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**The Negative Impact of Overcrowded Classes on
Teaching English Phonetics: A Case Study of First Year
English Students at the University of Biskra**

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfilment for the Master's Degree in Science of Languages**

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Dedication

I dedicate this dissertation to my lovely mother, my lovely father, my sister and brothers, and my friends.

Acknowledgments

First of all, I am very thankful to my God for giving me the power and patience to complete this work.

This dissertation could not have been completed without the help of my supervisor Mr. Adel BOULEGROUNE to whom I would like to express my sincere thanks for his guidance and invaluable comments. I extend my gratitude to the teachers who helped me in this study and the members of examiners for having accepted to read and examine my dissertation.

Abstract

The present study investigates the negative impact of overcrowded classes on the process of teaching English pronunciation in the Department of English at the University of Biskra. The role of the teacher is to make the learners pronounce the English language effectively, but he faces many problems in the process of teaching English pronunciation correctly. This study aims at determining the main problems and setbacks that teachers face in the process of teaching the skill of pronunciation within EFL large classes. We have hypothesized that if pronunciation is taught in large classes, teachers will face a lot of problems when dealing with this skill. The classroom observation and questionnaire for teachers are the main tools used in conducting this research and confirming the research hypothesis. The teachers' questionnaire is composed of 18 questions given to 4 teachers teaching at the Department of English at the University of Biskra academic year 2015-2016. The purpose of this study is to help teachers to cope the main problems that they face in the process of teaching pronunciation and to suggest solutions to the analysis of the findings confirmed that there are certain decisions that should be followed in order to improve the teaching of pronunciation in the Department of English at Biskra University.

المخلص

الدراسة الحالية تدرس التأثير السلبي للأقسام المكتظة على عملية تدريس مهارات النطق في قسم الانجليزية لجامعة محمد خيضر ببسكرة. دور أستاذ اللغة الانجليزية هو تمكين الطلبة من نطق اللغة الانجليزية بسلاسة لكنه يواجه العديد من المشاكل خلال تدريس مهارات النطق بطريقة جيدة. تهدف هذه الدراسة إلى تحديد أهم المشاكل و العقبات التي يواجهها الأساتذة خلال تدريس مهارات النطق في الأقسام المكتظة. ينطلق بحثنا من فرضية أن تدريس مهارات النطق في الأقسام المكتظة سوف يجعل الأساتذة يواجهون العديد من المشاكل خلال عملية تدريس مهارات النطق. الملاحظة العلمية و الاستبيان الموجه للأساتذة هما ابرز الوسيلتين المستخدمتين في دراسة هذا البحث و إثبات صحة الفرضيات. الاستبيان الموجه للأساتذة يتكون من 18 سؤال موجه لأربعة أساتذة من قسم الانجليزية لجامعة محمد خيضر ببسكرة خلال الموسم الدراسي 2015-2016. الهدف من خلال هذا البحث هو مساعدة الأساتذة على معالجة المشاكل التي يواجهونها خلال عملية تدريس مهارات النطق و كذلك اقتراح بعض الحلول من اجل تحسين عملية تدريس مهارات النطق في قسم الانجليزية لجامعة محمد خيضر ببسكرة.

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General Introduction

Background of the Study

Teaching is an important process which could take place only with the existence of three main parts: the teacher, the student, and the environment. The success of this process depends heavily on several conditions. The classroom or the physical setting in which the process of teaching takes place is one of the most crucial conditions for the effectiveness of this process. This latter may become a cause of hindrance for the teaching process and mainly in the Algerian context. At the present time, one of the biggest setbacks faced in teaching English as a foreign language is the huge number of learners in most of the classes or the learning setting. In fact, the classroom size has an important role in the teaching process, and a large classroom size may have negative effects on teaching. Large classes may affect the teaching process negatively in terms of being a hurdle for the efficiency of the techniques and the strategies used by the teachers of the phonetics module during the process of teaching pronunciation.

Statement of the Problem

In teaching pronunciation, the most important thing that the English teacher should do is helping the learners to perceive sounds and how to hear carefully before they try to speak through the use of many techniques and strategies. Nowadays, teachers fail in the application of these techniques and strategies within EFL large classes, and this leads us to investigate the reasons behind this failure.

Significance of the Study

The present paper is carried in a way to fulfill a number of purposes. At the level of the researcher, my contribution to the field will be to shed the light on an important

phenomenon that is both destabilizing and deteriorating to the teaching system by drawing the attention of all of the teacher as well as the administration staff to find an immediate solution to this problem. Moreover, this research aims to lead teachers to diagnose the problems faced in teaching pronunciation and to find solutions to improve the process of teaching pronunciation. At the level of the administration, recognizing that teachers are aware of the importance of teaching pronunciation while they lack the tools to teach it such as language laboratories is a third target of the current research work.

Aims of the Study

This study aims to:

1. Describe the phenomenon of EFL large classes.
2. Find out difficulties teachers face when teaching pronunciation within EFL Large classes.
3. Find out the pros and cons of the strategies and techniques used by phonetics teachers.
4. Find out reasons that make teachers fail in teaching pronunciation in a correct way within large classes.
5. Suggest solutions in order to improve the teaching of English pronunciation.

Research Questions

Observing the phenomenon of large classes and its negative effect on the teachers' teaching process of pronunciation, some questions can be raised:

Major research question:

1. In what way may large classroom size affect negatively teaching pronunciation?

Subsidiary research questions:

1. Which strategies and techniques are used in teaching phonetics in overcrowded classes?
2. Why are these strategies not effective in teaching pronunciation in the context of overcrowded classes?
3. What can teachers do to provide a better space to teach pronunciation?

Research Hypotheses

It is hypothesized that:

-Hypothesis 01: when pronunciation is taught in large classes' size, students will develop careless attitudes toward it, and thus face pronunciation difficulties.

-Hypothesis 02: The non-affectivity of the strategies applied when teaching pronunciation in the context of large classrooms could be attributed to a number of factors: The size of the class itself, the lack of correspondence (teacher/learner contact), and the bad application of the teaching strategies.

-Hypothesis 03: As part of the solution of the problem, teachers need to renew their strategies to fit (suit) the large classes via more and updated training. At the level of practice, for instance, teachers can resort to practices where students (learners) take main part by being divided into small group works for better efficiency.

Research Methodology and Design

The present work deals with the negative impact of large classes' size on teaching pronunciation. Carrying out this research, there is a need to follow some steps: choosing a population and sample, selecting an appropriate method, and using suitable tools.

The choice of population was non-randomly which is the case of first year LMD English students at Biskra University. Their whole number of 789 students divided into 12 groups between 40 as minimum and 54 as a maximum number of students in each group .They have studied English for 7 years at least and they come from different regions and have different backgrounds. In addition to the teachers whose number is 33.

The method of sampling is non random or non-probability sampling in which we have chosen the convenience or opportunity sampling because the choice is, on purpose, based on the groups that contain a big number of students and one would think that it is a criterion that is helpful to the current investigation.

The present research is concerned with first-year EFL at Biskra University .The principle aim is to describe a widespread phenomenon that could be observed, which is the large classroom size and its negative impact on teaching pronunciation. In other words, using the descriptive method, the major aim is to determine the nature of the problem which is about the actual situation of teachers' difficulty in teaching pronunciation. For that reason, one would find the descriptive method the most appropriate one. This is because the descriptive method correlates with the topic being investigated.

To collect data concerning the present work, there will recourse to a questionnaire distributed to teachers of phonetics and an observation of the classes of first year LMD students as tools of data collection.

Structure of the Dissertation

This research is basically divided into two chapters in addition to a General Introduction and a General Conclusion. Chapter one is divided into two sections. Section one includes a number of works and previous researches that have a certain relevance to the topic of this research. Section two constitutes the theoretical framework of the research.

The second chapter deals with data analysis in which a detailed analysis of data obtained from questionnaires distributed to teachers and observation of students is carried out. It is an analysis that includes an investigation of the process of teaching pronunciation and the effect of large classroom on it that will lead us to a conclusion that may confirm the hypotheses.

Literature Review

Pronunciation

The skill of pronunciation is currently regarded as a main course and skill in English language teaching programs. In his definition of the skill of pronunciation, Roach (2002, p.61) reports that: “pronunciation is the act of producing the sound of a language.” Morley (1998) believes that pronunciation has a vital function in allowing the learner to become an understandable speaker. He adds that the skill of pronunciation is one of the most crucial parts of communicative competence and poor pronunciation can lead to serious problems for learners; for instance, communication breakdowns and anxiety. Yong (2004) asserts that pronunciation is the foundation of speaking, but the traditional ways used for teaching English make the learners develop careless toward spelling and mainly pronunciation.

Dan (2006) views that the use of appropriate pronunciation during the process of communication makes it easier and more relaxed, and thus more successful. Kriedler (1989) argues that proper and intelligible pronunciation is the main parts that should be emphasized in language learning. Without them, learners may not be understood and may be poorly perceived by other English speakers. When it comes to the process of teaching pronunciation, there are certain factors that affect the process of learning this skill as stated by many researchers. For instance the learners’ age has a direct relation with the learners’ level of learning and mainly in pronunciation. This idea is explained by Mc Donough

(2002, p. 91) who reports that: “Young children learn languages better because they are nearer the age at which they became native speakers of their mother tongue.” Another main factor which is personality also has an impact on the process of learning pronunciation. That is to say, learners should take an active role in the process of the learning of the skill of pronunciation. Talking about this idea, Scarcella and Oxford (1994, p.225) offers the opinion that:

Learners can indeed acquire intelligible pronunciation in the second language when they become active participants in their own learning and the teacher supports their efforts by employing a wealth of techniques to aid students in their efforts to improve their pronunciation.

