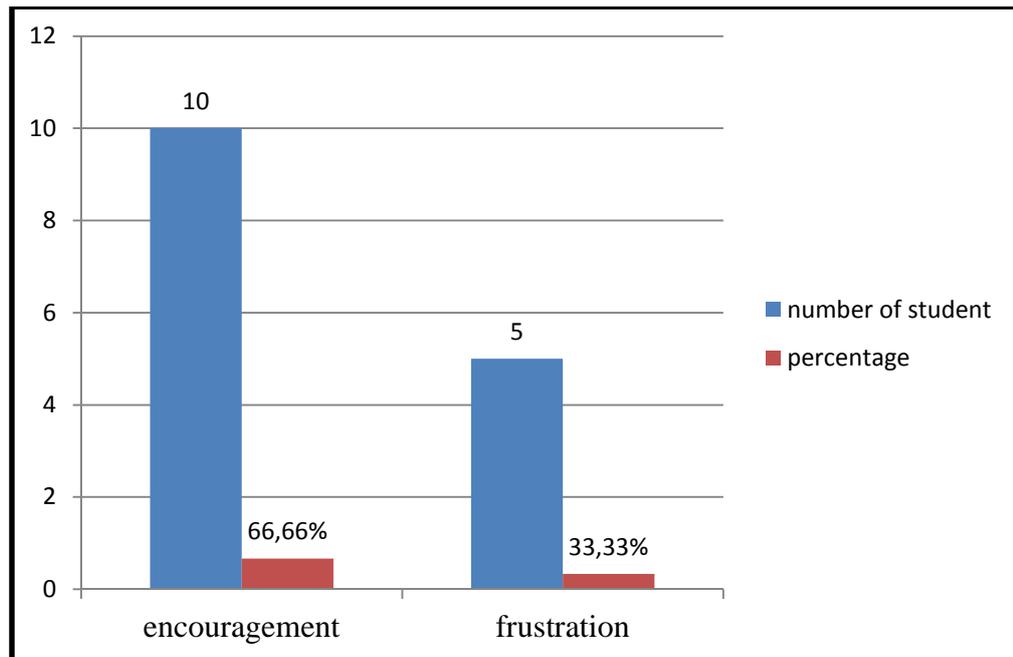
Options	Number of students	Percentage
Excellent	0	0%
Very good	2	13,33%
Good	10	66,66%
Average	3	20%
Low	0	0%
Total	15	100%

**Table 03.8. Students' perception about the levels of their pronunciation**

We see that 10 students(6,66%) thought that they have good pronunciation while 3(20%), 2(13, 33% )students claimed that their levels of pronunciation are very good and average respectively. None of them believed that they have excellent or low levels of pronunciation.

**Question 06:** Making pronunciation errors when you are speaking:

- Frustrate you and you do not like to speak English again in front of others because of fear of making pronunciation mistakes
- Encourage you to work hard to improve your pronunciation



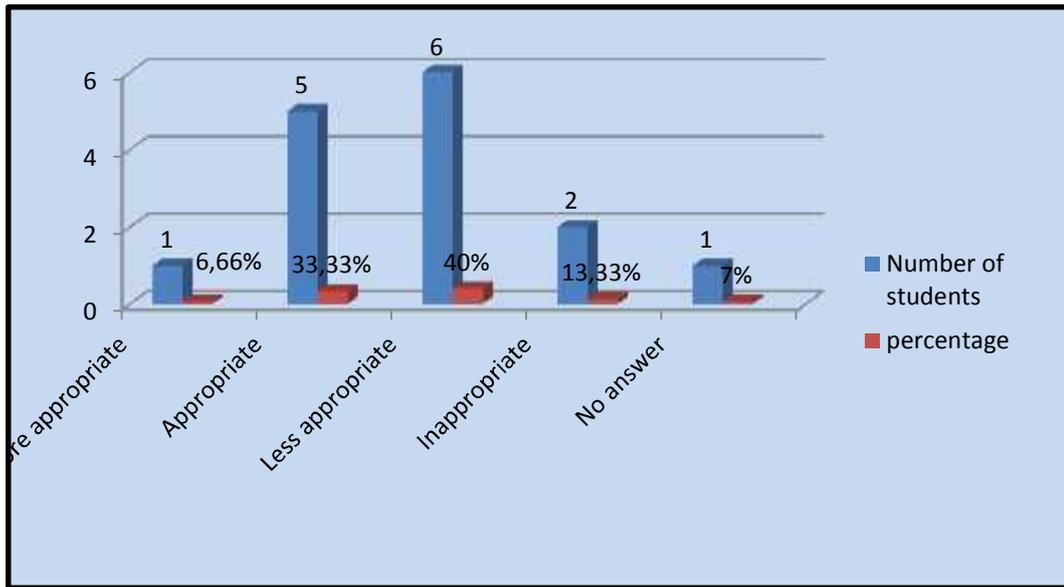
**Figure03.3. Students' attitudes toward making pronunciation errors when speaking**

66, 66% of students' answers showed that making pronunciation errors have positive effects on them .it encourages them to working hard to improve their pronunciations. However, 33, 33% of the answers revealed the contrast as it is shown by the graphs. Making pronunciations errors has negative impact on students. It frustrates and prevents them from speaking English again in front of others.

