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University of Ibn Khaldoun-Tiaret-  
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Department of Foreign Languages  
English Section

**Challenges and Difficulties of Managing Large Size Classes**  
**Case Study: First Year Master Students of English**  
**– Ibn Khaldoun University –Tiaret**

A Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the Degree of Master in Didactics.

**Submitted by:**

BOUBABOURI Aziz

CHADLI Mohamed Amine

**Supervised by:**

Mrs. LAKHDER TOUMI Asma

**BOARD OF EXAMINERS**

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## Dedication

*To the most precious to my heart; to my mother who always supported me, whatever path I took.*

*To my dear aunt, and to all my family members.*

*To all my brothers **Bilal, Mehdi**, and my little sister **Nouria**. To all my friends whom I shared my life with,*

*specially my dear friend **Elias**.*

*To all those who have been supportive, caring and patient, sometimes beyond their strength, I dedicate this*

*simple work for you.*

*I have profound regards for my secondary school teacher who granted me the basics of English, Mrs*

*Boughadou.*

*To my precious mother and father.*

*To all my Brothers, and all my Family members.*

*To my friends and colleagues during these years.*

*I dedicate this work for you.*

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## **Abstract**

The aim behind this present dissertation is to investigate the main problem of managing large (EFL) classes. Nowadays, the shortage of teachers and classrooms combined with the increasing number of students in universities have caused class overcrowding to appear. This problem is the biggest obstacle that influences both teachers and students in general, as it effects the teaching/learning process. Therefore, teachers and students have faced difficulties to work together and to create an appropriate intellectual atmosphere based on mutual respect and collaboration.

**Keywords:** Overcrowded classes, Management, Teaching/Learning, Difficulties

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### Introduction

Large size classes have been considered as one of the most challenging problems facing universities, as well as for teachers and students. Teachers always seek for new strategies and techniques that suit their own classes, and the main aim is to achieve an effective teaching-learning process. Recently, with the rapid enrolment at universities, it is resulted in the emergence of large classes. Teaching in normal size classes did not provide much problem to the teachers and the students, but the large classes certainly made teachers and students uncomfortable in their classes.

Overcrowded classes are a real problem in English department at Tiaret. This kind of classes have caused the teachers to feel helpless and that their efforts are limited, and thus, created an inappropriate intellectual atmosphere. It is difficult if not impossible for them to imply new methods and techniques to improve the teaching process. On the other hand, students may feel demotivated and, in many times, bored. So, there must be a special management for large size classes.

Teachers are demanded to establish a positive atmosphere so that students feel autonomous and motivated during the session. Management of large size English classes demands such strategies, methods and measures which could facilitate productive work in teaching-learning process. The Department's administration and the teachers themselves have to show their concern and involvement. This problem needs to be considered as part of pedagogical life and worthy of investigation. However, large classes' management is not that simple but complex.

Therefore, this study sheds light on many problems and difficulties that face both teachers and learners. Throughout this research work, we tried to explore the main reasons behind these

obstacles, in order to overcome them, and establish an effective teaching-learning process by suggesting the appropriate methods, techniques and approaches to manage them.

This study has two main aims. The first one is identifying the main problems and challenges that teachers and students face in large classes, whereas the second aim is concerned with suggesting methods and techniques that may help teachers effectively to manage the large number of students, and motivate to engage in the lesson.

Therefore, we pose the following research question:

- What is the importance of a well-managed classroom?

In order to provide in-depth answers to the main question, we ask the following targeting sub-questions:

- 1- What are the main problems in overcrowded classes?
- 2- What challenges do EFL teachers face when implementing classroom management strategies?
- 3- What are the appropriate strategies and techniques to manage large classes?

In the light of the highlighted questions, the main hypotheses set for this research are:

- ✓ If teachers established positive classroom management, they would generally achieve positive teaching learning process.
- ✓ Teachers have faced many problems when managing EFL classes and the overcrowded classes are one of the most important challenges. Thus, implementing some strategies by both teachers and learners can be effective in overcoming these obstacles and difficulties.

This dissertation is divided into three main chapters. The first two chapters constitute the literature survey. The first chapter deals with “classroom management”, and the focus is on the elements of an effective classroom management. The second chapter is devoted to “management of large classes”. The main focus is on strategies that help teachers to handle large classes, and tackle the difficulties that teacher face in overcrowded classes. Chapter three is the field work, provides a detailed description of data collection as well as analysis of both teachers’ and learners’ questionnaires. In addition, this chapter includes a discussion of both questionnaires

In order to collect a valid data, we used online questionnaires assigned to both of teachers and first year master students.

The subject of our study constitutes of master one students at the English Department of Tiaret, and their teachers. There are more than 200 students of master one students, divided into two groups. Since it is difficult to deal with whole number of the population, our sample is composed of (100) hundred first year master students, and (5) five teachers.

In order to answer the research questions, quantitative data from students’ questionnaire, as well as teachers’ questionnaires would be collected. We started with students’ questionnaires, in order to have a general view about students’ knowledge concerning large classes. Both questionnaires would be very helpful, to collect data. Finally, we will interpret data collected, and the results of both questionnaires, will prove or disapprove the validity of the hypotheses set for the research.

The data were collected through an online questionnaire, for both students and teachers, because of the current situation of COVID-19.

## Chapter One

### Classroom Management

Classroom management refers to the wide variety of aptitudes and strategies that teachers utilize in EFL to keep students organized, orderly, focused, attentive on task, and academically productive during a class.

In this chapter, we try to define classroom management, then, mentioning the important components of classroom management: seating arrangement, discipline, motivating students, teacher's role and learner's role, time management, lesson planning and classroom communication.

#### 1. Definition of Classroom Management

Classroom management is a term made up of two parts: classroom and management. From Oxford Learners' Pocket Dictionary, "Classroom" is defined as "*a room in school, college...where classes are taught*", and "Management" as "*the control or organization of something*". (p. 72-261). The two terms are interrelated to construct the word classroom management.

It has also, been defined broadly as any action a teacher takes to create an environment that supports, and facilitates both academic and social-emotional learning.(Evertson & Weinstein,2006).

Also, Richard stated that classroom management is the organization, and teacher controls over behaviour (1990).

#### 2. Seating Arrangement

Seating arrangement plays a vital role to make the pupils more involved in the class. The reasonable seating can encourage the interaction and impact the success of activities.

The teacher has to choose the suitable seating arrangement in a reasonable way. “*Changing seating arrangements can help students interact with different people*” stated Jim Scrivener (1994, p. 87), He suggested “*circles, squares and horseshoes rather than parallel rows*” (Scrivener, 1994, p. 86) to increase student interaction, He confirms his point by saying, “*in a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more naturally*” (Scrivener, 1994,p. 88). Jeremy Harmer (1998, p. 31) proposed three types of seating arrangements, the latter are recalled as following:

### **2.1. Orderly rows**

There are obvious advantages when pupils sit in rows in the class. In this type of seating both teachers and students can see each other, and interact effortlessly. It makes lecturing and discipline very easy; the teacher can walk freely around the class, this type is suitable for large classes.

### **2.2. Circles and horseshoes**

Teachers and pupils usually prefer this seating. In circles the main focus is on the pupils rather than the teacher, in this seating the teacher is very close to pupils, they can see each other when they are replying and taking part during the session. In horseshoes the teacher will be at the open end of the arrangement. The advantage of it all pupils can see and interact with each other.

### **2.3. Separate tables**

This type is more likely used in group work activities, so the teacher can mainly focus on one table while others are still working, but it may have some problems such as: pupils do not want so sit near with their colleagues, also when they are separated teacher may face some difficulties in teaching some modules.

### 3. Motivating Students

Rivers state:

*A behaviourist tends to consider motivation largely in terms of external forces, i.e. what specific conditions give rise to what kind of behavior and how the consequences of that behavior affects whether it is more or less likely to happen again. (111).*

Pupils should feel excited about their own progress, this depends on the teacher's motivation to their students. Bligh recommended numerous variables that influence students' inspiration to participate and learn, such as, interest in subject matter, perception of its usefulness, general desire to achieve, self-confidence, self-esteem, as well as patience and persistence. To motivate pupils to take part in the class teachers should:

1. Encourage Pupils.
2. Get Them Involved.
3. Vary Teaching Strategies.
4. Give students feedback as quickly as possible.
5. Tell students what they need to do to succeed in the course.

### 4. Discipline

Discipline is an important component to have a well-managed classroom, Ur argued that discipline is the main pre-occupation of some teachers especially teachers of beginner students. He defined it as:

*Classroom discipline is a state in which both teachers and learners accept and consistently observe a set of rules about behavior in the classroom whose function is to facilitate smooth and efficient teaching and learning*

*in a class. (270).*

In order for teachers to keep discipline inside the classroom, they need to maintain these three main methods:

### **1. Keeping Students' Attention:**

Teachers need to provide a well-planned lesson, apply numerous short exercises instead of long ones, and provide visual aids to get them involved, give students chance to participate during the lesson.

### **2. Establishing Clear Rules:**

Pupils should feel their independence, it is vital to make the correct rules at the beginning of the lesson to avoid clashes and the misunderstanding, Teachers must apply the rules on all the pupils without bias, and these rules must be brief and clear.

### **3. Addressing discipline problems**

There are three main ways of addressing discipline problems:

#### **a. Non-verbal approach**

When pupils do something to irritate the class, the teacher should continue with the lesson whereas responding calmly and non-verbally.

#### **b. Verbal approach**

Without hindering the lesson, the teacher can utilize other methods to stop the disruptive behavior.

#### **c. Reacting to the disruptive behavior**

The teacher can make brief explanation identifying the incorrect behavior.

### 5. Teacher's Role

During the lesson, Teacher need to manage the activities and the learners in the classroom in different ways. This means they need to behave in different ways at different stages of the lesson. In other words, within the classroom, teacher's role may change from one activity to another or from one stage of an activity to another. If he is fluent at making these changes, his effectiveness as teacher is greatly enhanced, as Harmer stated that:

*Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because we are always on the stage. Others think they are like orchestral conductors because I direct conversation set to pace and tone.*  
(56).

According to Harmer, these roles are:

#### 1. Controller

The first role for the teacher is to act as controller in order to see if his pupils are following him in all what he does and says. However, not all the teachers can be controllers but the good teacher can because it demands techniques and experiences to do this role in good way. According to Harmer:

*There are times when acting as a controller makes sense such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session. Indeed, in many educational contexts this is the most common teacher role. Many teachers fail to go beyond it since controlling is the role they are used to and are most comfortable with. Yet this is a pity because by sticking to one mode of behavior we deny ourselves and the students many other*



*possibilities and modes of learning which are good not only for learning itself, but also for our students' enjoyment of that learning. (58).*

Teacher should control his pupils because they need him all the times.