It is very clear that the amount of exposure and practice of pronunciation by learners and the cooperation with teacher will lead to achieving good results.

Large Classes

Different kinds of researchers have shown the impact of the phenomenon of large classes on the parts of the processes of teaching and learning. In a developmental study done by Lemmer (1999), he finds that overcrowded classes have an impact on the use and choice of teaching style within a given group of learners. Kennedy and Kennedy (1996) indicate that as soon as the number of learners exceeds a certain number, it becomes difficult to maintain discipline and control what happens. In a conducted studies between the 1950's and 1970's done by Blatchford and Mortimore (1994), the level of performance of learners in large classes is weaker than learners in small classes.

Chapter One: Pronunciation Teaching and Large Classroom Management

Pronunciation Teaching

1.1. Introduction

This chapter is basically divided into two main sections. Section one speaks about the approaches and methods of teaching pronunciation. It has to do also with the techniques used for teaching pronunciation. Section two is about the large classroom management. It deals with the definition of the notion of large classroom size and the problems within large classes. In addition to that it has to do with definition of the notion of classroom management and the roles of the teacher inside the classroom. The last point in this section is about the teacher management styles.

1.2. Approaches of Teaching Pronunciation

Pronunciation has been taught through two main general approaches: Intuitive-imitative approach and an analytic-linguistic approach.

1.2.1. The Intuitive-Imitative Approach

The intuitive-imitative approach was used before the late nineteenth century. According to Pascoe and Wiburg (2003), the process of teaching pronunciation in the intuitive-imitative approach focuses mainly on listening and imitation of the sounds and rhythms of the language. Celce-Murcia, Brinton, and Goodwin (2000) stated that the intuitive-imitative approach is based on the learner's ability to listen to and imitate the sounds of the target language without any explicit information about the production of sounds and rhythms of that language. This approach also gives much attention to the validity, and reliability of good models that the learners are listening to.

1.2.2. The Analytic-Linguistic Approach

This approach prevailed roughly from the 1950s to the 1970s. Celce-Murcia et al (2000) stated that the analytic-linguistic approach uses means, tools, and different aids to support and improve the processes of listening, imitation and production of sounds. It also directs the learner's attention to the sounds and rhythms of the target language.

For Celce-Murcia et al (2000), the main aim of the Analytic-linguistic Approach is to support and to complement the intuitive-imitative approach. This means that the Analytic-Linguistic Approach makes the learners aware of the phonetic rules of the language that they are studying or producing.

1.3. Methods of Teaching Pronunciation

1.3.1. Grammar Translation-Method

According to Chastain (1988), the grammar-translation method is a well-known teaching method since it is used by teachers for a long period of time in teaching (as cited in Freeman, 2000). In the observation by Freeman (2000), the grammar-translation method aim is to make the learner able to read and to write, and the focus is on reading and writing.

We can say that the grammar-translation method does not improve the development of the speaking skill of the learner because it is mainly based on the memorization of vocabulary and grammatical rules. Almost no attention was given to pronunciation; thus, it does not enhance the learner's communicative abilities in the target language.

1.3.2. The Direct Method

For Freeman (2000) the direct method was developed as a reaction against the grammar-translation method and was the first oral-based method to become widely

adopted. Konzorcuim (2006, p. 13), pointed out that reading aloud, conversation practice, gap filling exercise, dictation, and map drawing are the main basis of the direct method. Celce-Murcia et al (2000) state that intuition and imitation are the basic elements used in the process of teaching pronunciation. Learners listen to a model who is the teacher, and then they try to approximate it via imitation and repetition.

1.3.3. The Audio Lingual-Method

According to Celce-Murcia et al (2000), the audio lingual-method was prominent in the 1950s and 1960s, especially in the United States, and has been widely used in many other parts of the world. Celce-Murcia et al (2000) stated that the audio lingual-method emphasizes on the good pronunciation, and the process of teaching pronunciation focus mainly on imitating and repeating the sounds. The teacher should use the possible ways to make the sounds seems easier for the learners. Lightbown and Spada (2006) reported that: “Pronunciation was a central component in language teaching during the audiolingual era” (p.105).

1.3.4. The Silent Way

Freeman (2000) mentions that the silent way is a method developed by Cattegno in the late seventies. It shares certain principles with the cognitive approach and rejects the behaviourist view. Konzorcuim (2006) offers the opinion that the skill of pronunciation has much importance in the silent way. Celce-Murcia et al (2000) mentions that in The silent way the teacher do not speak too much to the learner's; he directs them through gestures and he should use tools such as charts during the process of teaching pronunciation.

1.3.5. Community Language Learning

For Celce-Murcia et al (2000), the community language learning is a foreign language teaching method founded by Carl Rogers's work but developed by Curran. The teacher or the counselor plays a major role in teaching pronunciation in the community language learning method. He gives the students the words in the target language, then the students are asked to repeat them several times with a great deal of emphasis on a good pronunciation . A lot of practice is encouraged for getting better pronunciation and the main tool used for that process is the audiotape which gives the learner's the opportunity to record their words and show them the progress that they made.

1.4. New Techniques of Teaching Pronunciation

Mastering and being able to use pronunciation appropriately depends heavily on the techniques used for teaching it. Celce-Murcia (2000, p. 290) proposed three main techniques for teaching pronunciation: the use of fluency-building activities, multisensory modes, and the use of authentic materials.

1.4.1. Fluency-Building Activities

Celce-Murcia et al (2000, p. 291-294) discussed the following techniques of fluency building:

1.4.1.1. Effective Listening Exercise

This technique starts by a conversation between the teacher and a volunteer learner. They debate a topic of the learner's choice for three minutes. The other learners pay attention to what they are saying, and then discuss the main strategies employed by the teacher in order to embolden the speaker. After that, learners are divided into groups of

three learners in each group: the first learner is the speaker, the second learner is the listener and the last one is the observer and they discuss a topic of their own choice. Each learner should change his/her role, until each one of them has had the opportunity to perform all the roles.

1.4.1.2. Personal Introduction Collage

This technique depends on the use of a poster board collage by the teacher. He uses it in order to introduce him/her-self to his/her learners. The teacher carries out the collage and tries to make a connection between the appropriate visuals and what s/he said before. Next, the teacher asks the learners to follow the same steps that s/he used to do in order to perform their own personal introduction collage via the same tools until they can talk without any problem. Then, the work should be presented in front of the whole class.

1.4.1.3. Backward Buildup

For Jull (2008, p. 2-3), who stated this technique, the Backward buildup technique requires using one word at first and then adding preceding words, individual word at a time. For example:

You

Know you

Don't know you

I don't know you

By following these steps, the intonation of the rooted sentence stays as it is.

1.4.2. Using Multisensory Modes

Celce-Muricia (2000, p. 295-299) stated that there are three modes for teaching pronunciation:

1.4.2.1. Visual and Auditory Reinforcement

Using visual aids or reinforcements such as charts, diagrams and overhead projectors in the process of teaching pronunciation is not something new. Auditory reinforcement, which was used for teaching pronunciation via listening and imitating era of pronunciation, also plays a major role in teaching pronunciation nowadays.

1.4.2.2. Kinesthetic Reinforcement

From its given name, the main ways used for reinforcing the process of teaching and learning pronunciation are gestures or in other words body language. For instance, learners can use their fingers to count the number of syllables in the word.

1.4.2.3. Tactile Reinforcement

This kind of reinforcement depends on the use of the sense of touch as another effective technique for teaching pronunciation. For instance, learners can use their fingers or their throat to experience the process of producing different kind of sounds.

1.4.3. The Use of Authentic Materials

This technique involves the use of authentic materials such as s jokes, advertising copies, and passages from literature and so on for improving the process of teaching the pronunciation.

1.5. Large Classroom Management

1.5.1. Definition of Large Classroom Size

Researchers and scholars have different opinions concerning the definition of the concept of large classroom size. So there are a lot of factors that play a major role in the process of giving a clear definition to the concept of large classroom size.

Ur (1996, p.302) offers the opinion that:

Large is, of course, a relation term, and what a large class is, will vary from place to place...a group of twenty may be considered large; in my own teaching situation 40-50... A study done by a team of the Lancaster-Leeds Language Learning in Large Classes Research Project (Project Report N° 4) of Coleman et al. indicates that an average perception of the large class may be around 50 students.

From the proposed quotation by Ur (1996) we can notice that the process of determining what does the notion of large class size means differs from place to place and from context to context. So what can be seen as a small class in one country can be seen large class in another country.

1.5.2. Problems of Large Classes

There are some problems that are connected to the phenomenon of large size classes and cannot be disregarded or overlooked.

1.5.2.1. Discipline

In his definition of the concept discipline, Cummings (2000, p.2) states that: "Discipline is to teach students self-control, not to punish." Large size classes are the main source of discipline loss. This problem may hinder the process of learning and teaching as stated by Hayes (1997, p.109): "...it is noisy, some students who are not interested in class will disturb the others....when we have the activities in class, it will difficult to control or to solve their problems."