## **Section two: student's perception about large classroom**

**Question07:** What do you think about learning English in large class size?

- More appropriate
- Appropriate
- Less appropriate
- Inappropriate

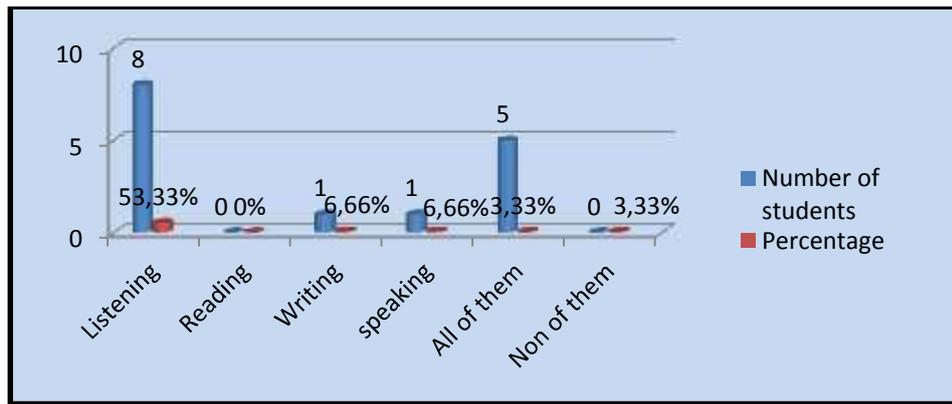


**Figure03.4. Students' opinions about learning English in large class size**

Majority of students considered that learning English in large class size is less appropriate (6 students with a percentage 40%).5 (33, 33%) students view that large class is appropriate for learning. In addition, considerable amounts of answers were given to more appropriate (one answer) and inappropriate (2 answers) options. No answer is provided by one student.

**Question08:** When you are learning in large classroom size which activities do you find difficult to perform?

- Listening activities
- Reading activities
- Writing activities
- Speaking activities
- All of them
- None of them

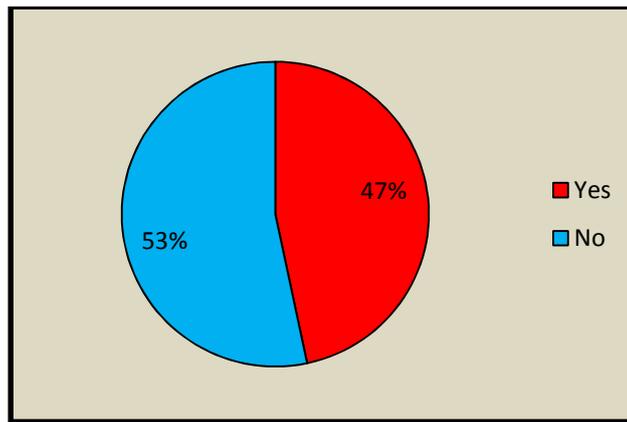


**Figure03.5. Students perceptions about the difficult performance of activities in large class**

The figure shows that not all the students have the same difficulties in performing activities in large class. Some of them have difficulties in performing listening. Others said that they have difficulties in writing while some students claimed that they encountered difficulties in speaking. Having difficulties in performing all of them are also found in the answers of students. Furthermore, having no difficulties in performing all of them are remarked as well. 53,33% of students' answers indicated that the students face difficulties in performing listening activities. 6,66% of them showed that they have difficulties in performing writing and speaking activities respectively. Moreover, 3,33% of students' answers revealed that the students have problems in performing all of them. No performance problems in large class is indicated by few students

**Question9:** Is your large class supported by learning facilities (textbooks, technology such as microphones, computers, head projector and other learning material)?

- Yes
- No

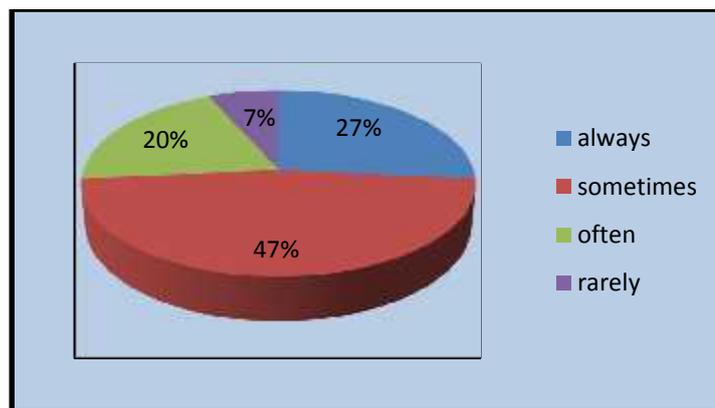


**Figure 03.6. The use of learning facilities in large class**

The answers of students were neither completely yes nor no but the highest percentage (53%) is noticed by the students who answer no while 47% of their answers were that their large class supported by learning facilities.