### **2. Prompter**

The role of the teacher begins when his learners want to learn and they have lack of vocabulary or they are lost for words. Then, the teacher should encourage his learners to think creatively. This means to prompt learners to be able to speak English with using correct vocabulary rather than using their mother tongue because there are some learners who cannot communicate in English and they usually return to their mother tongue. This problem leads them learn English hardly Harmer says that:

*When we prompt, we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant, we risk taking initiative away from the students. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement. (60).*

### **3. Participant**

Acting as a participant is helpful for the teacher and his pupils because it is enjoyable and they can take part in discussion. This is more important for the pupils because the teacher acts as a participant like them in doing activities in the classroom. Harmer states:

*There are good reasons why we might want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the*

*teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource. (61).*

#### **4. Resource**

When pupils are involved in preparation for a presentation, they make to the class or they are involved in a piece of group writing, they need their teacher to guide them and tells them how to do their work step by step. In other words, pupils want their teacher to be their resource which means that the teacher has more information about everything. So, he cannot help his learners in this situation. However, teacher should encourage the learners to use resource materials for them, and to become more independent in their learning generally.

Harmer: *“When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us.”(61).*

#### **5. Tutor**

The role of tutor is combined the roles of prompter and resource. The teacher guides and directs his pupils to do their projects, working with individuals or small groups. He helps them when they need him. According to Harmer:

*It is essential for us to act as tutors from time to time, however difficult this may be. In this more personal contact, the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result. (62).*

#### **6. Assessor**

Teacher should measure pupils’ ability and understanding. He develops pupils’ abilities to direct their own learning, evaluates their own progress and attainments and support the learning of others. Furthermore, Teacher can offer his pupils opportunities to engage and

develop their learning in order to build their confidence. He observes pupils' performance and makes various evaluations of each pupil. For example, when the teacher asks his pupils to do their activities individually or in groups, He will evaluate their work as well as he will mark it and says who is right and who is wrong. Harmer states:

*when we act as assessors (whether in the matter of 'instant' correction or more drawn-out grade giving), we must always be sensitive to the students' possible reactions. A bade grade is a bade grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support. and we might say, for example, that in today's piece of writing I will be looking especially at punctuation or in this communication activity I am more interested in your fluency than your accuracy. Students then have a clear idea of what they need to concentrate on. (60).*

### **7. Organizer**

In order to get pupils involved, engaged, and ready for the activities, the teacher will want to give any necessary instructions with telling what learners should do first and what they should do next. This kind of role of teacher is called "organizer" which means that the teacher should instruct his/her pupils and engage them because they are in the first step of learning, it is important to organize lessons well. Teacher needs to teach his syllabus and helps his pupils to learn well and succeed. He needs to help the pupils and gives them a chance to communicate freely. according to Harmer,

*It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do they may well not get full advantage from an activity. If we do not explain clearly the ways pairs or groups should be organized, for example, chaos can ensue. If we have not spent some time*

*engaging the students' interest and ensuring their participation, the activity may be wasted. (58).*

### **8. Observer**

Harmer says, *“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 lessons so that they can, if necessary, make changes in the future.” (62).*

Observation is more important than we think because it helps us to know the level of the pupils, where they make mistakes and when they do well. The teacher controls the pupil's behavior and make comments when it is necessary.

### **6. Learner's Role**

To achieve an effective teaching-learning process, learners should have some roles during the class as same we mentioned before the roles of teachers, so according to Hedge there are four main perspectives:

- 1.** First perspective applies usefully to situations in which adult learners can specify perceivable needs for learning English.
- 2.** Second perspective learners contribute to design language learning activities, so the objectives of the classroom are clear and well understand.
- 3.** Third perspective motivate learners to take responsibility about their own successful learning process, learners will be more autonomous.
- 4.** Fourth perspective is utilizing techniques which permits learners greater control over the learning process. Classroom observation recommends that motivated students wish to do this.

By applying these perspectives learners can contribute to course design, argue content, help to enhance the course progress, and they will be able to identify their needs. In contributing to activity design learners can explore and experiment, learners can establish and arrange their own work, learners can question, comment and clarify.

However, these perspectives depend on different variables, according to Hedge they are:

*contextual constraints ...perceived roles and responsibilities of the teacher ...learner disposition and cultural expectations of classroom behavior ...culturally influenced learning styles ...motivation for learning English. (36).*

### 7. Characteristics of a Good Learner

Learners have a vital and an essential role in classroom, they help to make the teaching-learning process more effective and efficient, particularly if they have some characteristics that Harmer mentioned:

- ✓ Good learners are always ready to be corrected by the teacher, especially when it helps them.
- ✓ Good learners tend always to ask questions whenever they get the chance to.
- ✓ Good learners always try to do new things and see if it works or no, it means they are ready to take risks.
- ✓ Good learners hear their teacher instructions, and take it into consideration.
- ✓ Good learners should have the ability to create new technique and methods that suit them during the class.
- ✓ Good learners have good self-image and lots of confidence during the class.

To get these good learners qualities teachers should create good atmosphere and encourage learners to participate and take part during the class, and make them comfortable with the session, so they can express themselves freely.

### 8. Lesson Planning

Richards states that: *“The success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which lesson was planned.”* (103)

Also, Richards and Renandya state that: *“Lesson planning is defined as the daily decisions a teacher makes for the successful outcome of the lesson”.* (30)

Richards (1998) suggests that lesson plans help the teacher think about lessons in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. (103).

Lesson planning helps the teacher to draw clear methods to use before the lesson begins, Richards and Renandya mentioned some benefits of making lesson plan, it is as follow:

- A plan can help the teacher think about content, materials, sequencing, timing and activities.
- A plan provides security (in the form of a map) in the sometimes-unpredictable atmosphere of a classroom.
- A plan is a log what has been taught.
- - A plan can help a substitute to smoothly take over a class when the teacher cannot teach. (31)

They also stated that daily planning of lessons also benefits students because it takes into account the different backgrounds, interest, learning style and abilities of the student in one class.

To make an effective lesson plan teachers need to ask some questions before making the lesson plan, such as:

1. Who am I teaching? in other words teacher should know his/her students, age, cultural backgrounds, level, and any other differences to make the lesson plan suitable for all students.
2. What do students already know? Teachers need to know their students' knowledge to build up the lesson plan on that basis.
3. What possibly can go wrong? Teachers need to be flexible and cope with every possible action.
4. How it will work? Teachers should have a clear idea how lesson is going to work and what methods they need to implement.
5. What is the purpose? Teachers need to know the aim that they will be able achieve by the end of the session.
6. What materials should I use? Teachers should have clear idea about what materials they are going to use.

However, Richards and Renandya provided list of questions it is as follows:

- What do you want the students to learn and why?
- Are all the tasks necessary, worth doing and at the right level?
- What materials aids, and so on, will you use and why?
- What type of interaction will you encourage pair or group work and why? (34).

Teachers need to be familiar with lesson plan, since it is guider during the lesson, and contributes to make teaching process successful and accurate.

### **9. Classroom Communication**

Teaching and learning in classrooms is a communicative process, teachers interact with students, students interact with their colleagues and the teacher, in order to have an effective

teaching-learning process both of teachers and students need to acquire this skill, Nolasco and Arthur stated some benefits of communicative activities:

1. They involve using language for purpose.
2. They create a desire to communicate!
3. They encourage students to be creative and contribute their ideas.
4. They focus on message and students concentrate on ‘what’ they are saying rather than how they are saying it.
5. The students work independently of the teacher.
6. The students determine what they want to say or write. (59).

In Communicative Language Teaching, students take the responsibility of their own learning, they interact, they communicate, they exchange, they discuss... so it is a shared responsibility between the teacher and student.

### **9. Time Management**

There's no concrete definition of time management. Stephen R. (1990), suggests that a good time management definition must include doing the most important thing now. The only way to do that is to distinguish between important things and urgent things, time management is an important component especially in large classes, teachers should:

1. Set clear aims: the aims need to be specific, measurable, achievable, realistic.
2. Time planning: it helps to get better overview to achieve the aims.
3. Be flexible: sometimes things do not work as it is planned, so teachers need to be flexible.



4. Expect the unexpected: teachers need to imagine different situations and how to handle it, without wasting any time.

So, teachers need to acquire this skill to guarantee that no time is wasted during the lesson.

Teachers need to be familiar with these classroom management skills, with the participation of students, teacher can reach their aim which is a proper teaching-learning process. However, these elements differ from one class to another according to the number of students inside the classroom, certainly teachers' need special strategies and techniques that fit those classes.

## Chapter Two

### Management of Large Classes

Management of large classes is usually seen as the ability of the teacher to control his/her students during the class in other words maintaining discipline. However, the term of management of large classes actually means the set of plans and strategies that teachers utilize to make the learning process effective and to achieve the aims s/he set. In this chapter, we going to discuss four important points; definitions of large class, class size phenomenon in secondary school, main problems, techniques and strategies of teaching in large classes.

#### **An overview about large classes**

Effective and efficient management of large classes is a common topic in teaching. Writers like Hayes, Arthur, and Nolasco, have wrote books dealing with management of large classes, providing methods for course design, active learning, and assessment. The benefits of large classes are that pupils feel free to express themselves, variety of ideas, and standardization of the learning experience. On the other hand, there are disadvantages of large classes as well as discomfort for both pupils and teachers, restricted teaching methods, and strained relations between pupils and the teacher. In this dissertation we tend to conduct the books, articles, journals, magazines, internet sites that deals with management of large classes.

#### **1. Definitions of the large class**

Scholars and researchers agree that there is no specific definition of a large class. It differs from one region to another, and from one teaching situation to another.

Hayes (1997) states that: *“there can be no quantitative definition of what constitutes an “overcrowded” class, as perceptions of this will vary from context to context”*.

While Ur (1996) sees 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 (p. 302).*

To clarify, some teachers see that 50 pupils would be a large number for them, while others argue that large class could contain 100 pupils or even more 150 pupils. However, most teachers agree that a class with 40-50 pupils is already large class.

Similarly, Nolasco and Arthur (1988) stated that “*Teachers who are used to teach groups of 12-14 students might find a group of 20 rather threatening. Others may be relieved when they have only 40.*” (p, 04).

<b>Author</b>	<b>Minimum size of large class</b>
Barker (1976)	55
Chimombo (1986)	50
Dixon (1986)	40
Finocchiaro (1989)	65
George (1991)	60
Hayes (1997)	50
Holliday (1996)	50
Hubbard et al. (1983)	45
Li (1998)	50
Long (1977)	60
Nolasco & Arthur (1986)	40

Table 1.: Some minimum sizes of large classes

### **2. Class Size Phenomenon:**

Generally, teachers face different classes during the day, their teaching quality is based on the numbers of students inside the class, there is no agreement about the ideal class size for the perfect learning circumstances. In the case of teaching English as a foreign language the class size should be reasonable so that the teachers can afford their best quality teaching, and also can interact with their students properly.