Large classes are the main source of many problems as a result of the big number of learners. This problem hinders and prevents the progress of processes of teaching, learning and doing the different kinds of activities in the classroom.

1.5.2.2. Discomfort

Talking about this problem, Hayes (1997, p.109) indicates stated: “Large size of class makes me frustrated and tired and I feel hopeless to manage the class successful.” It is very clear that the process of teaching in overcrowded classes makes the teacher feels uncomfortable most of the time. The reasons behind this feeling are the lack of space and the inability to engage learners’ in the learning activities.

1.5.2.3. Individual Attention

Individual attention is an extremely important part of the process of teaching for each learner. The effect of large class size on this main part of the processes of teaching and learning is explained clearly by Hayes (1997, p.109) who offers the opinion that: “I don’t have time to help all students but only some. If it is a small class, I can give the attention to them well.”

Here we can say that there is no real existence of individual attention inside overpopulated classrooms. The teacher deals with one group of learners and the others are indirectly neglected because of lack of time.

1.5.2.4. Evaluation

Hayes (1997) sees that the process of evaluation of the learners is the teachers’ responsibility, but the phenomenon of large size classes make it impossible. The teacher has no chance to supervise, check, and corrects the learners’ feedback and mistakes. Hayes

(1997, p.109) argues that: “Often I didn’t have enough opportunity to listen to them all, for example when I want to practice speaking. I don’t know whether their pronunciation is right or wrong.”

Pronunciation which can be seen as an important skill that most of the learners should develop is affected by the big number of learners. That is to say, the teacher cannot direct the learners and make them aware of their mistakes.

1.5.2.5. Teaching-Learning Process

The large size classroom is a great and major setback to achieving success in the teaching and learning processes. Hayes (1997) reports that:

I’m not sure that my students get what I’ve taught exactly. It is difficult to control the students and I don’t know what they have learnt because there are a lot of students. Some may understand, but some may be not understood and the teacher does not know what to do. (p.109)

In large size classes there is no real existence of the processes of teaching and learning. The teachers’ instructions and information are not understood. Because of overcrowding, there is much noise in the classroom.

1.6. Definition of Classroom Management

Scholars and educators suggested different kinds of definitions for the concept of classroom management.

For Oliver and Reschly (2007, p.1) classroom management is: “the ability of teachers to organize classrooms and manage the behavior of their students is a critical to achieving positive educational outcomes.”

Classroom management can be seen as main part of the educational system in general. It can help for reaching good results and achieving progress in the process of teaching.

Richards (1990, p. 10) states the following definition for the notion of classroom management: “classroom management refers to the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher.”

Classroom management is defined in this quotation as a process that includes the use of different kinds of strategies and techniques with learners for many purposes such as obtaining particular learning outcomes and reaching general educational goals.

According to Brown (2003, p.231): “classroom management is the teacher’s strategies that create and maintain an orderly learning environment and discipline means teachers’ responses to students’ misbehavior.”

It is very clear from this quotation that classroom management refers to the teachers’ ability and responsibility to look for better ways for a successful classroom management. Teachers should apply these ways carefully because not all the learners are motivated for learning.

1.7. The Roles of the Teacher

The teacher inside the classroom plays many roles in order to create an effective learning environment for the learners. Harmer (2001) states these roles as follows:

1.7.1. Controller

This role means that the teacher is responsible for everything in the classroom. Harmer (2001, p.58) sees that this role is extremely for the success of the process of teaching. Performing this role by this teacher means keeping all the learners quiet and calm most of the time. This role helps the teacher much more during the processes of presenting the lessons, giving instructions and in other various activities in the classroom.

1.7.2. Organizer

Harmer (2001) argues that this role is extremely vital, and each teacher should perform it when it is possible. This role requires from the teacher engaging the learners in the activity and organizes them to work in pairs or groups and inform them how to work. The teacher should also give the learners' the necessary information and instruction of any activity.

1.7.3. Assessor

In this case, the teacher's job is to evaluate the progress that learners' made during the teaching process. The process of evaluation should be followed by giving the right and appropriate feedback to the learners'. Harmer (2001, p.59) states that: "One of the things that students expect from their teachers is an indication of whether or not they are getting their English right." From the quotation, Harmer (2001) indicates that learners' are aware of the importance of assessment.

1.7.4. Prompter

Harmer (2001, p.60) suggests that the main activities of the teacher in this role is motivating and encouraging learners to participate in any kind of activity in the classroom. This function requires from the teacher the use of different kinds of teaching strategies and techniques to achieve learners' motivation most of the time.

1.7.5. Participant

Harmer (2001, p.60) opines that: "there are also times when we might want to join in an activity not as teacher, but also as a participant in our own right." He sees that performing this role by the teacher in the classroom has several advantages. Creating an

enjoyable learning environment for the learners and making them feel that the teacher cares about them are the main advantages of this role.

1.7.6. Resource

In this role, the teacher should follow and give the necessary information to the learners. This role is performed by the teacher as a result of the problems that learners face during the process of doing the activities and lack of information.

1.7.7. Tutor

Harmer (2001.p.62) states that this role is performed via combining two main roles. These roles are: prompter and resource. In this situation, the teacher should facilitate and simplify the instruction and the information for the learners. He should also give much support and motivation to the learners. Harmer (2001.p.62) sees that the process of performing this role in overcrowded is difficult because of the big number of learners.

1.7.8. Observer

The core objective of this role is not observing each word that the learners say inside the classroom. In fact, the central part of this role is discovering the progress that learners made. Harmer (2001, p.62) argues that:

Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lesson so that they can, if necessary, make change in the future.

The role of observer has several advantages for the teacher. For instance it allows the teacher to discover the efficacy of his/her teaching techniques and strategies. It also can make the teacher bring and apply new ideas for improving the process of teaching.

1.8. Teacher Management Styles

According to Dunbar (2004, p.9) there are four crucial teacher management styles. Each one of these styles is different from the other one. These styles are:

1.8.1. The Authoritarian Teacher

Dunbar (2004) claims that this style requires from the teacher setting serious rules on the learners, and that they should pay attention to them. For instance, the desks should be placed in an organized manner, and learners should be in their seats at the right time. The teachers do not use the sense of humour, and there is no tolerance with excused absences. Inside the classroom there is no interaction and even discussion. Dunbar (2004, p.9) states: “In this classroom, students need to follow directions and not ask why.”

This management style prevents the learners from expressing their opinions and ideas during the processes of learning and teaching. This may create a lot of problems such as lack of interaction between the learners and the teacher.

1.8.2. The Authoritative Teacher

Dunbar (2004, p.9) proposes that the authoritative teacher also sets severe regulations on learners. However, learners in this case are not controlled. They are allowed to participate and practice communication skills. Dunbar (2004, p.9) reports that: “The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment.”

This management style allows the learners to express and discuss their opinions and ideas with the teacher. This can lead for maintaining an enjoyable learning atmosphere that basis on interaction between the teacher and the learners.

1.8.3. The Indifferent Teacher

For Dunbar (2004, p.9), the indifferent teacher's role is totally absent in the classroom. This teacher shows no sense for the process of teaching. Learners are not asked to do homework or any kind of projects. This teacher uses the same means and tools in the process of teaching, year after year. Dunbar (2004, p.9) argues that: "Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students."

Discipline which can be seen as an important condition for the success of the process of learning and teaching has no existence in this management style. This can affect negatively the processes of teaching and learning.

1.8.4. The Laissez-Faire Teacher

Referring to Dunbar (2004), the laissez-faire teacher disregards the use of any kind of rules in the classroom. This teacher accepts any kind of misbehaviour from the learners and avoids harming them by creating some excuses. Dunbar (2004, p.9) describes this teacher as follows:

The teacher strives not to hurt the students' feelings and has difficulty saying no or enforcing rules. If a student disrupts the class, the teacher may assume that the student is not getting enough attention. When a student interrupts a lecture, the teacher accepts the interruption with the belief that the student must surely have something valuable to add. When discipline is offered, it is likely to be inconsistent.

Learners should not exceed some limits. Their role should be learning, acquiring new knowledge and developing new skills. This management style can be considered as a threat to the processes of teaching and learning because of the lack of discipline.

Conclusion

By the end, it can be said that the skill of pronunciation is a key element in the process of learning of any language. The views of researchers and educators concerning the important and the process of teaching this skill have been changed and developed over time. That is to say, the process of teaching this skill should have the necessary place and means to be taught effectively.

Chapter two: Description and Analysis of the Classroom Observation and the Teachers' Questionnaire

Introduction

The present chapter is devoted to the analysis of the classroom observation and the teachers' questionnaire. First of all, we will start by analyzing the results we got from the observation we did with three classes of first year LMD students, then, secondly, we will analyze the teachers' questionnaire. Our purpose is to collect data about teachers' opinion and identify problems that are faced by teachers during the process of teaching pronunciation. The data collection procedure will be described and the results will be discussed. They will pave the way to relate the main findings to the hypotheses formulated previously.

2.1. Description and Analysis of the Classroom Observation

To determine if there is a negative impact of overcrowded classes on teaching English pronunciation, the classroom observation were the appropriate tool for gathering data with first year English LMD classes.

2.1.1. Design and Description of the Observation

The classroom observation is done with three groups of first year LMD students. Two sessions per two weeks were attended with each group. The period of time for each classroom observation was one hour and a half.