**Q10:** how often do you benefit from teacher corrections of your pronunciations mistakes in large classroom?

- Always
- Sometimes
- Often
- Rarely



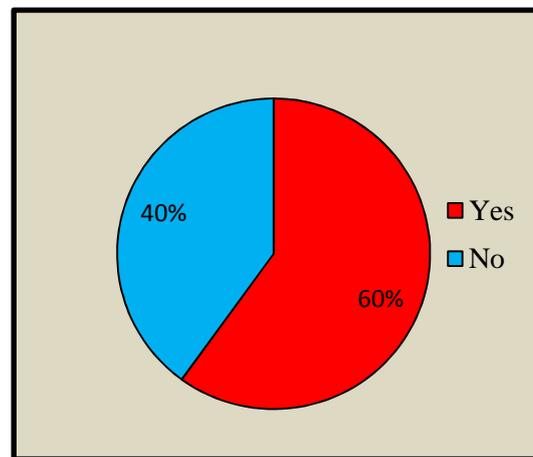
**Figure03.7. Teacher correction frequency of student pronunciation**

The extent to which the students benefit from teacher correction of their pronunciation in large classroom is different as it is showed by the figure. 47% represents

the majority of students who demonstrated that they sometimes receive teacher's correction of their pronunciation errors while 27% represents those who claimed that they always benefit from teacher corrections. In addition, 20% represents the students who stated that they often benefit from teacher correction of their pronunciation errors in large classroom. While 7% represents the students that they said they rarely benefit from teacher corrections of their pronunciations.

**Question 11:** Do you like to participate in large classroom?

- Yes
- No

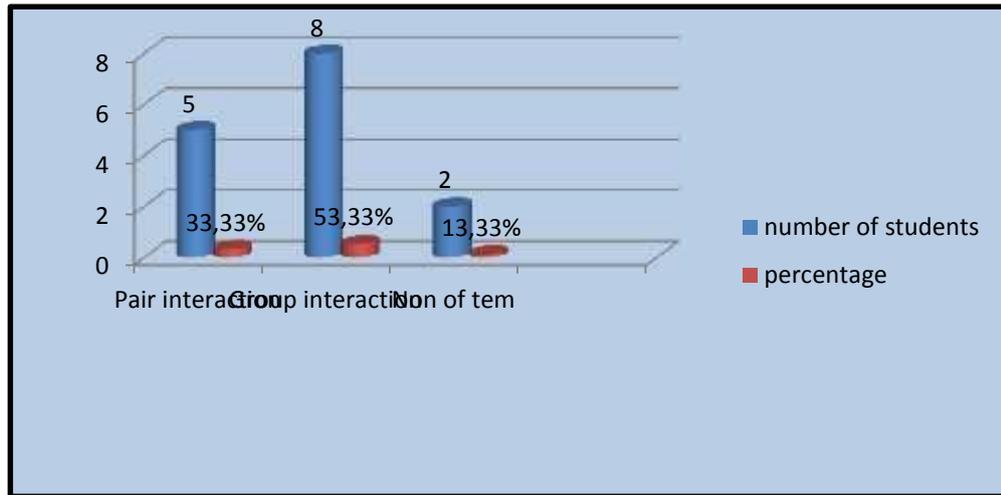


**Figure. 03.8. Students' participation in large classroom**

The result of this question showed that about 60% of answers were like participation in large class while 40% of them were dislike to participate in large class.

**Question 12:** Which type of interaction (dialogues, conversation....) do you perform in large classroom?

- Pair interaction
- Group interaction
- None of them

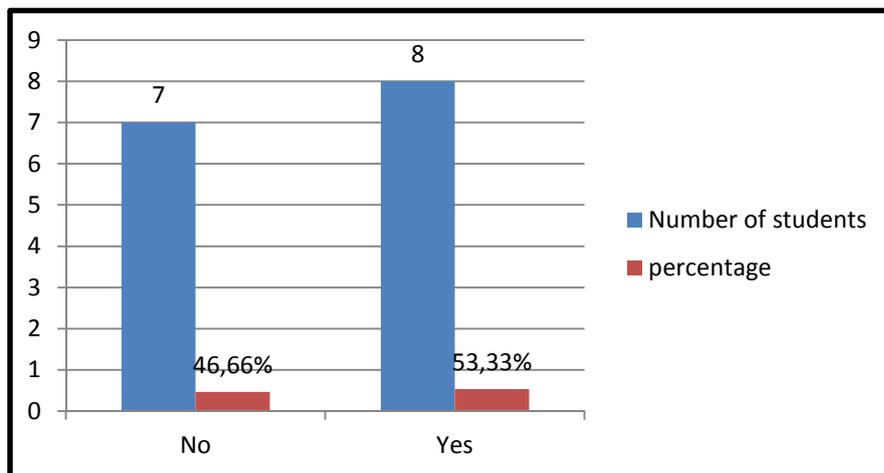


**Figure03.9. Types of interaction performing by students in large class**

It seems that the most type of interaction that are performed in large class is group one with a highest percentage which is about 53,33% by 8 students then followed by 33,33% of the answers which are pair group that answered by 5 students. Finally, the lowest percentages which estimated about 13,33% is indicated in two students answers