How many students need to be in a class before it can be considered large? Is a group of 30 students a large class? How about 60 students? There are no easy answers to these questions since perceptions of class size are subjective, also it depends on a number of variables.

Firstly, teachers rely on the largest size of the class that they regularly teach when making judgments concerning what makes a large class (Coleman, 1989c). In other words, if a teacher is used to teaching classes of 20 students, he or she will often say that 30 students are a large class; but for another teacher whose regular class size is 40, a large class might comprise 60 students. Despite these differences, teachers nearly always end up teaching classes larger than what they consider is ideal.

Secondly, what is being taught influences teachers' judgments of the size of large classes. At many universities for subjects other than English (and unfortunately all too often for English as well), classes for lectures may consist of several hundred students. Where the teaching involves the transfer of factual knowledge, such class sizes may not be problematic (Obanya et al., n. d.), but for the teaching of English, which requires the learning of complex skills, these massive lecture classes are likely to cause a wide variety of problems. Similarly, within English language teaching, most teachers would view the minimum size of what would be considered a large class for teaching speaking to be smaller than for teaching

reading (LoCastro, 1989). The content being taught, then, must also be considered when making judgments of the size of large classes.

### **2. General Problems of Large Size Classes**

Teachers faces many difficulties when managing their classes, large classes can be very intimidating for all involved. The teacher feels overwhelmed and may have a hard time gauging the effectiveness of their teaching, we are going to mention some main problems that may affect the teaching and learning process.

#### **3.1. Discipline**

Discipline can be a problem in large classes, for example when a problem arises it is more difficult to control it in large groups, teachers automatically will lose control over their students ,and it will make teaching and learning process somehow complicated, teachers need to be smart and avoid this kind of behaviors during the class, although it seems impossible in classes that contains 50 students or more, Hayes (1997) confirmed that by saying: “...it is noisy, some students who aren't interested in class will disturb the others. ..when we have the activities in class, it will be difficult to control or to solve their problems.” (p.109) so according to Hayes a minority of students can disturb and make problems for their colleagues, so teachers needs to be aware of these students, and try to make them more engaged within the lesson. We can say discipline problems are common in overcrowded classes in a way that the teacher should have enough proficiency on how to prevent those problems from occurring in his class.

#### **3.2. Discomfort**

Most of teachers feel unable to promote student interaction, since there is no room to move about. Some teachers also feel that teaching in large classes is physically very wearing.

Hayes (1997) stated: “*Large size of class makes me frustrated and tired and I feel hopeless to manage the class successfully.*” (p.109). We can clearly understand that teachers do suffer when facing large classes, sometimes they are not motivated, and most of times they find themselves “hopeless” not because of students are not ready to interact, but the situation as a whole is unpleasant. Teachers generally enjoy getting to know their students and large classes make it difficult to them. They cannot involve all students in learning activities. Students at the back cannot hear teacher clearly and that make teachers nervous, and teaching learning process will not be in a natural manner. Thus, it is important that the class must be a comfortable place to gain successful interaction.

### **3.3. Individual Attention**

This is one of the main problems, teachers cannot give attention to every single student it will take time and effort to do that. Ur (1996) declared that:” *I can’t get to know and follow the progress of all the individuals in my class; they are too many of them, and they’re all so different.*” (p.303)

We understand that individual attention does not exist in large class, Teachers treat the class a group and neglect the individuals. The class is mainly composed of individuals who have different backgrounds with different learning preferences, and also different way of thinking. In order to know all individuals’ teachers, need time and they do not have that much time, so they automatically generalize all students and treat them as one group, besides it is difficult to listen and speak with the individual students within the lesson. It is always uncomfortable when teachers identify specific need of an individual learner especially in large class.

### 3.4. Evaluation

Evaluating large classes always poses a challenge for teachers due to the increased chance of inconsistency in marking and grading, also different students' backgrounds and the feasibility of providing sufficient feedback to individual students. Many teachers will see that there are limited choices for evaluation tasks. Teachers find it very difficult to supervise a large class and check all the exercises done by each student. It becomes almost impossible to correct their mistakes and provide them with feedback. It is tiresome for teachers to mark too many scripts of home assignments. Although it is a necessary part of the teaching system.

### 3.5. Teaching-Learning Process

Hayes (1997) said 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 doesn't know what to do. (109).*

Teaching-Learning process becomes nearly impossible to achieve due to the distractions that happen during the session. Teachers in this case are inaudible to the students because of the noise in the class. Students are likely to talk with each other's rather than interacting with the teacher. As a result, the teaching-learning process will be slow and take much time to attain it.

### 3.6. Teaching through Lecture Method only

Generally, in large classes teachers are obliged to relay on lecture method only. As McKeachie (1980) pointed that class size and method are almost inextricably intertwined.

Thus, the research on class size and that on lecture vs. discussion overlap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes.

(p.181).

As a result, this makes us question how learning outcomes are attained by courses taught with the lecture method only in large classes. And comparing it with the outcomes attained in smaller sized classes, where the discussion method is more suitable to be utilized.

Furthermore, Lecture method it is not suitable for teaching English. Bligh (1972) confirmed that by saying: *“The balance of evidence favours this conclusion: Use lectures to teach information. Do not rely on them to promote thought, change attitudes, or behavioural skills if you can help it.”* (p.20).

It means teachers should not rely on lecture method only, but they can make changes when necessary according to their students' needs and level of understanding.

In the lecture method, the teacher needs to make sure that the decoding of information by the student is correct and the decoded message is learned. The feeding of information by the teacher is based on the assumption that it is valid. Lecture method needs to be modified and in certain situations substituted with alternative methodologies. Therefore, we can conclude that the lecture method cannot be found suitable all the time in almost all the English language activities and lessons.

#### **4. Methods and Strategies of Teaching in Large Size Classes**

Teaching large classes may not be a big problem, as it seems, for example in such specialties students can be easily taught in a form of groups. However, teaching English in large classes can be a difficult task. We are going to mention some tools and techniques that can help English language teachers to facilitate their teaching process in large classes.



### 4.1. Managing Pair and Group Work

Pair-work is a task that involves two students to work together. When the number of students exceeds two it is, then, called a group-work. These two methods are an essential element when teaching a large class. For example, teachers through these methods can maximize participation, make clear instruction, and give feedback. Harmer (2001) states:

*Pair (and group work) will help to provoke quite students into talking. When they are with one or perhaps two or three other students, they are not under so much pressure as they are if asked to speak in front of the whole class. (p. 116)*

Managing pair and group work is needed more in some tasks, but teachers in some cases find themselves unable to do it, so that, Harmer (2001) adds: “...even when chairs and desks cannot be moved, there are ways of doing this: first rows turn to second rows, third rows to face fourth rows.” (p.117). As a result, teachers need to be creative in finding ways of making groups.

### 4.2. Managing Discipline

Discipline is an essential component of an effective classroom, but managing discipline in large classes is not the same as small one, it demands clear and straightforward rules. Kunkam et al. (2007) state that it should state clear basic rules of conduct that learners understand, such as; they have to work quietly; they may talk, but not loudly; and students who have finished the lesson tasks can read a book to keep them busy. It means establishing a code of behaviour that is created by teacher and learners together.

In addition, teachers should cooperate with the students and build up a good learning environment in large classes. According to Hess (2001), in the large class working together is needed, many students value the 'safe' learning atmosphere in large classes. Therefore,

teachers of large classes should take advantage of this, and build up a collaborative and lively learning atmosphere.

Furthermore, teachers should benefit from the advantage of the size of the large classes. Xu (2007) argued that when we consider a large class as a better opportunity for the teacher, we take only the positive aspects of such a class. Teaching practice and experience of many who have ever been teaching in large classes show that it is not only possible to build up a good learning atmosphere in large classes, but also feasible to take advantage of the large class size. Moreover, (Richards and Rodgers, 2001) see that a teacher should communicate, discuss and share regularly the classroom management techniques with other teachers who are involved in large class teaching.

### **4.3. Managing Students' Anonymity**

Teachers, according to Yule (1996), must know at least some of his students using different methods. He can try to find ways to be accessible to students on a personal level using distinctive techniques, for example, arriving early and have small conversation with students who are already there, greet students while they walk in to the class, taking some time after the class is over to answer some individual questions, consider lecturing or leading discussion from different points of the classroom to give students the feeling of being in the middle of the action rather than simply being an observer, etc. When teachers ask questions, they can start on a personal level, for example, asking students to share their own experiences with an idea, and then move to the more abstract experience. As well as students had better to know each other in order not to feel neglected and isolated.

### **4.4. Managing Class Activities**

Carbone (1998) pointed out that lectures as a rule have little educational value. If the teacher is teaching a small class and he is good, he may be able to make many of his students

participate into activity; get them asking and answering questions, discussing issues, challenging conclusions. However, with large classes, no matter how good he is, he probably will not be able to persuade most students to open their mouths in front of 60 and more classmates; it seems too risky for them. If the teacher hopes to move away from statue students to active students, the teacher has to select deferent approach.

The so called “In-class exercises” is a procedure that the teacher need for large class. As the teacher lectures on a body of material or go through a problem solution, rather than just posing questions to the class as a whole and enduring the ensuing time-wasting silences, occasionally assign a task and allow students to come up with an answer, from 30 seconds to 5 minutes is an enough time.

Teacher from time to time should call on students to present what they came up with, whether individuals, groups work, or think pair approach. Ali sees that if teacher never does this, students will be motivated to work on the exercises, when he assigns them and many will not. Group tasks have the added benefit of giving students the chance to meet and work with one another, a great first step toward building a sense of community. He can increase this advantage by occasionally asking the students to sit in different locations and work with students they have not been with before. The main advantage of these exercises is that they get students acting and reflecting, the only two ways by which human beings learn. The teacher does not need to spend a great deal of time on active learning exercise in class, in fact, one or two lasting no more than 5-10 minutes in a 50-minute lecture can provide enough stimulation to keep the class with him for the entire period.

### **4.5. Managing Teaching Method**

Management of teaching methods is a technique that may help English teachers maximize interaction as well as achieve better learning outcomes. Choosing the best method for

teaching English as a foreign language in a large class may prevent teachers from suffering from so many problems related to overcrowded classrooms. As an example, (Richards and Rodgers, 2001) stated that remembering the characteristics of some of the worst lectures that teachers had as they were students and tries not to repeat them. These might include reading from the text or taking material straight from the assigned text only, 60 minutes of non-stop lecturing, outdated or incorrect information presented, etc. moreover, the use of audio-visual aids should be presented in a pleasant way that keeps students focused with the lesson.