The classroom observation was done through the use of checklist. This last is divided into two main parts. The first part is about teaching pronunciation. It consists of five items which organized as follows:

- The teacher uses materials and means in teaching pronunciation.
- The teacher uses different kinds of techniques in teaching pronunciation.

- The teacher emphasizes on good pronunciation.
- The teacher allows students to practice pronunciation.
- The teacher motivates his learners to develop their pronunciation.

The second part is about teaching large classes. It also consists of five items which organized as follows:

- The teacher interacts with his learners.
- The teacher feels comfortable during the process of teaching.
- The teacher attracts the learners' attention.
- The teacher can see and hear his learners.
- The teacher controls the learners in the classroom.

2.1.2. The Analysis of the Classroom Observation

2.1.2.1. Section One: General Observations about the Process of Teaching Pronunciation (Group three and four)

Item one: The teacher uses materials and means in teaching pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	0	1
Session (two)	0	0	0	1
Percentage	0%	0%	0%	100%

Table.2.1. The teacher's use of materials and means in teaching pronunciation

In the two sessions, we found that the teacher does not use any kind of materials and means during the process of teaching pronunciation. We noticed that the process of teaching the skill of pronunciation depends mainly on the use of the blackboard. We also observed that the use of the blackboard during the process of teaching pronunciation affects the learners' attention toward pronunciation. That is to say most of the learners

focus mainly on the written form rather than the spoken form. Their main objective is to write what is written on the blackboard.

Item two: the teacher uses different kinds of techniques in teaching pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	1	0	0
Session (two)	0	1	0	0
Percentage	0%	100%	0%	0%

Table.2.2. The teacher’s use of different kinds of techniques in teaching pronunciation

During the two sessions, we observed a lack of the use of different kinds of techniques in teaching pronunciation by the teacher. Gestures are the main techniques used by the teacher in explaining the process of production of different English sounds. Sometimes the teacher fails in the process of simplifying the right way for producing some sounds. The reason behind this failure is the difficulty of some English sounds.

Item three: The teacher emphasizes on good pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.3. The teacher’s emphasis on good pronunciation

It was very clear in both sessions that the teacher emphasizes on good pronunciation. This can be proved by the much effort that the teacher made during the process of teaching pronunciation in order to make his learners get the correct pronunciation of each sound.

Item four: The teacher allows students to practice pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	1	0	0
Session (two)	0	1	0	0
Percentage	0%	100%	0%	0%

Table.2.4. The learners' ability to practice pronunciation

In both sessions, we noticed that the teacher allows learners to practice pronunciation. We observed that the practice was in written form rather than spoken form. Learners are asked in pairs to transcribe some words given by the teacher. Most of the learners show no interest in this kind of practice. This kind of practice does not improve the learners' speaking skill since the main focus is on the written form.

Item five: The teacher motivates his learners to develop their pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.5. The motivation of learners to develop their pronunciation

From attending two sessions with these two groups, we observed that the teacher motivates his learners to develop their pronunciation. This motivation can be explained by the huge number of piece of advices given from the teacher to the learners concerning the correct pronunciation of each English sound and word. This motivation can be also proved by the good preparation and presentation of each lesson for the learners.

2.1.2.2. Section Two: General Observations of the Teachers' Dealing with Learners in Large Classes (Group three and four)

Item one: The teacher interacts with his learners.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.6.The teacher and learners interaction

In both sessions, we observed that the teacher interacts with his learners easily and without any problem. He was explaining and they were listening. He was asking and they were answering his questions. What makes the teacher interacts with his learners during the whole sessions is the few number of learners or in other words the lack of attendance. Here, we can say that the number of learners is an extremely important factor in the process of teaching.

Item two: The teacher feels comfortable during the process of teaching.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.7. The teacher's feeling during the process of teaching

During the two sessions, we observed that the teacher feels comfortable during the process of teaching. The few number of learners and lack of attendance make the teacher feel contented and able to present his lectures easily. The big number of absentees gives the teacher the opportunity to meet all his learners' needs and the freedom to check their answers for each exercise.

Item three: The teacher attracts the learners' attention.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.8. The teacher's ability to attract the learners' attention

In both sessions, the teacher attracts the learners' attention successfully. This can be attributed to two main factors. The first factor is the good preparation and presentation of each lesson for the learners by the teacher. The second factor is the few number of learners and lack of attendance. It is very clear that the small number of learners allows the teacher to express his existence and role in the classroom.

Item four: The teacher can see and hear his learners.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.9. The teacher's ability to see and hear his learners

Seeing and hearing most of the learners is an extremely crucial factor for the process of teaching. During the two sessions, we noticed that the teacher can see and hear his learners. This ability is due to the small number of learners in the classroom. We observed that the teacher communicates with all the learners and explain for them what they need to know about the lecture.

Item five: The teacher controls the learners in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.10. The teacher's ability to control his learners

Within these two groups, we observed that the teacher controls the learners in the classroom all the whole sessions. All the learners seem to be quiet and calm for the duration of teaching. This helps too much the teacher in the process of presenting his lectures and maintaining discipline within the classroom. As usual the main reason for that is the lack of attendance. It is very clear that discipline is necessary for creating an enjoyable learning and teaching atmosphere.

2.1.2.3. Section one: General Observations about the Process of Teaching Pronunciation (Group nine and ten)

Item one: the teacher uses materials and means in teaching pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	0	1
Session (two)	1	0	0	0
Percentage	50%	0%	0%	50%

Table.2.11. The teacher's use of materials and means in teaching pronunciation

During the first session, we observed that the teacher does not use any kind of materials and means in teaching pronunciation. The only way used during the process of teaching is the blackboard. The use of the blackboard makes the teacher feel bored because some learners cannot see what is written on the board.

During the second session, we noticed that the teacher uses materials and means in teaching pronunciation. The teacher brings the data show from the administration for his learners, but he wasted 20 minutes from the session during this process. The use of this means in teaching pronunciation helped the teacher much more. It also attracts most of the learners' attention.

Item two: the teacher uses different kinds of techniques in teaching pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	1	0	0
Session (two)	0	1	0	0
Percentage	0%	100%	0%	0%

Table 2.12. The teacher's use of different kinds of techniques in teaching pronunciation

In both sessions, we noticed that the teacher does not use any kind of techniques in teaching pronunciation. As usual the only technique used during the process of teaching is the body language. The use of this technique makes the teacher face many problems for instance the inability to explain the process of producing some English sounds.

Item three: The teacher emphasizes on good pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table 2.13. The teacher's emphasis on good pronunciation

We observed within these two groups that the teacher emphasizes on good pronunciation most of the time. We noticed that the lack of means and materials does not

prevent the teacher from showing the learners the real meaning of pronunciation that should be achieved.

Item four: The teacher allows students to practice pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	1	0
Session (two)	0	0	1	0
Percentage	0%	0%	100%	0%

Table 2.14. The learners' ability to practice pronunciation

In both sessions, it was very clear that the teacher allows learners to practice pronunciation. We noticed that the practice was in written form rather than spoken form. Learners are asked in pairs to transcribe some words given by the teacher. As usual most of the learners show no interest in this kind of practice. This kind of practice does not improve the learners' speaking skill since the main focus is on the written form.

Item five: The teacher motivates his learners to develop their pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table 2.15. The motivation of learners to develop their pronunciation

As we observed, in the first and the second sessions, the teacher motivates his learners to develop their pronunciation. We noticed that the teacher gives much more piece of advice for his learners after each lectures concerning pronunciation. He also follows the progress that they made in each session.

2.1.2.4. Section Two: General Observation of the Teachers' Dealing with Learners in Large Classes (Group nine and ten)

Item one: The teacher interacts with his learners.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	1	0
Session (two)	0	0	1	0
Percentage	0%	0%	100%	0%

Table.2.16. The teacher and learners interaction

There was no interaction between the teacher and the learners during the two sessions. The main reason that stands behind the lack of interaction between the teacher and the learners is the great number of learners in both sessions. The teacher was just dealing with little number of learners and the others were neglected.

Item two: The teacher feels comfortable during the process of teaching.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	0	1
Session (two)	0	0	0	1
Percentage	0%	0%	0%	100%

Table.2.17. The teacher's feeling during the process of teaching

In both sessions, we remarked that the teacher does not feel comfortable during the process of teaching. The main cause behind this feeling is the big number of learners in both sessions. The teacher was not able to present his lecture easily. There was a lot of noise during the two sessions.

Item three: The teacher attracts the learners' attention.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	1	0
Session (two)	0	0	1	0
Percentage	0%	0%	100%	0%

Table.2.18. The teacher's ability to attract learners' attention

We observed within these two groups that the teacher could not attract the learners' attention. The number of the learners was too much bigger during the two sessions. This makes the teacher spends too much time on organizing them rather than attracting their attention to the lecture.

Item four: The teacher can see and hear his learners.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	0	1
Session (two)	0	0	0	1
Percentage	0%	0%	0%	100%

Table.2.19. The teacher's ability to see and hear his learners

Observing these two groups, we found that the teacher cannot see and hear his learners. Again, the big number of attendance stands as a setback in front of the teacher. The teacher was dealing with the learners who are sitting in front of him. The other learners, who sit in the back, were neglected during the two sessions.