**Question13:** Do find difficulties in understanding teacher’s input about pronunciation in large classroom?

- Yes
- No

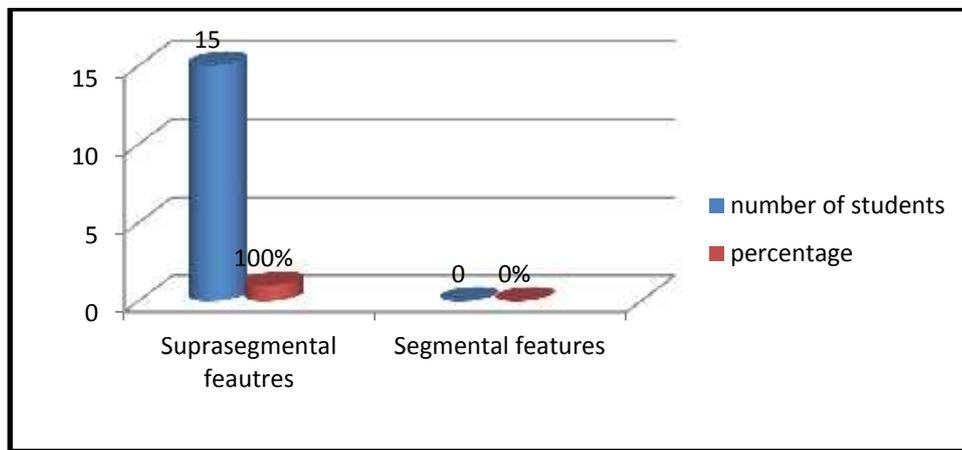


**figure.03.10.students’ difficulties in understanding teachers’ input in large classroom**

53, 33% of students' answers revealed that they have difficulties in understanding teacher's input and this is noticed from the above figure. While the rest of them indicated that they have no difficulties in understanding teacher's input.

**Question14:** What are the aspects of pronunciation that are difficult to grasp in large classroom?

- Suprasegmental aspects(vowels, consonants)
- Segmental aspects (intonation, stress, rhythm, pitch, connected speech like linking, assimilation....).



**Figure 03.11. Students' difficulties in understanding aspects of pronunciation**

The graph demonstrates that all students have difficulties in understanding suprasegmental features and have no difficulties in understanding segmental ones.

**Question15:** Do you agree that studying pronunciation in language laboratory will?

- Minimize discipline problems so you can listen to the teacher pronunciation.
- Maximize learning opportunities.ie. it accelerates learning pronunciation.
- Reinforce students' understanding. You can understand easily what the teacher's input about pronunciation.
- All of them
- None of them

## ➤ Others

Options	Number of students	Percentage
Minimize discipline problems	5	33.33%
Maximize learning opportunities	3	20%
Reinforce learners' understanding	2	13.33%
All of them	5	33,33%
Non of them	0	0%
Others	0	0%
<b>Total</b>	15	100%

**Table03.9. Students' perceptions about language laboratory**

Most students agreed that the language laboratory has positive effect on learning pronunciation. 5students answered that language laboratory will minimize discipline problems, so facilitate listening to the teacher pronunciation. Equal number of students selected the option all of them. 03 students; in other hand, responded that language laboratory will maximize learning opportunities whereas 02 students agreed that language laboratory will reinforce students understanding. While the rest options were not selected by the students.

### 3.1.3. Discussion of the result

The results of this questionnaire reveals that most of students find difficulties in understanding and learning phonetics courses in large class because of lack of practical activities. they have difficulties in understanding teachers' input about pronunciation especially in understanding and learning suprasegmental features and they do not always benefit from teacher correction of their pronunciation errors although they like to participate in large classroom which lakes to learning facilities that play major role in acquiring good pronunciation .Moreover, large classroom inhibited them to great extent

from performing listening activities which are considered as most important for training ear and acquiring pronunciation sounds like natives and they interact mostly using group rather than pair one . Moreover, they have positive attitudes toward making pronunciation errors when they are speaking. It encourages and stimulates them to work hard to improve their pronunciations because they are more self aware about the importance of learning it and they are also aware about the necessity of having intelligible pronunciation rather than fluent one. In addition, the questionnaire reveals that they have positive attitudes toward studying pronunciation in language laboratory rather than studying it in large class because they hold negative views about it and see that it is not appropriate for learning and this claim by many scholars in the literature review. They claim that language laboratory improves their pronunciation although they all of them said that they have good ones .It means that they are more interested about getting better pronunciation. Furthermore, it minimizes discipline problems .consequently, they can listen to the teacher pronunciation, maximize learning opportunities. As a result, they can learn pronunciation quickly and reinforce their understanding. So, they can understand easily.

### **3.2. Description and analysis of teacher's interview**

Making interview with teachers is what we selected as second tool to gathering data that contribute to our study in other hand their opinions, attitudes, experiences about teaching pronunciation in large class are what we aim to get from this interview. Moreover, we also aim to discover if the teachers have problems when teaching and their students when learning pronunciation in large class. All in all, to investigate the effects of large class on teaching and learning pronunciations.