Carbone states that teachers must encourage active participation by students during the course of the lecture such as, working on problems, answering multiple choice questions which are inserted periodically. They may tell students when they have responded correctly; if they ignore student responses, they will tend to extinguish them altogether. Before beginning the lecture, teacher tells the students how it will be organized. A brief outline on the board at the beginning of class is an excellent means of helping students gear their thoughts to the topic for the day. At the end of the class, they probably summarize the important points, which were covered during the lecture and give the students some idea of what to look forward to for the next time.

Joyce et al. (2007: 1-2), tabulate the most suitable method for every teaching model that can be used with teaching large classes.

<b>Teaching Models</b>	<b>Suitability for large classes</b>	<b>Methods for implementation</b>
<b>The social models</b> These models emphasize our social nature and how social interactions can enhance academic learning. The	Some of these methods may be difficult to implement practically in large lectures, although the use of these methods	<ul style="list-style-type: none"><li>• group investigations</li><li>• role plays</li><li>• jurisprudential inquiry</li><li>• case studies</li></ul>

## CHALLENGES AND DIFFICULTIES OF MANAGING LARGE SIZE CLASSES

<p>social context in which knowledge is constructed is emphasized. The focus is on developing a community of learners, resolving conflicts, negotiating meanings and cooperating to complete set tasks.</p>	<p>can be demonstrated. Better suited to small group sessions (lab, tutorial etc.).</p>	<ul style="list-style-type: none"> <li>• utilizing learning styles</li> <li>• cooperative learning</li> </ul>
<p><b>The information processing models</b> The information processing (IP) models emphasize the development of the mind: namely reasoning and problem-solving skills. Teaching students how to think and learn is seen as a major goal. Students are encouraged to reason causally and master complex bodies of concepts by generating, analyzing, applying and evaluating information. The generation and use of analogies and metaphors is also common.</p>	<p>Some IP methods are difficult to implement in large lectures and are more suited to smaller groups.</p>	<ul style="list-style-type: none"> <li>• induction (data collection and hypotheses testing)</li> <li>• inferential/Socratic method</li> </ul>
	<p>Other IP methods can be used equally well with large groups as with smaller ones. May need to be modified or simplified for larger groups.</p>	<ul style="list-style-type: none"> <li>• concept attainment</li> <li>• mnemonics &amp; metacognition</li> <li>• synectics</li> <li>• advanced organizers</li> </ul>

<p><b>The personal models</b> These models see the student as central to his or her learning process. They emphasize the ways in which individuals create their own internal environment. Personality, self-esteem and self-concept are seen as crucial influences on learning. The goal is to enhance the mental and emotional health of students in order to generate learning needs and aspirations. The teacher is seen as a facilitator.</p>	<p>Impossible to fully implement in large lectures, however may be demonstrated in a modified or incomplete way; for example, the use of divergent and creative thinking exercises.</p> <p>Best suited to smaller groups (tutorials, etc) where one-to-one relationships can develop and activities can be monitored closely and followed through.</p>	<ul style="list-style-type: none"> <li>• student-teacher partnerships</li> <li>• non-directive work contracts</li> <li>• student-defined problem solving</li> <li>• modelling growth (and self-actualizing behaviours)</li> </ul>
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<p><b>The behavioural models</b>                  These models see students as a collection of learned behaviours. As such, behaviours can be learned and behaviours that do not work well can be ‘unlearned’. These models also emphasize reinforcement schedules. Desired responses and behaviours need to be rewarded if they are to re-occur in students. Learning goals are generally individualized and discrete. Self-paced learning is valued and encouraged. Criteria for assessment and standards are rigid and objective.</p>	<p>Most suitable (and common) of all the models for large classes including large lectures. Excessive use of these models in small group work (tutorials, etc) is probably wasteful since it is important to use small group sessions to apply the other models.</p> <p>However, small group work may require some amount of direct instruction and training etc., especially in lab and practical situations.</p>	<ul style="list-style-type: none"> <li>• direct instruction</li> <li>• training &amp; simulations</li> <li>• programmed instruction</li> <li>• self-instruction (e.g. self-paced study kits or workbooks)</li> </ul>
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**Table 2.: Models and Methods of teaching large classes. Joyce et al. (2007: 1-2).**

It can be seen that a large class is a relative concept. Problems and challenges in teaching large classes can also be found in smaller classes. Teachers need to view large classes from a different viewpoint and recognize that despite many obstacles they can also provide many opportunities for teaching and learning.

Class size, therefore, is not the determining factor of teaching efficiency. Teachers need to improve their innovative awareness and capabilities for developing effective ways for dealing with large classes based on the characteristics of large classes.

### Chapter Three

#### Field Work

This chapter presents the practical part of the research in which we have focused mainly on the teachers and students' knowledge, facts and opinions about large size classroom management, as well as, the problems teachers face in managing large classes. This study has been conducted at the Department of English, Tiaret University.

#### **1. Research Instruments**

To assure the strength of our study, we used online questionnaires assigned to teachers and students. However, we could not do the classroom observation because of the COVID 19 pandemic.

##### **1.1. Teachers' Questionnaire**

The questionnaire was delivered in an online platform. It is divided into three sections. The first section is designed to get background information about the teacher concerning gender, experience, and the module s/he has been taught. The second section, classroom management, is about the teachers' knowledge and opinion toward the importance of classroom management elements. Whereas, section three aims at investigating the degree of difficulty of teaching a large class, and to highlight the obstacles faced and the possible solutions for such phenomenon.

##### **1.2. Students' Questionnaire**

The questionnaire is divided into three sections. Section one is about the students' general information. Section two aims at getting information about students' opinions and attitudes about classroom management. Section three makes a survey about students' problems and challenges while studying in a large size class.

**2. The sample**

The sample population is five (05) teachers of first year master, and one hundred (100) students of first year master of English at Ibn Khaldoun University, Tiaret.

**3. Data Analysis**

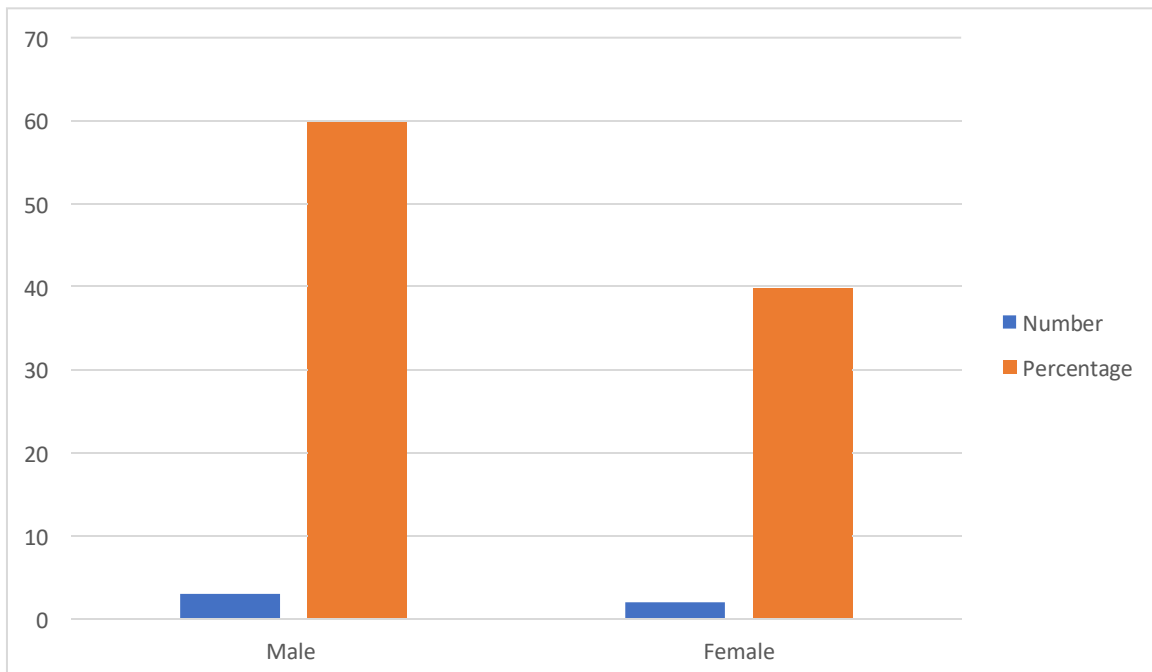
**3.1. Teachers' Questionnaire**

➤ **Section one: General Information:**

• **Question1: Gender**

Gender	Number	Percentage
Male	03	60%
Female	02	40%
<b>Total</b>	<b>05</b>	<b>100%</b>

**Table 3. : Teachers' Gender**



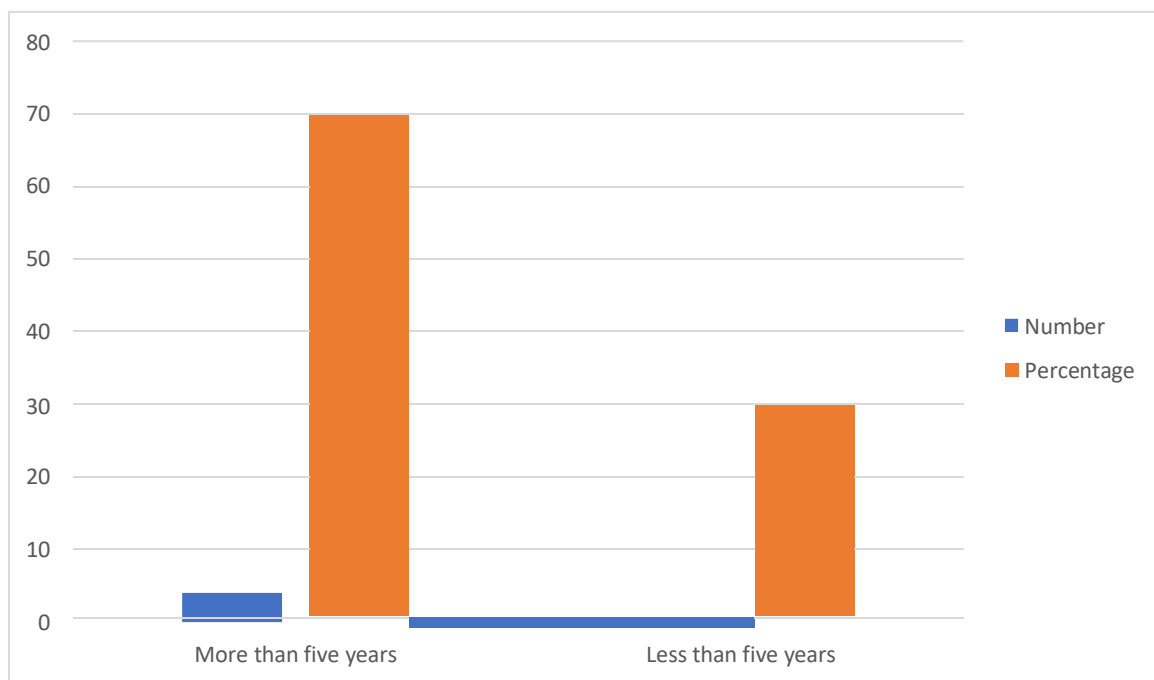
**Fig1.: Teachers' Gender**

• **Question2: Teaching Experience**



<b>Experience</b>	<b>Number</b>	<b>Percentage</b>
More than five years	04	80%
Less than five years	01	20%
<b>Total</b>	<b>05</b>	<b>100%</b>