Item five: The teacher controls the learners in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	1	0
Session (two)	0	0	1	0
Percentage	0%	0%	100%	0%

Table.2.20. The teacher's ability to control the learners in the classroom

As we observed, during the two sessions, the big number of learners averted the teacher from controlling the learners and maintaining discipline in the classroom. Most of the learners were talking to each other and using their cell phones for making and replying calls during the two sessions. This simply affects the teacher and the process of presenting the lectures.

2.1.2.5. Section One: General Observations about the Process of Teaching Pronunciation (Group one and two)

Item one: the teacher uses materials and means in teaching pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	0	0	1
Session (two)	1	0	0	0
Percentage	50%	0%	0%	50%

Table.2.21. The teachers' use of materials and means in teaching pronunciation

During the first session, we observed that the teacher does not use any kind of materials and means in teaching pronunciation. As usual, the only way used during the process of teaching is the blackboard. The use of the blackboard makes the teacher feels uninteresting because some learners cannot see what is written on the board. Most of the time, the learners ask the teacher to read for them what is written on the board. We also

observed that the use of the blackboard during the process of teaching makes the learners focus mainly on the written form rather than the spoken form. The main objective of the learners is to write what is written on the blackboard.

During the second session, we noticed that the teacher uses materials and means in teaching pronunciation. The use of this means in teaching pronunciation helped the teacher much more. It also attracts most of the learners' attention. The use of the data show helped the teacher in the process of explaining of some English sounds.

Item two: the teacher uses different kinds of techniques in teaching pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	1	0	0
Session (two)	0	1	0	0
Percentage	0%	100%	0%	0%

Table 2.22. The teachers' use of different kinds of techniques in teaching pronunciation

The lack of the use of different kinds of techniques in teaching pronunciation by the teacher was also present with these two groups during the two sessions. Gestures are the main techniques used by the teacher for explaining the process of production of different English sounds. Again the teacher faces many problems in the process of showing the learners the right way for producing some sounds.

Item three: The teacher emphasizes on good pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.23. The teacher's emphasis on good pronunciation

It was very clear in both sessions that the teacher emphasizes on good pronunciation. This can be proved by the much effort that the teacher made during the process of teaching pronunciation in order to make his learners get the correct pronunciation for each sound.

Item four: The teacher allows students to practice pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	0	1	0	0
Session (two)	0	1	0	0
Percentage	0%	100%	0%	0%

Table.2.24. The learners' ability to practice pronunciation

In both sessions, we noticed that the teacher allows learners to practice pronunciation. We observed that the practice was in written form rather than spoken form. Learners are asked in pairs to transcribe some words given by the teacher. Most of the learners show no interest in this kind of practice. This kind of practice does not improve the learners' speaking skill since the main focus is on the written form.

Item five: The teacher motivates his learners to develop their pronunciation.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.25. The motivation of learners to develop their pronunciation

From attending two sessions with these two groups, we observed that the teacher motivates his learners' to develop their pronunciation. This motivation can be explained by

the huge number of pieces of advice given from the teacher to the learners concerning the correct pronunciation of each English sound and word.

2.1.2.6. Section Two: General Observations of the Teachers' Dealing with Learners in Large Classes (Group one and two)

Item one: The teacher interacts with his learners.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	1	0
Percentage	100%	0%	0%	0%

Table.2.26. The teacher and learners interaction

Within these two groups, we remarked that the small number of learners in the classroom increases the process of interaction between the teacher and the learners during the two sessions. In this case we remarked that the teacher was dealing with most of the learners and no one was ignored.

Item two: The teacher feels comfortable during the process of teaching.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.27. The teacher's feeling during the process of teaching

In both sessions, we remarked that the teacher feels comfortable during the process of teaching. The main cause behind this feeling is the few number of learners in

both sessions. The teacher was able to present his lecture easily. There were not any existences of noise during the two sessions.

Item three: The teacher attracts the learners’ attention.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.28.The teacher’s ability to attract learners’ attention

In both sessions, most of the learners were following the teacher during the process of presenting the lecture. It was very clear that the teacher gets the learners’ attention fruitfully. This can be attributed to the good preparation and presentation and lack of attendance during the two sessions.

Item four: The teacher can see and hear his learners.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.29.The teacher’s ability to see and hear his learners

We observed in this classroom with these two groups that that teacher can see and hear his learners during the two sessions because of the lack of attendance among learners. We noticed that the teacher knows most of his learners’ names. This leads to good teaching and learning results.

Item five: The teacher controls the learners in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Session (one)	1	0	0	0
Session (two)	1	0	0	0
Percentage	100%	0%	0%	0%

Table.2.30. The teacher's ability to control the learners in the classroom

Within these two groups, we observed that the lack of attendance allows the teacher to control the learners in the classroom most of the time. We remarked that most of the learners seemed to be calm during the process of teaching. Discipline also was present within these two groups in the two attended sessions.

2.1.3. Discussion of the Results of the Classroom Observation

Considering the results we got from observation and attendance with these three groups reveal that the process of teaching and dealing with the English pronunciation faces various difficulties and setbacks. The lack of means and materials such as language laboratories and any other audio-visual aids are the main problems that stand in front of the teaching pronunciation effectively. In addition to that we should mention the huge number of learners founded within these classes, which results in the teachers' inability to teach pronunciation in a meaningful way. For these reasons, teachers find themselves obliged to neglect some important things that should be taught in pronunciation. The analysis also provides specific information about the strategies and techniques that teachers within these classes typically follow in order to teach the skill of pronunciation.

In summary, the process of teaching pronunciation is extremely important process. This process depends heavily on the use of technological means and materials. Therefore,

it could be seen that the success in teaching pronunciation can be related to the ways used for teaching it.

2.2. Teachers' Questionnaire

2.2.1. Description and Analysis the Teachers' Questionnaire

Teachers' questionnaire was administered to the phonetics teachers and mainly to first year teachers' in the department of English at Mohamed Kheider university of Biskra. This questionnaire is composed of 18 questions.

The teachers' questionnaire is divided into three main sections:

Section One: consists of 03 questions about Teachers' gender, qualifications, and work experience.

Section Two: consists of 12 questions about Teachers' attitudes toward teaching pronunciation.

Section Three: consists of 3 questions about Teachers' attitudes toward the phenomenon of large classes.

2.2.2. Section One: Background Information Questions

Question 01: Gender

Gender	Number of teachers	Percentage
Male	3	75%
Female	1	25%
Total	4	100%

Table.2.31: Teachers' gender

In question one, teachers are asked about their gender. (75%) teachers are male, and (25%) teachers are female.

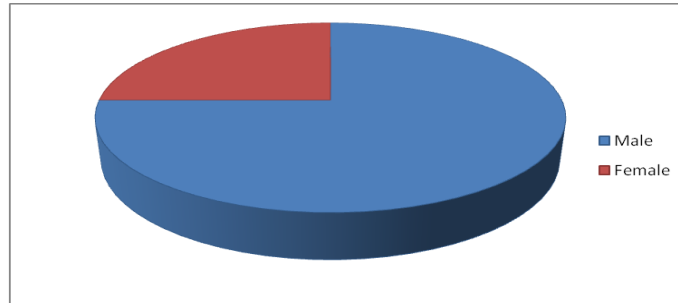


Figure.2.1: Teachers' gender

Question 02: Teachers' qualifications

Qualifications	Number of Teachers	Percentage
License	0	0%
Master	0	0%
Magister	2	50%
Doctorate	2	50%
Total	4	100%

Table.2.2: Teachers' qualifications

In question two, teachers are asked about their qualification of study. (00%) license teachers, (00%) master teachers, (50%) magisterial teachers, and (50%) doctorate teachers.

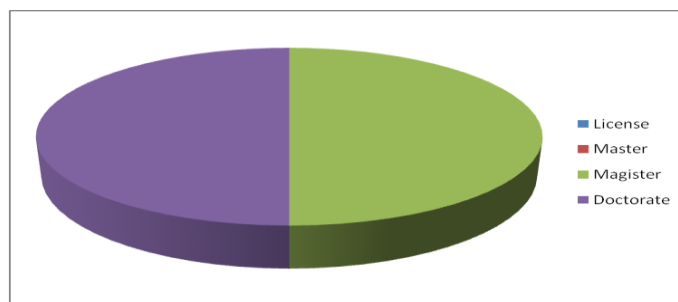


Figure.2.2: Teachers' qualifications

Question 03: Work experience

-First Teacher (female) gave the following answer:

-More than 30 years.

-Second teachers (male) provided the following answer:

-6 years.

-Third teachers (male) offered the following answer:

-Twenty-five years.

-Fourth teacher (male) gave the following answer:

-34 years.

In question three, teachers are asked to determine their work experience in teaching English. Most of teacher experience in teaching English language exceeds 25 years.

2.2.3. Section Two: Teachers' Attitudes toward Teaching Pronunciation

Question 04: How long have you been teaching phonetics?

-First Teacher (female) gave the following answer:

-More than 13years.

-Second teachers (male) provided the following answer:

-6 years.

-Third teachers (male) offered the following answer:

-2 years.

-Fourth teacher (male) gave the following answer:

-10 years.

In question four, teachers are asked to determine the years of teaching phonetics. Two teachers experience in teaching phonetics exceeds ten years. The other teachers experience in teaching phonetics is between two to six years.

Question 05: Have you ever received any training in teaching pronunciation?