### 3.2.1. Description and structure of the interview

Our interview is mainly administered to English teachers of phonetics at the University of Biskra. It consists of two sections. The first one deal with teacher's perception about pronunciation. It contains nine questions which are mainly goes around the period of teaching phonetics their opinions about it the method they adapt when teaching pronunciation the most aspects they emphasize when dealing with it. Moreover, we asked them about the level of their learners' pronunciations and if they noticed any difficulties or problems in their pronunciations and to demonstrate which those difficulties and the reasons behind them in their opinions. Furthermore, we interviewed them about their opinions about teaching pronunciation in language laboratory if it is effective and easier than in it did in classroom, and in other hand to clarify their answers. Finally, we ask them if they have any suggestions to improve pronunciation level of learners.

The second section is concerned with teacher's perception about large classroom. We pose nine questions starting with general one asking them what they think about teaching English in large classroom then about their feeling toward it if they feel less or more comfortable .in addition, we seek their opinions again to view if the classroom size affects learning outcome negatively or positively and in another questions we try to know if they found difficulties to pay individual attentions to all students ,to manage discipline problems and to apply certain types of activities finalizing this sections with question concerned with if they encounter difficulties or problems when teaching pronunciation in large classroom and to specify their answers. The last two questions are about how much their learners do pronunciations errors in large classroom and if they agree that this type of class plays a major role in decreasing learners, progress in pronunciations.

## **Background information**

### **The teacher's qualification**

- ❖ **AB**
- ❖ **Master**
- ❖ **Magister**
- ❖ **Ph.d(doctorate)**

**Teacher 01:** doctorate degree

**Teacher 02:** magister degree

### **Work experience:**

**Teacher 01:**34 years

**Teacher 02:**05 years

## **3.2.2. The analysis of the interview**

### **Section one: teacher perceptions about pronunciation**

**Question1: how long have you been teaching phonetics courses at university?**

**Teacher 01**“+10”

**Teacher 02:** “01 year”

It seems that the first teacher is more experienced than the second one in the field of teaching phonetics courses. The comparisons between them enable us to see if the experiences of teaching and learning pronunciation are related or not.

**Question02: how do you find teaching phonetics?**

**Teacher 01:** “difficult for learner's assimilation

**Teacher 02:** “difficult/ need a lot of experience”

Both interviewees declared that phonetics is difficult. However, the first teacher focused on the difficulty of phonetics in terms of learning especially in understanding it while the second one saw that teaching phonetics is difficult and requires much experience.

**Question03: which method do you follow when teaching pronunciation?**

**Teacher 01:** Language labs and live articulation with audio- visual tools

**Teacher 02:** direct method

Each teacher follows certain method in teaching pronunciation either by adapting traditional method like direct method by teacher two or recent methods by teacher one that are mainly based on using language labs and audio visual tools.

**Question04: which the most aspect of pronunciation you emphasize when teaching it?**

**Teacher01: more emphasize is on vowels (short vs long)**

**Teacher 02:** phonemic spelling

Some aspects of pronunciation is more emphasized when teaching it and this is depend much on how the teacher sees the importance of dealing particularly more with this aspect than others . The first teacher preferred to focus more on teaching vowels threw comparing between its types short and long vowels whereas the second teacher emphasized spelling of phonemes.

**Question 05: which aspects of phonetics do you find difficult to teach theoretically?**

**Teacher 01:** the description of the sounds and their production (place & manner of articulation)

**Teacher 02:** transcription

There are some aspects of phonetics that are difficult to teach theoretically and this is what is claimed by the two interviewees. One of them viewed that the description of the

sounds and their production are what is found challenged and the other added transcription as another aspect that poses difficulties when teaching it theoretically.

**Question06: how do you find the level of your learners' pronunciations?**

Teacher 01: Average

Teacher 02: Average

Both teachers agreed that learners' pronunciation is average.

**Question 07: did you notice any problem or difficulties in your learners' pronunciation? If yes what are the reasons behind these difficulties in your opinion?**

**Teacher 01:** yes, interference of regional sound features into L2 sound articulation and production because of lack of practice and focus on vocabulary rather than sound articulation.

**Teacher 02:** yes, because of practice

Teachers indicated that students have difficulties in their pronunciation and the main reasons behind them are lack of practice. Teacher one specified which pronunciations problem their learners have which is interference of the native language sounds feature into the second language sounds and he also mentioned that the students focus on vocabulary rather than on sound articulation which lead them to have problems in their pronunciations.

**Question 08: do you think that language laboratory is more effective and easier than in classroom? If yes, why?**

**Teacher 01:** Yes, because of availability of materials and appropriate condition for individual learning; decrease of students' inhibition and increase of assimilation.