**Table 4. : Teachers' Experience**



**Fig. 2. : Teachers' Experience**

- **Question3: Status**

<b>Status</b>	<b>Numbers</b>	<b>Percentage</b>
Part-time	02	40%
Full-time	03	60%
<b>Total</b>	<b>100</b>	<b>100%</b>

**Table 5. : Teachers' Status**

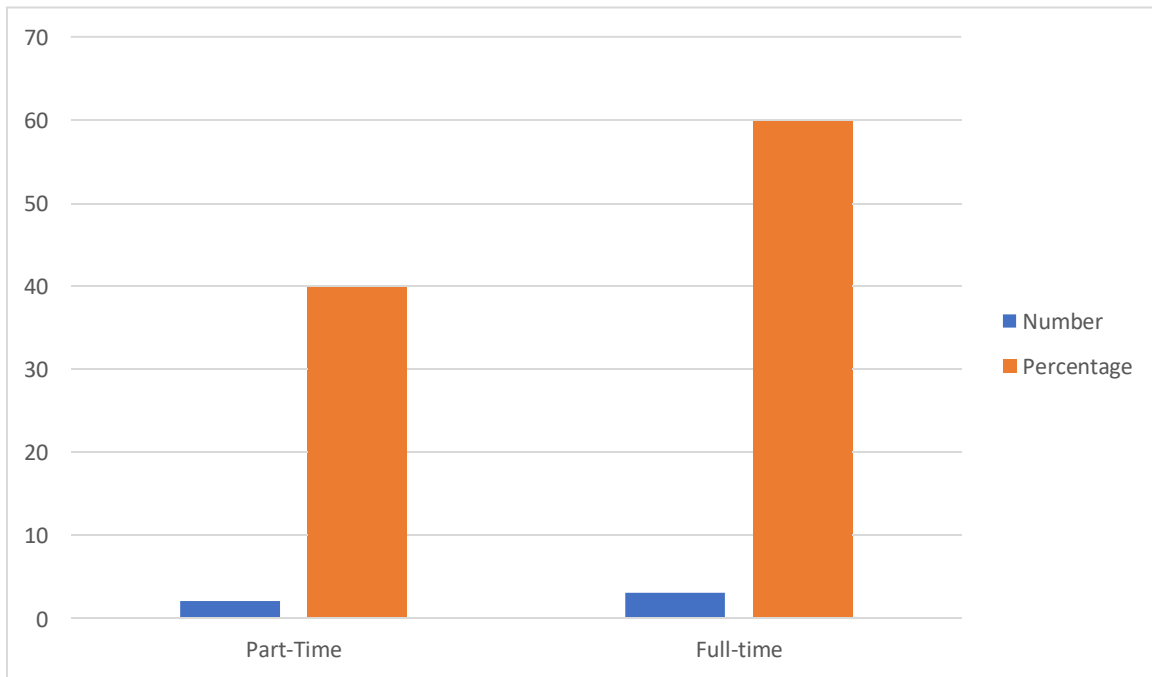


Fig. 3.: Teachers' Status

➤ **Section Two: Classroom Management**

• **Question 1:**

1. Are your students motivated to participate?

- a. Yes      b. No

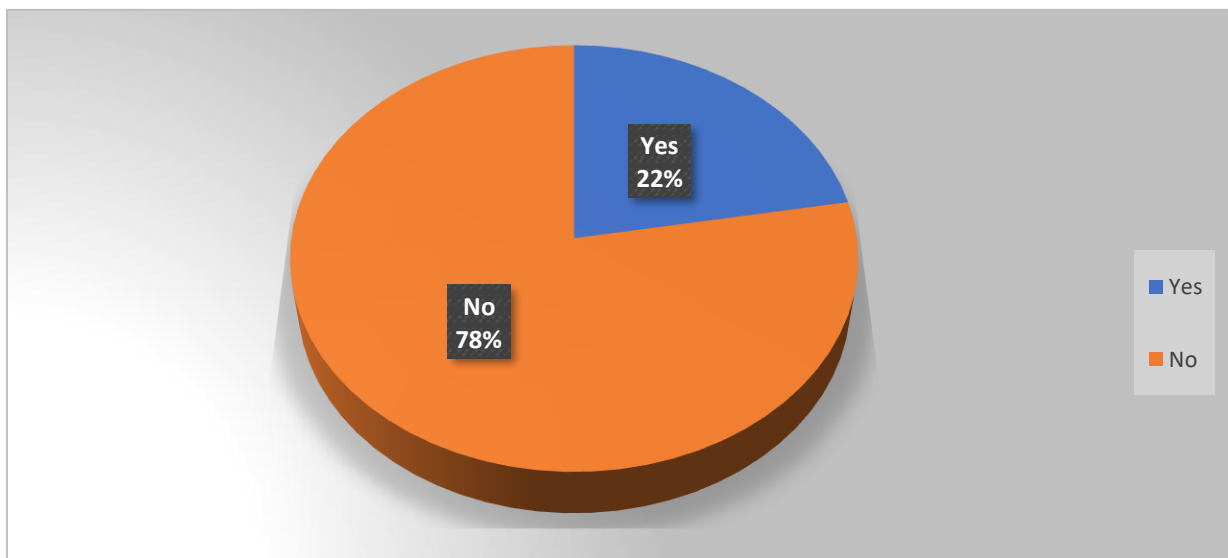
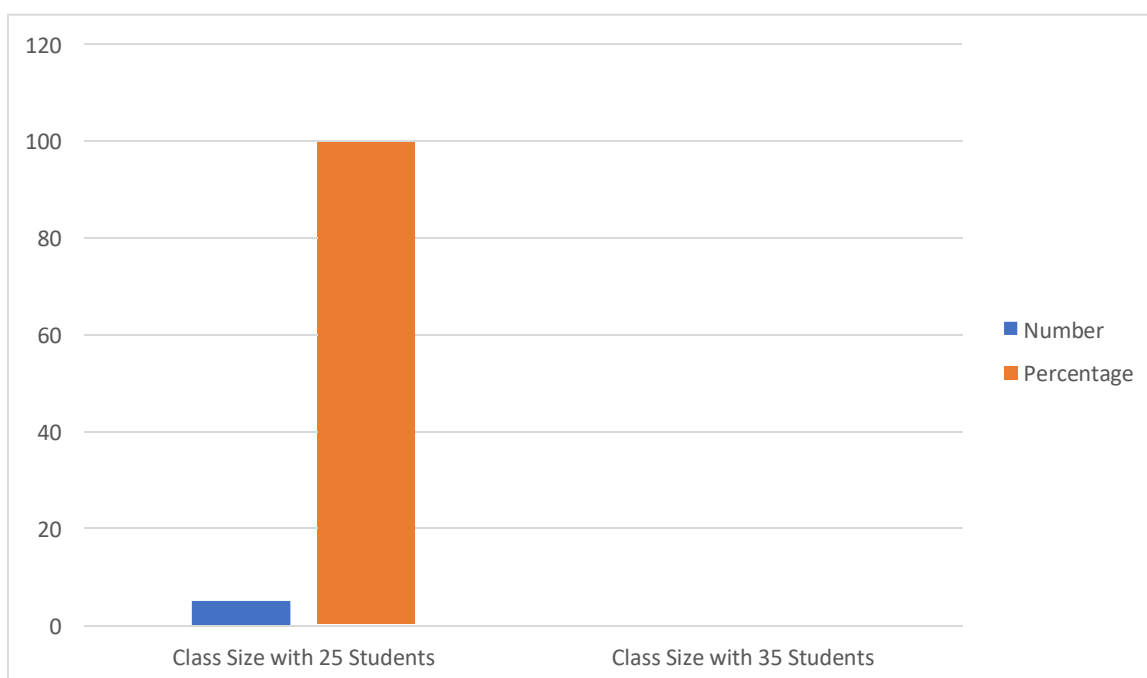


Fig. 4.: Students' participation according to teachers

It can be seen from the graph that the highest percentage (78%) of teachers feel that their students are not motivated enough to participate, while the rest (22%) see that their students are motivated enough to participate.

- **Question 2**

2. Which class size do you prefer, so that you improve your performance in your university?
  - a. Class size with 25 students
  - b. Class size with 35 students



**Fig. 5: Teachers' opinion on class size number**

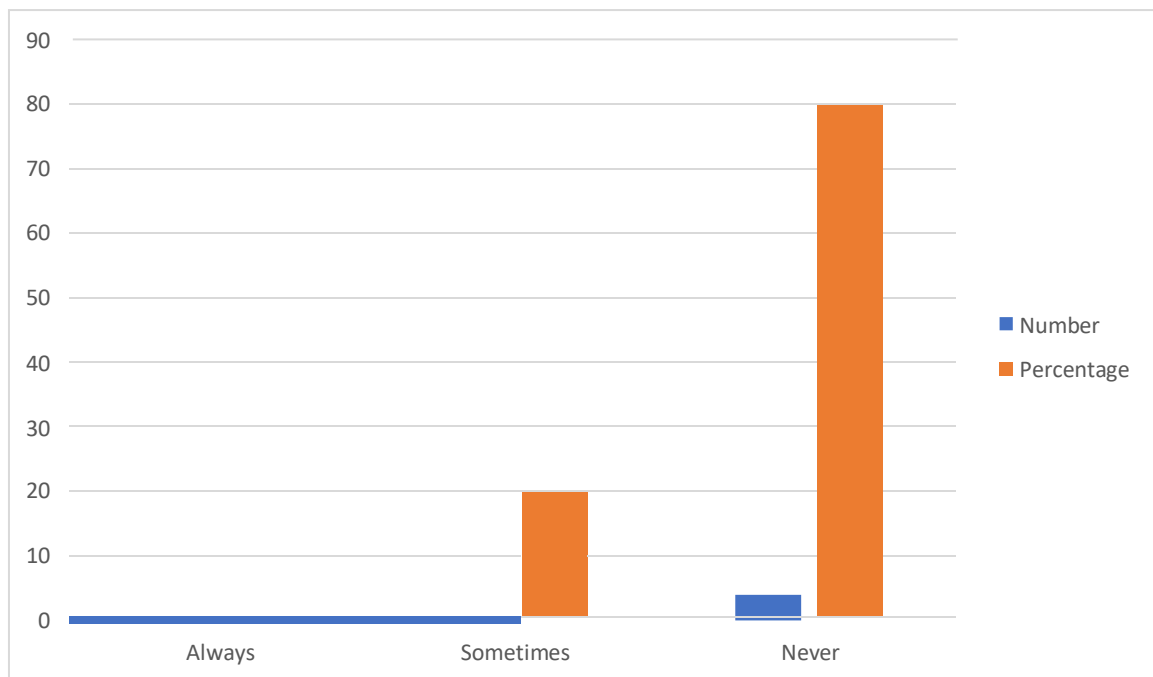
We can understand from the graph that all teachers (100%) agreed that the class size should not be more than 25 students in order to have an effective and positive teaching process.