	Yes	No	Total
Number	2	2	4
Percentage	50%	50%	100%

Table.2.33: Teachers' training

In question five, teachers are asked to determine whether they receive any training in teaching pronunciation. (50%) of the teachers received training in teaching pronunciation. (50%) of the teachers did not receive training in teaching pronunciation.

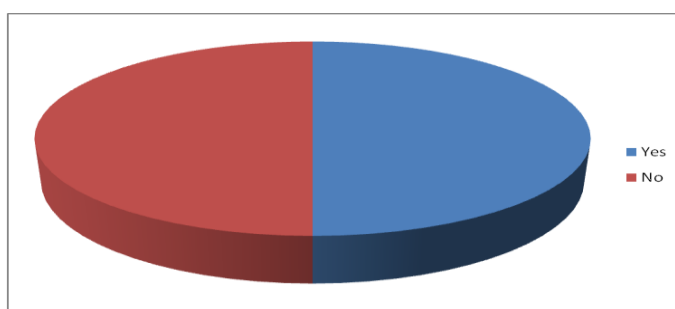


Figure.2.3: Teachers' training

Question 06: Do you think that your students are motivated to learn pronunciation during the class of phonetics?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.34: Learners' attitudes toward learning pronunciation

In question six, teachers are asked about whether their students are motivated to learn pronunciation during the class of phonetics. (100%) of teachers tell that their students

are motivated to learn pronunciation during the class of phonetics.

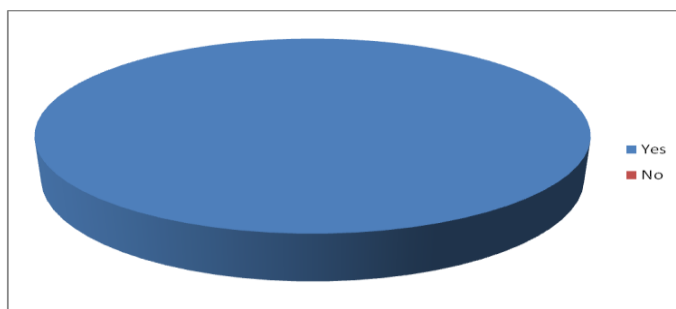


Figure.2.4: Learners' attitudes toward learning pronunciation

Question 07: How many hours per week are allotted for phonetics at the level of the first year?

- First Teacher (female) gave the following answer:
 - One hour and thirteen minutes.
- Second teachers (male) provided the following answer:
 - One hour and thirteen minutes.
- Third teachers (male) offered the following answer:
 - One session of ninety minutes.
- Fourth teacher (male) gave the following answer:
 - one hour and thirteen minutes.

In question seven, teachers are asked about the time allotted for phonetics at the level of the first year. All the teachers gave the same answer which is one hour and thirteen minutes.

Question 08: Do you think that this time is sufficient to cover the program and to provide students with enough practice?

	Yes	No	Total
Number	0	4	4
Percentage	0%	100%	100%

Table.2.35: Teachers' attitudes toward the time allocated for teaching pronunciation

In question eight, teachers are asked if the time allocated for teaching pronunciation is sufficient to cover the program and to provide students with enough practice. (100%) of teachers tell that the time allocated for teaching pronunciation is not sufficient to cover the program and to provide students with enough practice.

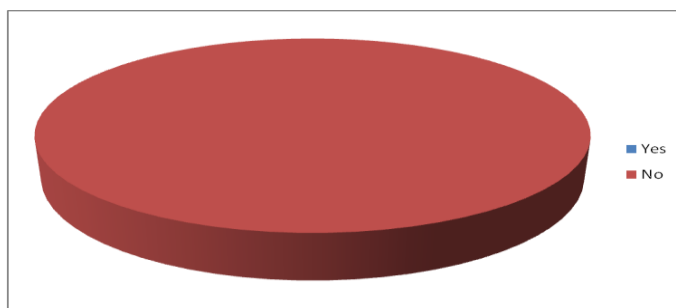


Figure.2.5: Teachers' attitudes toward the time allocated for teaching pronunciation

Question 09: Have you ever added extra sessions to practice pronunciation?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.36: Extra sessions for pronunciation practice

In question nine, teachers are asked about if they added extra sessions for pronunciation practice. (100%) of teachers tell that they added extra session for pronunciation practice.

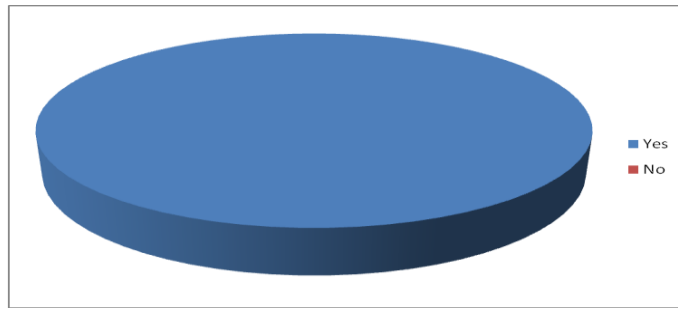


Figure.2.6: Extra sessions for pronunciation practice

Question 10: In teaching pronunciation, which strategies do you prefer best?

Option	Repetition	Percentage
Just Oral explanation	1	25%
Oral explanation and writing on the board	3	75%
Learners' practice in the classroom	0	0%
Total	4	100%

Table.2.37: Pronunciation teaching strategies

In question ten, teachers are asked about the strategies they prefer best in teaching pronunciation. (25%) of teachers tell that they prefer Just Oral explanation. (75%) of teachers tell that they prefer oral explanation and writing on the board.

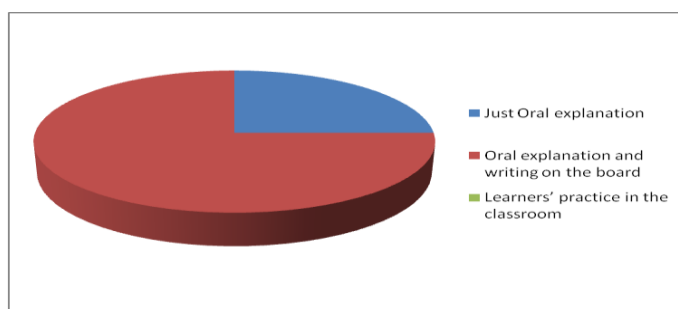


Figure.2.7: Pronunciation teaching strategies

Question 11: Is it necessary to use a language laboratory in teaching pronunciation?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.38: The necessity of the language laboratory in teaching pronunciation

In question eleven, teachers are asked if it is necessary to use a language laboratory in teaching pronunciation. (100%) of teachers tell that it is necessary to use a language laboratory in teaching pronunciation.

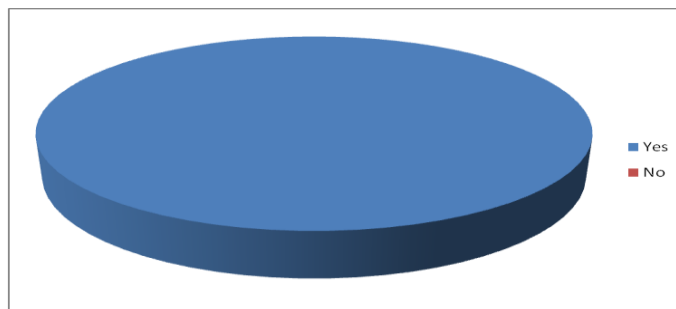


Figure.2.8: The necessity of the language laboratory in teaching pronunciation

Question 12: Do you correct your learners' pronunciation?

Option	Repetition	Percentage
Always	1	25%
Sometimes	3	75%
Rarely	0	0%
Never	0	0%
Total	4	100%

Table.2.39: The teachers' correction of learners' pronunciation mistakes

In question twelve, teachers are asked about how often they correct their learners' pronunciation. (25%) of teachers tell that they always correct their learners' mistakes. (75%) of teachers tell that they sometimes correct their learners' mistakes.

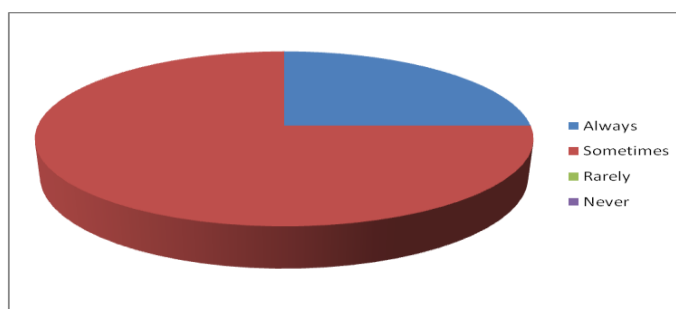


Figure.2.9: The teachers' correction of learners' pronunciation mistakes

Question 13: Which method of testing has enabled you to get more information about the learners' level in pronunciation?

Option	Repetition	Percentage
Written	1	25%
Oral	3	75%
Total	4	100%

Table.2.40: The testing method of learners' level in pronunciation

In question thirteen, teachers are asked about the method of testing has enabled them to get more information about the learners' level in pronunciation. (25%) of teachers tell that the written method of testing has enabled them to get more information about the learners' level in pronunciation. (75%) of teachers tell that the oral method of testing has enabled them to get more information about the learners' level in pronunciation.