**Teacher 02:** yes of course, because of using authentic materials; dealing with natives; using many types of data.

Teachers of phonetics believed that teaching pronunciation in language laboratory is more effective and easier than in classroom because it provides appropriate atmosphere for individual learning and plays a major role in increasing students' assimilations and decreases their inhibitions in learning language laboratory is also appropriate for teaching pronunciation since it is supported by using different types of data and dealing with natives.

**Question 09: do you have any suggestion to improve pronunciations levels of the learners?**

**Teacher 01:** Listen & repeat is not an old method; rather it is a good one; use of podcasts; movies; reading

**Teacher 02:** laboratory

Listening and repetition, using of podcasts, movies, reading, and laboratory are what teachers of phonetics that we interview suggested as techniques to improve learner's pronunciations levels. The first teacher focused on the listening and repetition and insisted that it is the most influential method and refused to describe it as an old one. Using media is also suggested like movies and podcasts, reading. The second teacher in other hand suggested laboratory.

**Section two: teacher' perception about large classroom**

**Question 10: what do you think about teaching English in large classroom?**

**Teacher 01:** very energy absorbing

**Teacher 02:** difficult to manage; quality teaching is missing.

Both teachers of phonetics have negative views about teaching in large classroom. They said that teaching in large class needs much efforts and high energy. It is also difficult to manage and lakes to the quality of teaching.

**Question 11: do you feel less /more comfortable when teaching in large classroom?**

**Teacher 01:** absolutely less comfortable

**Teacher 02:** less

Negative feeling is recorded when teaching in large class. Both teachers claimed that they feel less comfortable in large class.

**Item 12: do you think that large classroom size affect learning outcome negatively or positively?**

**Teacher 01:** it does affect negatively learning

**Teacher02:** negatively

Both interviewees agreed that large classroom size affects learning outcome negatively.

**Question 13: do you find any difficulties to paying individual attention to all students in large classroom?**

**Teacher01:** I do have difficulties to paying individual attention to all students

**Teacher 02:** sure, because of time constraints.

Paying attention to all students seems to be difficult in large classroom one of the teachers declared that this difficulty is the result of time constraints.

**Question 14: do you find any difficulties in managing discipline problems in large classroom?**

**Teacher01:** Yes, of course

**Teacher02:** sometimes, problem of noise

Difficulty of managing discipline problems is existed in large classroom as it is claimed by the interviewees. The second teacher clarified that noise problem is what he faced in this kind of class.

**Question 15: what types of activities do you find difficult to apply in large classroom?**

**Teacher 01:** writing, oral expression, practice exercises and oral skill activities

**Teacher 02:** mainly transcription

There are certain activities which are not easy to perform in large class .The interviewees said that they found obstacles when come to apply such activities like writing, oral expression, practice exercises and oral skill activities for the first one and transcription for the second one.

**Question 16: do you encounter any difficulties or problems when teaching pronunciation in large classroom? If yes, please specify.**

**Teacher01:** yes, many, and most importantly to focus on pronunciation of the learner's because of noise or space of class.

**Teacher 02:** Yes, because of time constraints; time to teach theory

Teachers of phonetics are not satisfied about teaching in large classroom. Both interviewees argued that they encounter many problems when teaching pronunciation in it because of discipline (noise) or physical (space) problems which impeded them from focusing on learner's pronunciation as it is answered by the first interviewee and because of time constraints, time to teach theory according to the second teacher.

**Question 17: how much do your learners make pronunciation errors in large classroom?**

**Teacher 01:** Frequently

**Teacher02:** much

Learners make pronunciations errors in large classroom but the extent to which they do differ. The first teacher said that their learners make errors frequently, but the second one declared that their learners make much error.

**Item 18: do you agree that large classroom size plays a major role in decreasing learner's progress in pronunciation?**

**Teacher 01:** Yes

**Teacher02:** I do

Both teachers agreed that large classroom decreased learners' progress in their pronunciations.

**3.2.3. Discussion of the result of the teacher's interview**

The teachers in this interview showed that phonetics courses are hard to teach and to grasp by the learners; moreover, they see that teaching phonetics is closely related to the experience. They find difficulties in teaching some of its aspects theoretically such as transcription, sound description (place and manner of articulation). They adapt different method when dealing with pronunciation such as direct method and language labs, using multiple audio visual tools. Moreover, they give more attention and focus on certain aspects of pronunciation when teaching it; for instances, vowels (short vs. long), and transcription. In addition, they claime that their students' levels of pronunciations are average and they have many problems in their pronunciations due to negative impact of the mother tongue sounds on the foreign language sounds (interference) and lake of practical side, focusing more on vocabulary and neglecting sound articulation. Teaching pronunciation in Language laboratory is seen as a more effective and easier than in large class because it is conditioned with different material and data input that facilitate learning; maximizing understanding and reducing inhibitions. Their suggestions about improving pronunciations were language labs and listen and repeat method.

Large class has negative impact on teaching's and learning's pronunciation. First of all, teaching in large classroom is difficult. It has psychological effects on teacher. He feels less comfortable and tired when teaching in this kind of class. They face many problems in management. For instances, managing discipline problems such as noise and applying such activities as oral and written activities, transcription .poor quality of teaching is also another effect of large classroom. Teacher is hindered to teach pronunciation effectively due to the management and physical problems as limited space and time. As a result, paying individual attention to all students in large class is impossible. Second of all, teaching in large class also has negative consequences on learning pronunciation. Students make errors frequently but to great extent much and their progress in their pronunciation decreased.