- **Question 3**

3. Do you feel uncomfortable while teaching large classes?

- a. Always
- b. Sometimes
- c. Never

-Why?



**Fig. 6.: Teachers' attitudes on overcrowded classrooms**

As illustrated in the graph above, the majority teachers (4) never comfortable in large classes, while (1) of them feel somehow comfortable in large classes.

- **Question 4**

- 4. What is your usual class size?**

The Majority of teachers answered between 50 students and 70 students maximum, we can clearly understand that that teachers suffers from large classes, it will be difficult for them to teach in such circumstances almost impossible.

➤ Section Three: Management of Large Classes

• Question 1

1. At what number of students do you consider a class large?

Teachers see that a class between 45 and 50 is considered as a large especially if the classroom is too small, therefore; it cannot handle too many students at a time it will create a problem for the teachers.

• Question 2

1. Do you think it is possible to teach English in large classes?

- a. Yes    b. No    c. To a certain extent

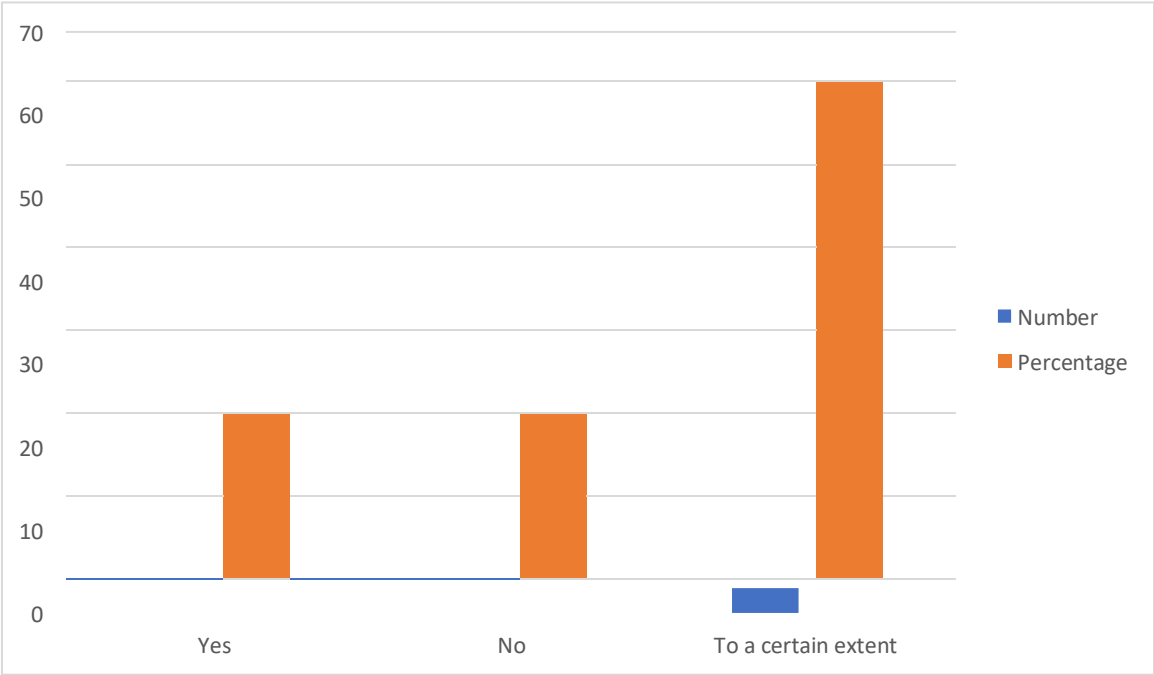


Fig. 7.: Teachers opinions on teaching large classes

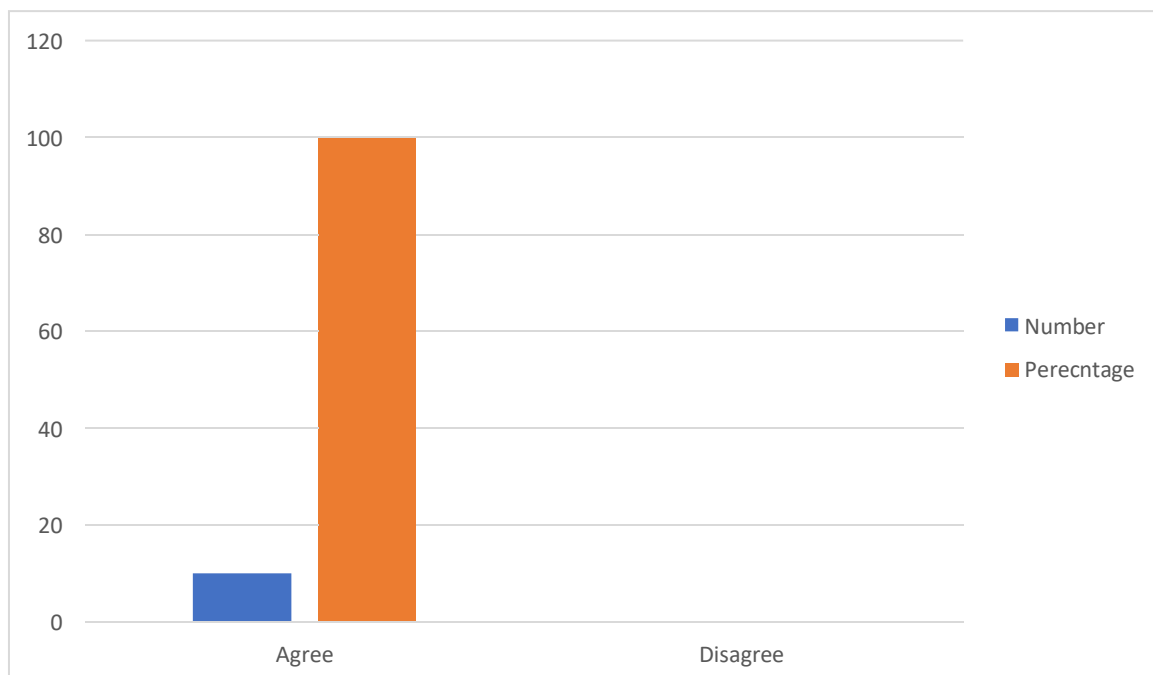
As the graph shows most of teachers (03) said that they can teach in large classes, because according to them they need to coped with the situations and there is no other solution except teaching in those circumstances , while the rest (02) said that they cannot due

to the noise, students are not motivated enough, discipline issues and the main cause is that teachers cannot give their best inside the class and sometimes they feel demotivated.

- **Question 3**

3. Do overcrowded classrooms influence your choice of teaching method? Why?

- a. Agree
- b. Disagree



**Fig. 8.: Teachers' agreement with large class and teaching method**

As illustrated in the graph above, all the teachers (05) agree that overcrowded classrooms influence their choice of teaching method. However, none of them disagrees with it.

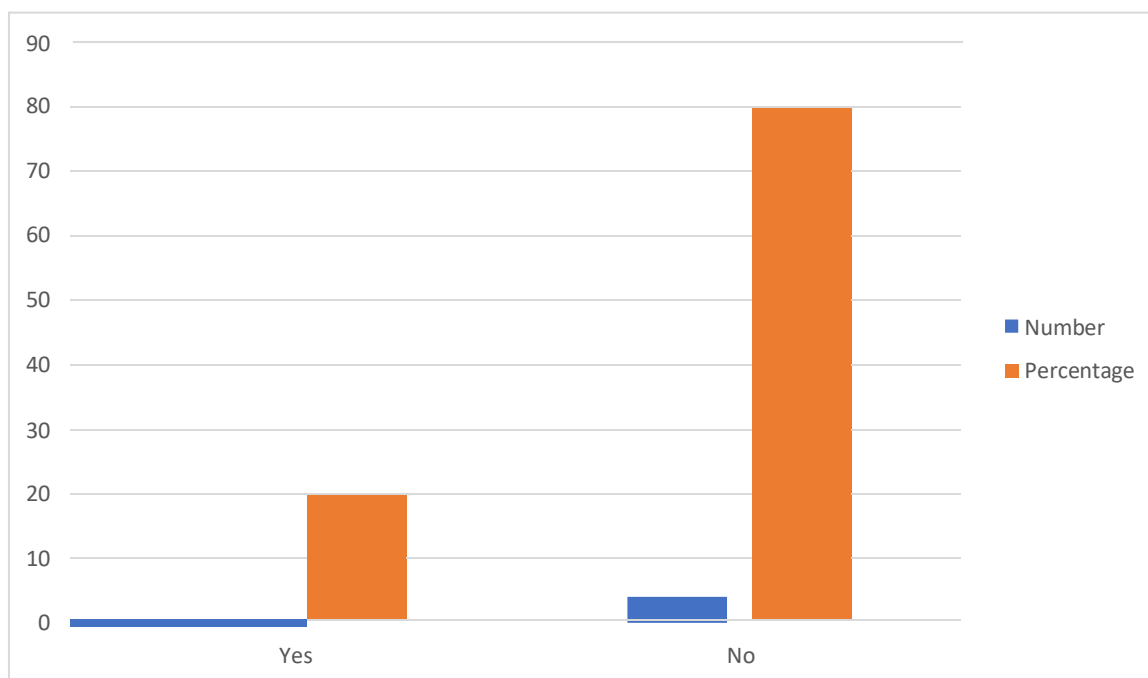
- **Question 4**

1. In a large class, can you pay individual attention to all the student?

- a. Yes
- b. No

If yes, how?

If no, why?



**Fig. 9.: Teachers’ opinion on individual attention.**

The graph shows that the common shared answer between all teachers that they cannot provide each student with individual attention. Yet we can observe that (80%) of them answered no and just one of them (20%) chose yes.