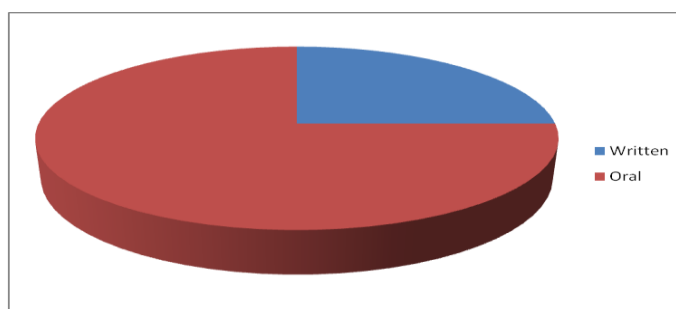


Figure.2.10: The testing method of learners' level in pronunciation

Question 14: Have you met any problems in teaching pronunciation?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.41: The problems faced by the teacher in teaching pronunciation

Justifications of “Yes”

- First Teacher (female):
- The large number of students in the same group hinders the operation of teaching as well as the lack of materials.
- Second teachers (male) provided the following answer:
- Overcrowded classes and lack of motivation among most students.
- Long syllabus and short- allocated time to teach phonetics.
- Third teachers (male):
- Overcrowded classes.
- Lack of materials.
- Shortage of time.
- Fourth teacher (male):
- Lack of materials and necessary means for teaching pronunciation.

In question fourteen, teachers are asked about if they met any problems in teaching

pronunciation. (100%) of teachers tell that they met any problems in teaching pronunciation.

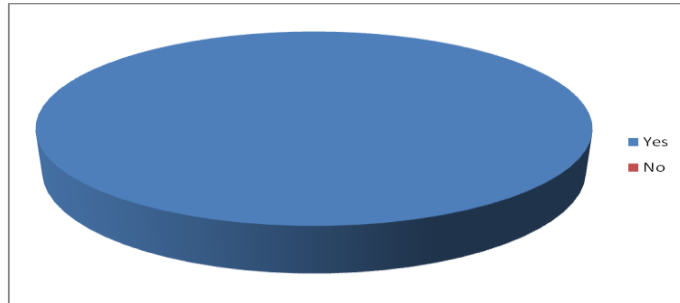


Figure.2.11: The problems faced by the teacher in teaching pronunciation

Question 15: Do you have any suggestions for the improvement of pronunciation teaching?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.42: Suggestions for the improvement of pronunciation teaching

Justifications of “Yes”

- First Teacher (female):
- The use of technology in class.
- Training teachers in English speaking countries, mainly the UK and the USA.
- Second teachers (male) provided the following answer:
- Extra time for teaching pronunciation.
- Using YouTube videos to expose learners to native speaker pronunciation.
- Third teachers (male):
- The use of ICT means in teaching pronunciation.
- Sophisticated language laboratories are absolutely necessary.
- Small class size.

- Fourth teacher (male):
- Intensive practice of pronunciation.
- The use of language laboratories.

In question fifteen, teachers are asked about if they have any suggestions for the improvement of pronunciation teaching. (100%) of teachers tell that they have some suggestions for the improvement of pronunciation teaching.

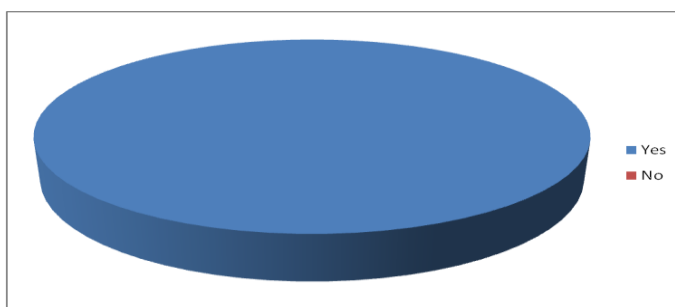


Figure.2.12: Suggestions for the improvement of pronunciation teaching

2.2.4. Section Three: Teachers' Attitudes towards the Phenomenon of Large Classes

Question 16: Have you ever taught large classes?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.43: The teachers taught large classes

Justifications of “Yes”

- First Teacher (female):
- 80 students.
- Second teachers (male):
- 120 students.
- Third teachers (male):
- 50 students.

- Fourth teacher (male):
- 50 students.

In question sixteen, teachers are asked about whether or not they taught large classes. (100%) of teachers tell that they taught large classes.

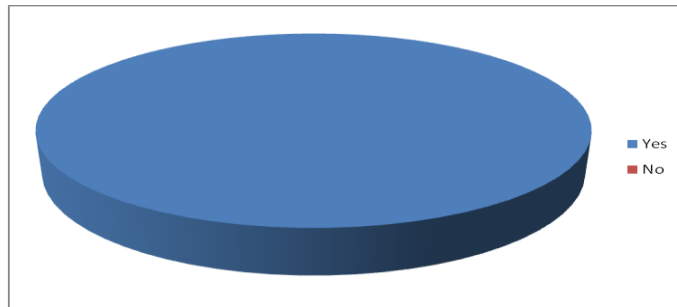


Figure.2.13: The teachers taught large classes

Question 17: Do you think that teaching small classes is easier for you than teaching large classes?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.44: Teaching a small class is easier than teaching large classes

Justifications of “Yes”

- First teacher (female):
- We can monitor students’ performance and individual practice during the assigned tasks.
- Second teachers (male):
- Teachers can provide learners more practice of pronunciation.
- Teachers can correct the learners’ mistakes.
- Third teachers (male):
- Better organization of the classroom activities.

- Opportunities for all the students to take part in the task.
- Fourth teacher (male):
- Enough language laboratory tools for better practice.
- Individual attention in the part of the teacher.

In question seventeen, teachers are asked about whether teaching small classes is easier for them than teaching large classes. (100%) of teachers tell that teaching small classes is easier for them than teaching large classes.

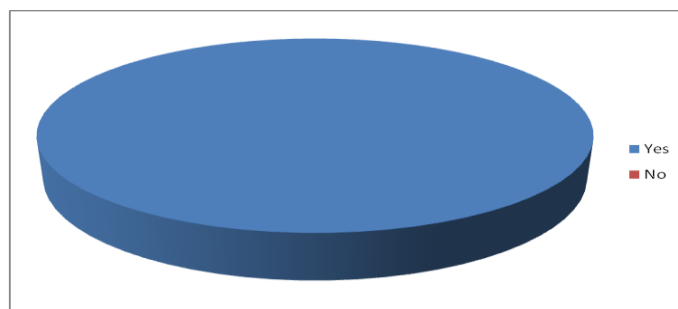


Figure.2.14: Teaching a small class is easier than teaching large classes

Question 18: Do you think that the big number of learners in classes hinder the process of teaching?

	Yes	No	Total
Number	4	0	4
Percentage	100%	0%	100%

Table.2.45: The big number of learners in classes hinders the process of teaching

Justifications of “Yes”

- First teacher (female):
- The difficulty of using technology in big rooms.
- There is no way for making all the students practice pronunciation.
- No way of checking the work of all the students.

- Second teachers (male):
- Noisy classes.
- Lack of time to involve all the students in class work.
- Third teachers (male):
- Lack of discipline.
- Lack of time.
- Fourth teacher (male):
- Inability to deal with all the students.
- Inability to locate the student's weaknesses.

In question eighteen, teachers are asked about whether the big number of learners in classes hinders the process of teaching. (100%) of teachers tell that the big number of learners in classes hinders the process of teaching.

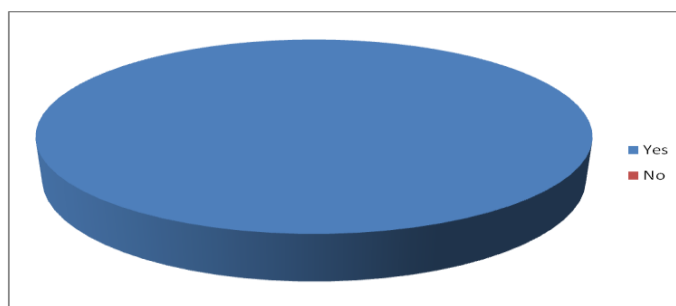


Figure.2.15: The big number of learners in classes hinders the process of teaching

2.2.5. General Discussion

The data that we have obtained from the questionnaire administrated to the teachers of phonetics at the department of English of Biskra University confirm our suggested hypothesis that is indicated in the introduction.

Section one is about background information questions. In question one, the results reveal that (75%) teachers are male, whereas, (25%) teachers are female. According to the results that are obtained, we notice that our sample almost consists of males; however, just one teacher is a female. In question two, the results show that (00%) license teachers,

(00%) master teachers, (50%) magister teachers, and (50%) doctorate teachers. We can notice that our department suffers from lack of teachers of phonetics, mainly the doctors. In question three, the results reveal that most of the teachers experience in teaching English language exceeds 25 years. This can be considered as a good factor for the process of teaching at the department of English of Biskra University.