## **Conclusion**

The interview and questionnaire reveal that learners have difficulties in understanding phonetics courses in large classroom. Those difficulties are mainly concerned with understanding supraegmental features of pronunciation. Teacher; in other hand, face difficulties and problems in teaching pronunciation effectively in this context and also find difficulties in management which inhibit them for example from paying attention to all the individual students. Teacher and learners agreed that language laboratory has positive effect in improving pronunciation and minimizing students' errors. Teacher of phonetics see that teaching pronunciation in language laboratory is easier than in large classroom. Students also saw that teaching English as a whole in large classroom is not appropriate.

## General Conclusion

The study that we do is concerned with investigating the main difficulties that EFL second year students at University of Biskra face in understanding phonetics courses in large classroom. To answer our questions, we adopt descriptive method, dividing our work into two parts: theoretical part and practical one. The theoretical part includes two chapters. Chapter one is titled overview of teaching pronunciation whereas the second part is about teaching in large classroom. In the second part, we analyze the data that we gathered from two tools: interview for teachers and questionnaire for students.

In the first chapter, we discuss the definition of pronunciation ,its history, goals of teaching pronunciation, factors affecting learning pronunciation, the main problems that second language students face in learning pronunciation. Finally, we discuss the main pronunciation's variables. Then we talk about language laboratory, advantages, and its objectives.

In the second chapter, we firstly define classroom management, it goals, its elements then we talk about large classroom, its definition, the advantages and disadvantages of teaching in it, and finally we discuss the strategies of teaching in large classroom.

The last part of our study deals with data analysis and finding. The results that we obtained from the research tools which are mentioned above confirm our hypotheses. EFL second year students have difficulties in understanding phonetics courses in large classroom in addition to other difficulties, and all the results mentioned that large classroom will not replace language laboratory. Difficulties are not only found by students but also by the teachers. They face difficulties in teaching in large classroom.

## **Recommendations**

Teaching phonetics courses seems to be difficult in large classroom and understanding them by the students were challenged for them .however, this does not mean that the teacher are absolutely enable to teach them in this context. Although teaching and learning in small classes is not like large one but sometimes the problem is not in the size of the class but the ability of the teacher to deal with this problem in a wise way. The researcher would like to present some recommendations.

- The administrations should provide the large classes with technologies such as microphones, head projector and other facilities
- The teacher should focus more on practical activities when teaching pronunciation Like games activities, listening activities and whatever activities that motivate student to learn pronunciation. I.E. The teacher should present the lesson in an exciting and enjoyable Way that attracts the attention of their students.
- Teacher should encourage the students to talk by giving bonus point for whom they Participate and tell them that making mistakes is a key for improving their pronunciation and they disappeared with time.
- Teachers should emphasize the importance of extensive listening to native speakers .They can give them assignments , for example asking them to listen to words or sentences that are proposed ;how those word are pronounced orally and then to write the transcriptions of those words as they heard them.
- Teachers should not follow one method when teaching pronunciation in large classroom. They should adapt different methods to avoid ambiguities that sometimes resulted from the method that they follow when teaching aspects of pronunciation.

- Teacher can teach in language laboratory by for example divide the numbers of students into small groups. Each of them should have equal opportunities to benefit from the courses that are done in language laboratory.

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## Appendix I

### Student's questionnaire

#### Dear students

We would be grateful if you accept to fill in the questionnaire which serves our study about “**investigating difficulties in understanding phonetics courses in large classroom**». Please tick  your answers in the corresponding box(s) that you would think more appropriate.

**Thank you.**

#### ***SECTION ONE: STUDENT'S PERSEPTION'S ABOUT PRONUNCIATION.***

1. Do you think that learning pronunciation is?

- Very important
- Important
- Less important

2. Do you agree that intelligible pronunciation (anyone can understand your pronunciation) is more important than fluency (you are fluent but your pronunciation is not understood by the others)?

- Yes
- No

3. Do you find difficulties in understanding phonetics courses in large classroom?

- Yes
- No

4. If yes, these difficulties are due to:

- Lack of practical activities
  - The nature of phonetics terminology
  - all of them
  - Others.....
- .....

5. To which extent do you feel your level in pronunciation is?

- Excellent
- Very good
- Good
- Average
- low

6. Making pronunciation errors when you are speaking:

- Frustrate you and you do not like to speak English again in front of others because of fear of making pronunciation mistakes
- Encourage you to work hard to improve your pronunciation

**SECTION TWO: STUDENT'S PERCEPTION ABOUT LARGE CLASSROOM.**

7. What do you think about learning English in large class size?

- More Appropriate
- Appropriate
- Less appropriate
- inappropriate

8. When you are learning in large classroom size which activities do you find difficult to perform?

- Listening activities
- Reading activities
- Writing activities
- Speaking activities
- All of them
- None of them

9. Is your large classroom supported by learning facilities (textbooks, technology such as microphones, computers, head projector and other learning material)?