- **Question 5**

2. How do you evaluate your students?

Teachers respond to this question, by saying that evaluating their students is a hard task, but formative assessment helps a lot when evaluating students, because teacher are giving a consistent feedback during the whole semester and evaluating their students by the end of it.

- **Question 6**

3. With an ideal number of students in my class, I could?

All teachers agreed that with an ideal number of students can afford an effective teaching-learning process, help students to develop their skills, provide extra information and so on.

- **Question 7**

4. Please explain the key challenges that you encounter while trying to manage large classrooms?

Teachers highlighted some challenges as follow: not all students participate, due to being in a large class, it is difficult to get students' attention to stop them working on a pair or group task, the noise level in the class is too high, students in a large class often have mixed abilities. It is difficult to manage students with such different levels and needs, they added saying that it is difficult to achieve rapport with the students, plus students' individual responses are difficult to hear due to the high noise.

**3.2.The students' Questionnaire:**

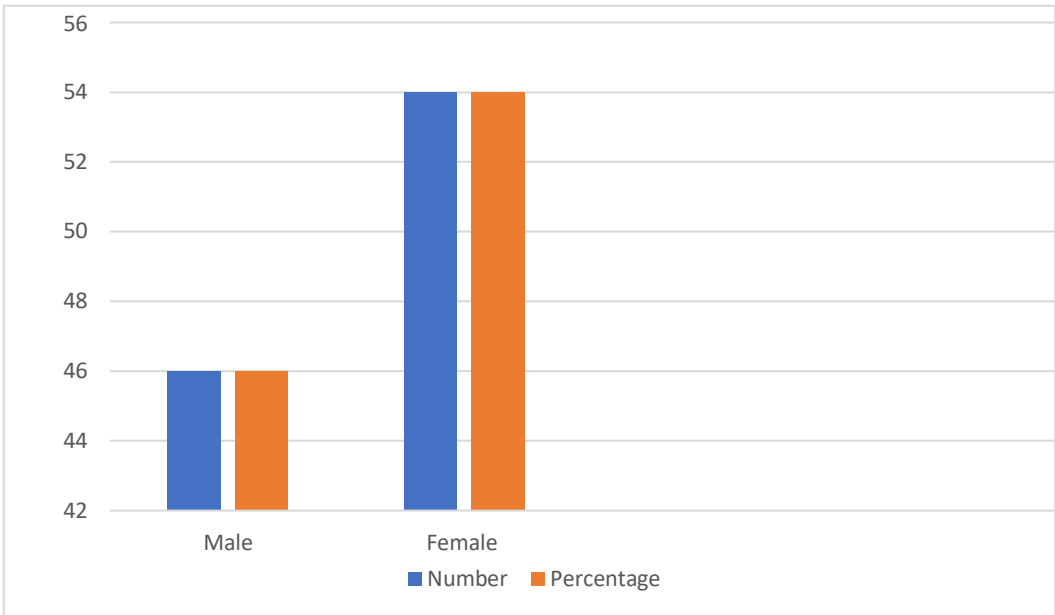
➤ **Section one: General Information**

- **Question1: Gender**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	46	<b>46%</b>
Female	54	<b>54%</b>
Total	100	<b>100%</b>

**Table 6: Students' Gender**





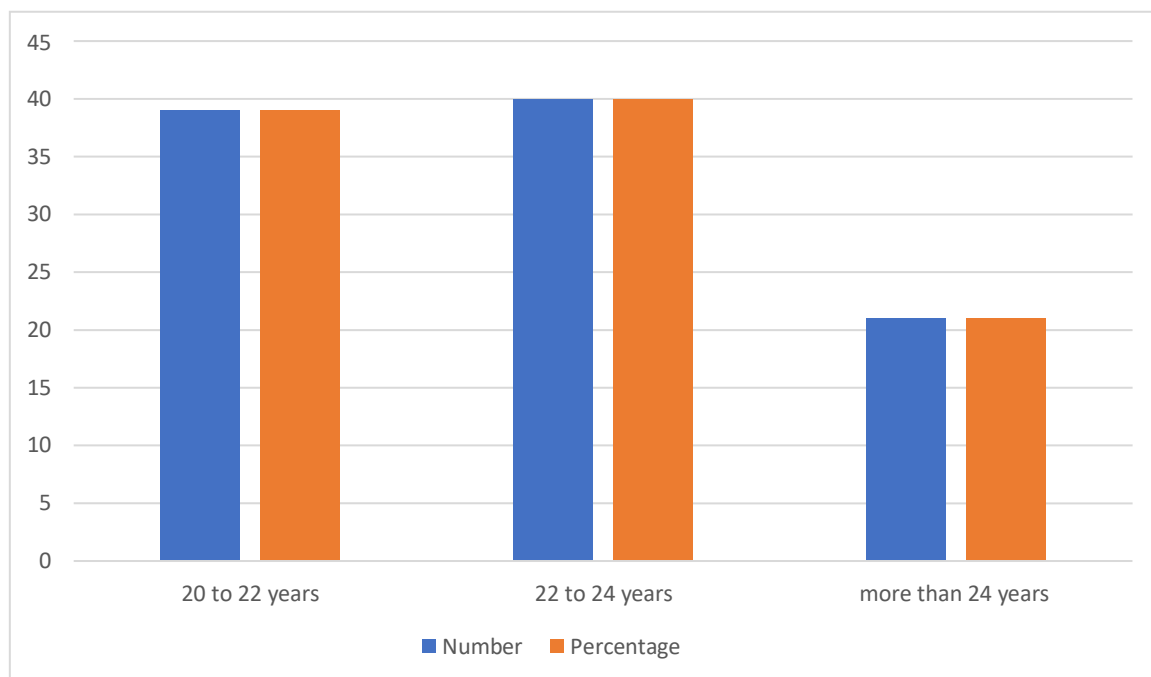
**Fig. 10: Students' Gender**

- Question2: Age**

**(N=100)**

<b>Age</b>	<b>Number</b>	<b>Percentage</b>
20 to 22 years	39	<b>39%</b>
22 to 24 years	40	<b>40%</b>
More than 24 years	21	<b>21%</b>
<b>Total</b>	100	<b>100%</b>

**Table 7: Students' Age**



**Fig. 11: Students' Age**

➤ **Section Two: Classroom Management**

• **Question1**

**(N=100)**

N°	Statement	Not at all	Not much	Somehow	A Lot
1	I really want to learn.	01	03	10	87
2	I participate regularly in class.	17	10	12	61
3	I often need extra help with activities.	12	09	20	59
4	I try my best but it doesn't help me do well.	11	04	11	74
5	I am usually bored with what we study in class.	15	07	27	51
6	The topics I am studying in class are interesting and challenging.	09	11	20	60
7	I can do better work than I'm doing now.	02	06	18	74

**Table 8: Students' Opinions about Learning English**

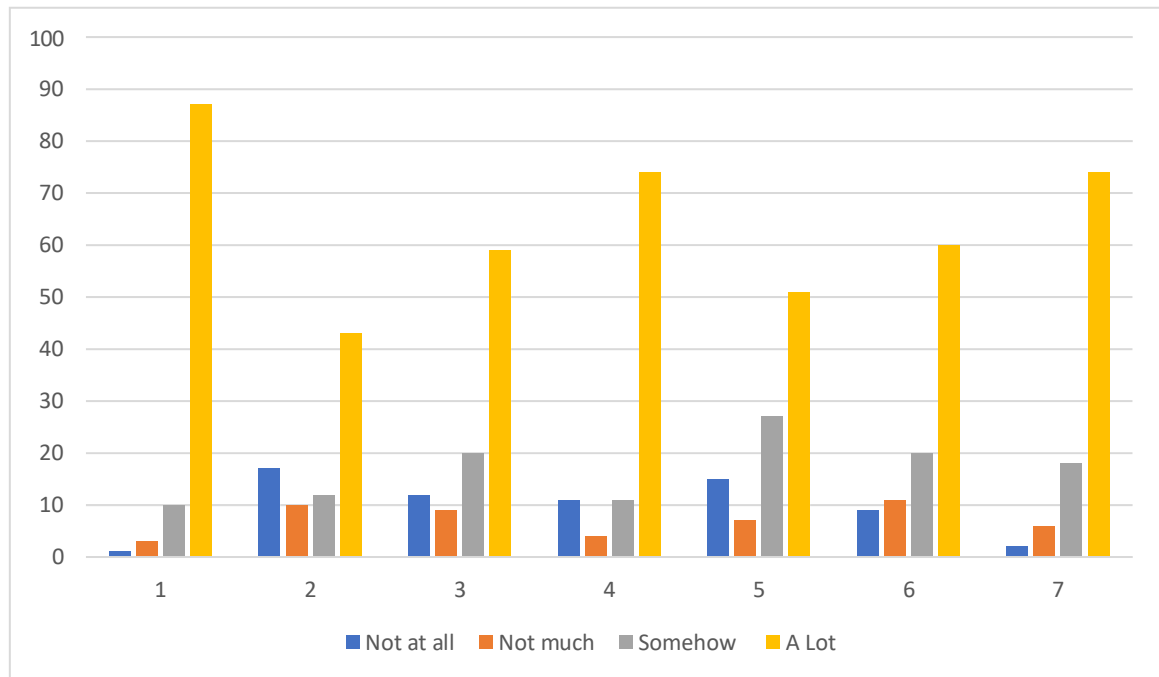


Fig. 12: Students' Opinions about Learning English

- Question 2

N°	Teaching method	Very effective	%	Fairly effective	%	Not very effective	%
1	Lectures	41	41%	44	44%	15	15%
2	Tutorials	39	39%	40	40%	21	21%
3	Language lab work	64	64%	28	28%	08	08%
4	Pair-work	56	56%	42	42%	02	02%
5	Group-work	72	72%	17	17%	11	11%
6	Discussions	59	59%	27	27%	14	14%