Section two is about teachers' attitudes toward teaching pronunciation. In question four, two teachers' experience in teaching phonetics exceeds ten years. The other teachers' experience in teaching phonetics is between two to six years. It is very clear here that half of teachers suffer from lack of experience. In question five, (50%) of the teachers received training in teaching pronunciation; however, (50%) of the teachers did not receive training in teaching pronunciation. We can say that the training in teaching pronunciation is extremely crucial during the process of dealing with the skill of pronunciation. In question six, (100%) of teachers tell that their students are motivated to learn pronunciation during the class of phonetics. This can be seen as a good factor for the processes of teaching and learning pronunciation in general. In question seven, the whole number of teachers gave the same answer which is one hour and thirteen minutes. This time cannot be considered as sufficient time for the process of teaching pronunciation. In question eight, the whole number of teachers agreed that his time cannot be considered as sufficient time for the process of teaching pronunciation. In question nine, (100%) of teachers tell that they added extra sessions for pronunciation practice. It could be suggested here that the lack of time allocated for teaching pronunciation leads teachers to add extra sessions. In question ten, (25%) of teachers tell that they prefer only Oral explanation; however, (75%) of teachers tell that they prefer oral explanation and writing on the board. We can say the majority of the teachers prefer oral explanation and writing on the board because makes the learners get the written and the spoken form of each word and sound. In question eleven, (100%) of teachers tell that it is necessary to use a language laboratory in teaching pronunciation.

This choice can be explained by the several advantages that language laboratory offer to teachers during the process of teaching pronunciation. In question twelve, (25%) of teachers tell that they always correct their learners' mistakes. (75%) of teachers tell that they sometimes correct their learners' mistakes. We can say the majority of teachers do not correct the mistakes of their learners because of the lack of time and big number of learners. In question thirteen, (25%) of teachers tell that the written method of testing has enabled them to get more information about the learners' level in pronunciation; whereas, (75%) of teachers tell that the oral method of testing has enabled them to get more information about the learners' level in pronunciation. Here, it is very clear that most of the teachers agreed that the oral method is a good way for getting more information about the learners' level in pronunciation. This choice can be attributed to the nature of the skill of pronunciation. In question fourteen, (100%) of teachers tell that they met many problems in teaching pronunciation. Most of the teachers mention these problems such as overcrowded classes, the lack of materials, and shortage of time. In question fifteen, (100%) of teachers tell that they have some suggestions for the improvement of pronunciation teaching. The majority of the teachers propose these suggestions like the use of technology in class, Small class size, and extra time for teaching pronunciation.

Section three is about the teachers' attitudes towards the phenomenon of large classes. In question sixteen, (100%) of teachers tell that they taught large classes. This means that the department of English suffers from the big number of learners and most of them prefer to study English. In question seventeen, (100%) of teachers tell that teaching small classes is easier for them than teaching large classes. Their choice was proved by the following suggestions, such as the teachers' ability to correct the learners' mistakes, and opportunities for all the students to take part in the task. In the last question of this section, (100%) of teachers agreed that the big number of learners in classes hinders the process of

teaching. These are the main suggestions given by the teachers, for instance lack of time to involve all the students in class work, Inability to deal with all the students, and lack of discipline.

Conclusion

All in all, the analysis of the classroom observation and the teachers' questionnaire has shown that the process of teaching pronunciation faces a lot of setbacks. The results we got from these two main tools confirmed our suggested hypotheses. That is to say the lack of means and tools for teaching pronunciation does not meet the context of large classes. In addition to that we can say that the phenomenon of large classes in itself is a main problem that stands in front of the process of effective teaching of the skill of pronunciation. From this chapter it is very clear that the skill of pronunciation is a sensitive skill to deal with. A lot of conditions should be found for the guarantee of its success.

Overview and Analysis of the Major Findings

Considering the results we got from analyzing the classroom observation and the teachers' questionnaire at the department of English of Biskra University confirm our suggested hypothesis that is indicated in the introduction. According to the results, teachers are not relying on good teaching means and techniques in teaching pronunciation to their learners. In other words the lack of language laboratories and any other necessary means for teaching pronunciation are the main reasons for non effective pronunciation teaching within the context of large classes' size. Most of the teachers consider pronunciation as an important skill that should be developed in the future and its success depends heavily on the tools used for teaching it. In addition to what we said before, teachers also confirm that the atmosphere of large classes' size does not meet the process of teaching and dealing with the skill of pronunciation.

In sum, it is proved that the process of teaching of the skill of pronunciation is totally different from teaching of other skills. In other words pronunciation should be given much more attention and consideration by all the responsible people and teachers.

General Conclusion

The aim of this study is studying the negative impact of overcrowded classes on teaching the English pronunciation in first year English learners at the Department of Foreign Languages at University of Biskra. Our purposes are, first, to determine the negative impact of the large classes on teaching the skill of pronunciation. Second, through this research we aim to find out the difficulties that teachers face when teaching the skill of pronunciation within EFL large classes. The last aim behind this study is find out reasons that make teachers fail in teaching pronunciation in a correct way within large classes.

Our research is basically divided into two chapters. Chapter one is divided into two sections. Section one includes an overview about the skill of pronunciation. It includes the approaches, methods and techniques used for teaching pronunciation. The second section is large classroom management. We tried to give a clear overview about the phenomenon of large classes. In this section we tried also to give a better understanding of the notion of large classes and its main challenges.

The second chapter deals with data analysis in which a detailed analysis of data obtained from questionnaires distributed to teachers and observation of students is carried out. It is an analysis that includes an investigation of the process of teaching pronunciation and the effect of large classroom.

By the end the obtained results confirm that the phenomenon of large classes has a negative impact on the process of teaching English pronunciation within the University of Biskra.

Recommendations

We have proposed the following recommendations for effective teaching of the skill of pronunciation in the University of Biskra.

- Pronunciation must be taught in language laboratories with the use of the different ICT tools and means.
- Extra sessions and sufficient time should be devoted to the process of teaching the skill of pronunciation.
- Updated training should be done by all teachers of pronunciation to meet the learners' needs.
- The skill of pronunciation should be taught in classes that contains small number of learners.
- Teachers should use different kinds of new techniques and strategies in the process of teaching pronunciation.

We have suggested the following recommendations for effective large classroom management in the University of Biskra.

- Teachers should know how to manage the time devoted to the process of teaching.
- Teachers should use appropriate strategies that enable the process of teaching to take place inside the classroom.
- Teachers must apply different kinds of techniques to cope with the problems and setbacks that they face during the process of teaching.
- Teachers should create an enjoyable and attractive learning environment for their learners.
- The teachers should diagnose the problems that learners face during the process of learning.

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APPENDICES

Appendix one

Classroom observation checklist

Name:

Date:

Group observe

Time:

Session:

Department:

A: Always

B: Sometimes

C: Rarely

D: Never

Section One: Teaching Pronunciation	A	B	C	D
1. The teacher uses materials and means in teaching pronunciation.				
2. The teacher uses different kinds of techniques in teaching pronunciation.				
3. The teacher emphasizes on good pronunciation.				
4. The teacher allows students to practice pronunciation.				
5. The teacher motivates his learners to develop their pronunciation.				

Comments:

Section Two: Large Classroom Size	A	B	C	D
1. The teacher interacts with his learners.				
2. The teacher feels comfortable during the process of teaching.				
3. The teacher attracts the learners' attention.				
4. The teacher can see and hear his learners.				
5. The teacher controls the learners in the classroom.				

Comments:

Appendix two

People's Democratic Republic of Algeria Ministry of
Higher Education and Scientific Research University
of Mohamed Kheider Biskra
Faculty of Letters and Foreign Languages
Branch of English

Questionnaire for Teachers of Phonetics

Dear teachers,

This questionnaire is a tool for investigating the negative impact of overcrowded classes on teaching English pronunciation. We would be grateful if you could answer the following questions by ticking (✓) the appropriate box, or by making a full statement wherever needed. Your answers will be kept anonymous and will only be used for research purpose.

Section one: Background Information Questions

1. Gender

a. Male

b. Female

2. What are your qualification(s)?

a. License

b. Master:

c. Magister:

d. Doctorate:

3. Work experience

Section Two: Teachers' Attitudes towards Teaching Pronunciation

1. How long have you been teaching phonetics?

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

2. Have you ever received any training in teaching pronunciation?

a. Yes

b. No

3. Do you think that your students are motivated to learn pronunciation during the class of phonetics?

a. Yes

b. No

4. How many hours per week are allotted for phonetics at the level of the first year?

.....
...

5. Do you think that this time is sufficient to cover the program and to provide students with enough practice?

a. Yes

b. No

6. Have you ever added extra sessions to practice pronunciation?

a. Yes

b. No

7. In teaching pronunciation, which strategies do you prefer best?

a. Just Oral explanation

b. Oral explanation and writing on the board

c. Learners' practice in the classroom

8. Is it necessary to use a language laboratory in teaching pronunciation?

a. Yes

b. No

9. Do you correct your learners' pronunciation?

Always

sometimes

rarely

never

10. Which method of testing has enabled you to get more information about the learners' level in pronunciation?

a. Written

b. Oral

11. Have you met any problems in teaching pronunciation?

a. Yes

b. No

12. If yes, state them

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.....

13. Do you have any suggestions for the improvement of pronunciation teaching?

a. Yes

b. No

14. If yes, please state them.

.....
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.....

Section Three: Teachers' Attitudes towards the Phenomenon of Large Classes

1. Have you ever taught large classes?

a. Yes

b. No

2. If yes, what is the average number of learners in the groups that you are teaching?

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.....

3. Do you think that teaching small classes is easier for you than teaching large classes?

a. Yes

b. No

4. If yes, why?

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5. Do you think that the big number of learners in classes hinder the process of teaching?

a. Yes

b. No

6. If yes, what are the problems that you face when teaching large classes?

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Thank you very much for you collaboration