- Yes
- No

10. How often do you benefit from teacher corrections of your pronunciations mistakes in large classroom?

- Always
- Sometimes
- Often
- Rarely

11. Do you like to Participate in large classroom?

- yes
- no

12. Which type of interaction (dialogues, conversation.....) do you perform in large classroom?

- Pair (two students) interaction
- Group(more than two students) interaction
- None of them (no interaction)

13. Do you find any difficulties in understanding teacher's input (explanations) about pronunciation and learning it in large classroom?

- yes
- No

14. What are the aspects of pronunciation that are difficult to grasp in large classroom?

- Segmental aspects (vowels, consonants)
- Suprasegmental aspects (intonation, stress, rhythm, pitch, connected speech like linking, assimilation....).

15. Do you agree that studying pronunciation in language laboratory will?

- Minimize discipline problems (for example, noise will be less done in the classroom)
- Maximize learning opportunities (you will be able to participate ,for instances)
- Reinforce learners 'understanding (you will be able to understand easily)
- All of them
- None of them

➤ Others.....  
.....

**Thank you for your collaboration.**



## Appendix II

### Teacher's interview

Dear teachers:

We would be deeply grateful if you could answer the following questions which contribute to our study about " **investigating difficulties in understanding phonetics courses in large classes** " .

Thank you.

#### I. background information

1. Degree:

- ❖ AB (LICENSE)
- ❖ Master
- ❖ Magister
- ❖ PH.D (Doctorate)

2. Work experience:

.....  
.....

#### II. SECTION ONE: Teacher's *perceptions about pronunciation*

3. How long have you been teaching phonetics courses at university?

.....  
.....

4. How do you find teaching phonetics?

.....  
.....  
.....

5. Which method do you follow when teaching pronunciation?

.....  
.....

6. Which the most aspect of pronunciation you emphasize when teaching pronunciation?

.....  
.....

7. Which aspect of phonetics do you find difficult to teach theoretically?

.....  
.....

8. How do you find the level of your learners' pronunciation?

.....  
.....

9. Did you notice any problems or difficulties in your learners' pronunciations?

If yes what are the reasons behind this difficulties in your opinion

.....  
.....  
.....

10. Do you think that teaching pronunciation in language laboratory is more

Effective and easier than in classroom? If yes, why?

.....  
.....  
.....

11. Do you have any suggestion to improve pronunciations levels of the learners?

.....  
.....  
.....

**III. SECTION TWO: Teacher's perception about large classroom.**

12. What do you think about teaching English in large classroom?

.....  
.....

13. Do you feel less/more comfortable when teaching in large classroom?

.....  
.....

14. Do you think that large classroom size affects learning outcome negatively or positively?

.....  
.....  
.....

15. Do you find any difficulties to paying individual attention to all students in large classroom?

.....  
.....

16. Do you find any difficulties in managing discipline problems in large classroom?

.....  
.....

17. What type(s) of activities do you find difficult to apply in large classroom?

.....  
.....

18. Do you encounter any difficulties or problems when teaching pronunciation in large classroom? If yes, please specify?

.....  
.....  
.....

19. How much do your learners make pronunciation errors in large classroom?

.....  
.....

20. Do you agree that large classroom size plays a major role in decreasing learners 'progress in pronunciation?

.....

---

**Thank you for your collaboration.**

الصوتيات أهم وحدة قياسية في التعليم و استيعابها هو لأنها

بالنطق الذي يعتبر بحد ذاته التواصل ولان الحصول علي النطق السليم يعتمد كثيرا على فهم هذه المحاضرات  
أنها كبيرة. دراستنا الحالية تتمحور حول اكتشاف الصعوبات التي يجدها طلاب السنة الثانية

انجليزية في جامعة بسكرة في فهم محاضرات الصوتيات في كبيرة. 15 الثانية انجليزية

كعينة هادفين لمعرفة ما كانوا يواجهون فهم هذه المحاضرات في كبيرة. من اجل انجاز هذه  
الدراسة اعتمدنا على نوعين من الاستبيانات : أستاذين لديهما خبرة تدريس الصوتيات.

وضعنا فرضيتين . الفرضية افترضنا انه ليس من الممكن لطلبة الثانية انجليزية فهم محاضرات  
الصوتيات في قسم كبير الفرضية الثانية افترضنا انه ليس من الممكن لقسم كبير يحتل محل مخبر اللغة .

تحصلنا عليها كشفت بان طلاب السنة الثانية انجليزية لديهم صعوبات فهم محاضرات الصوتيات في

الكبيرة خاصة في فهم ج Suprasegmental وهذه النتيجة مع الفرضية

يواجهها تدريس هذه المحاضرات كمشاكل تسيريه و مشاكل نفسية. نتائج هذه الدراسة كشفت بان تدريس الصوتيات

أسهل فاعلية منه في قسم كبير وهذا يتوافق مع الفرضية الثانية. في الأخير يقدم بعض

التوجيهات.