Table 9: Students' Opinions about Teaching Methods

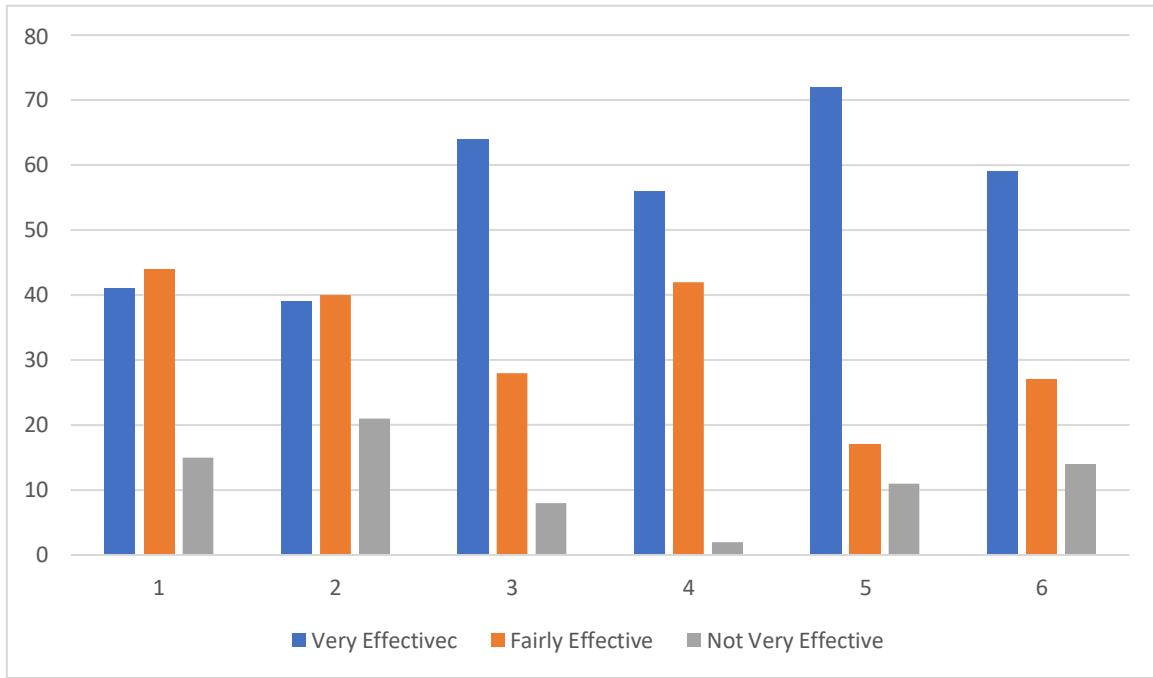


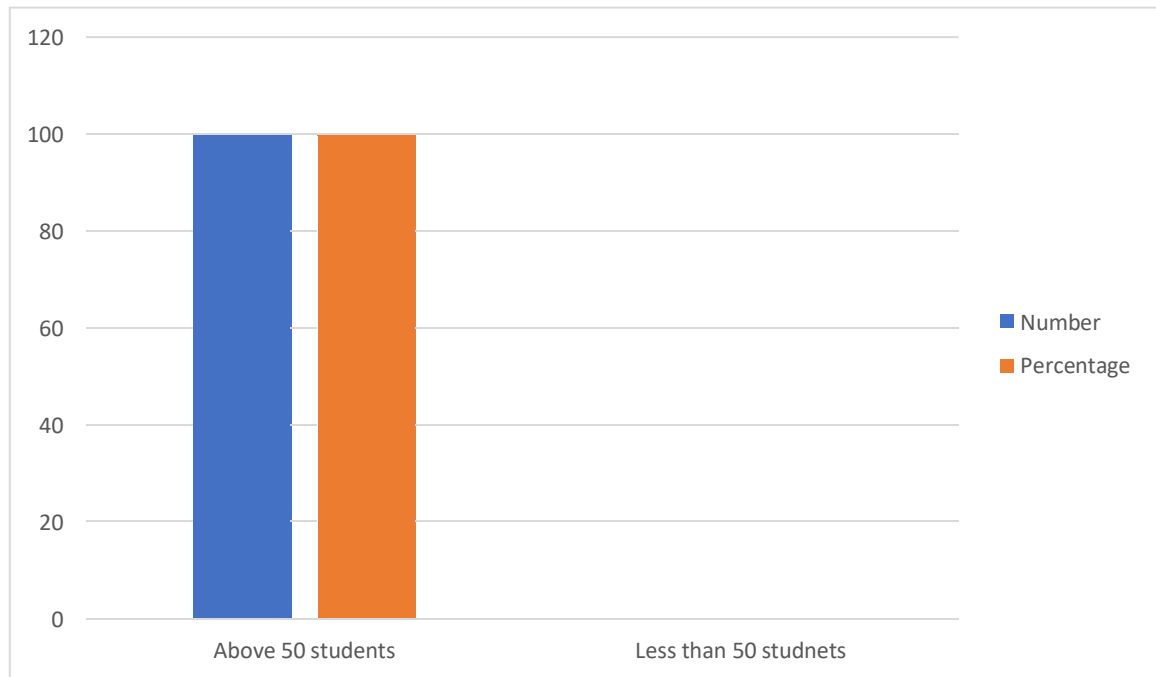
Fig. 13: Students' Opinions about Teaching Methods

➤ **Section Three: Management of Large Classes**

• **Question1**

1. How many students are there in your class?

- a. Above 50 students
- b. Less than 50 students



**Fig.14: class size according to students**

All students (100) agree that their classes are more than 50 students, which is a huge number; we can clearly notice that students find difficulties to cope with the numerous numbers.

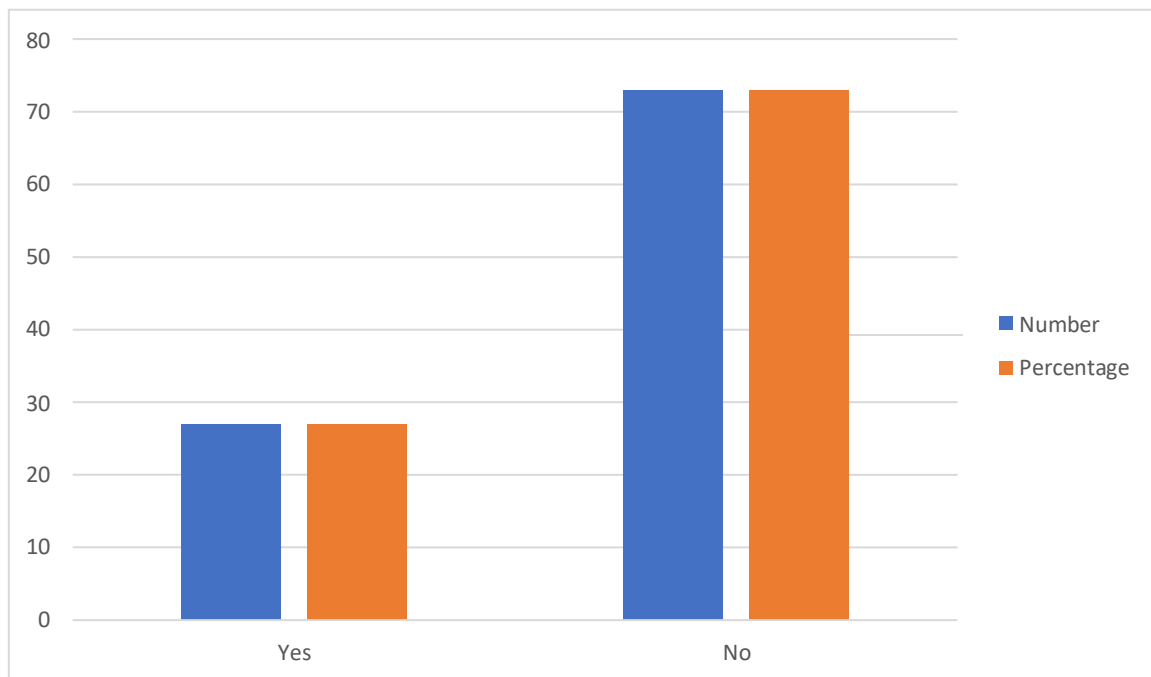
- **Question 2:**

2. Do you feel comfortable during the class?

a. Yes

b. No

Why?



**Fig. 15: Students comfort in large classes**

Most of students (73) see that it is uncomfortable for to be in large classes, because the atmosphere does not support an effective learning process, while the rest (27) said that they already coped with such conditions.

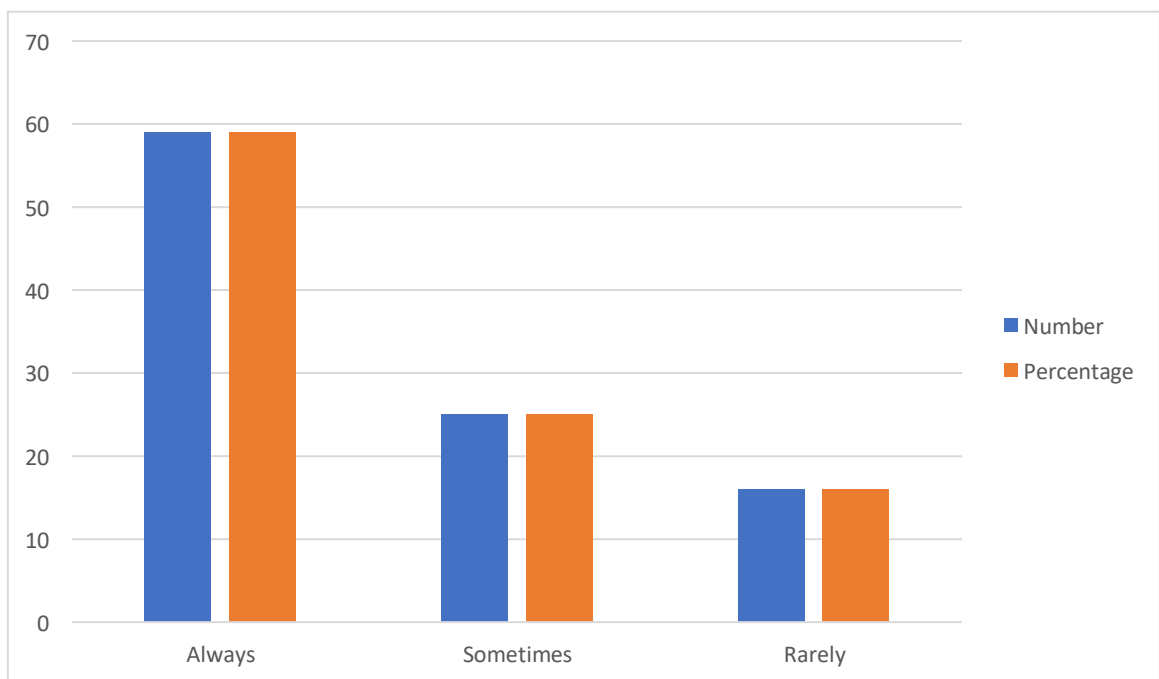
- **Question 3**

3. Is there noise in the class?

a. Always

b. Sometimes

c. Rarely.



**Fig.16: Students opinion on noise in large classes**

The highest percentage (59%) of students declared that their classes are always noisy and disturbing, and (25%) of them said sometimes they hear noise during the lesson, while the rest (16%) answered that they rarely hear noise inside the classroom.

- **Question4**

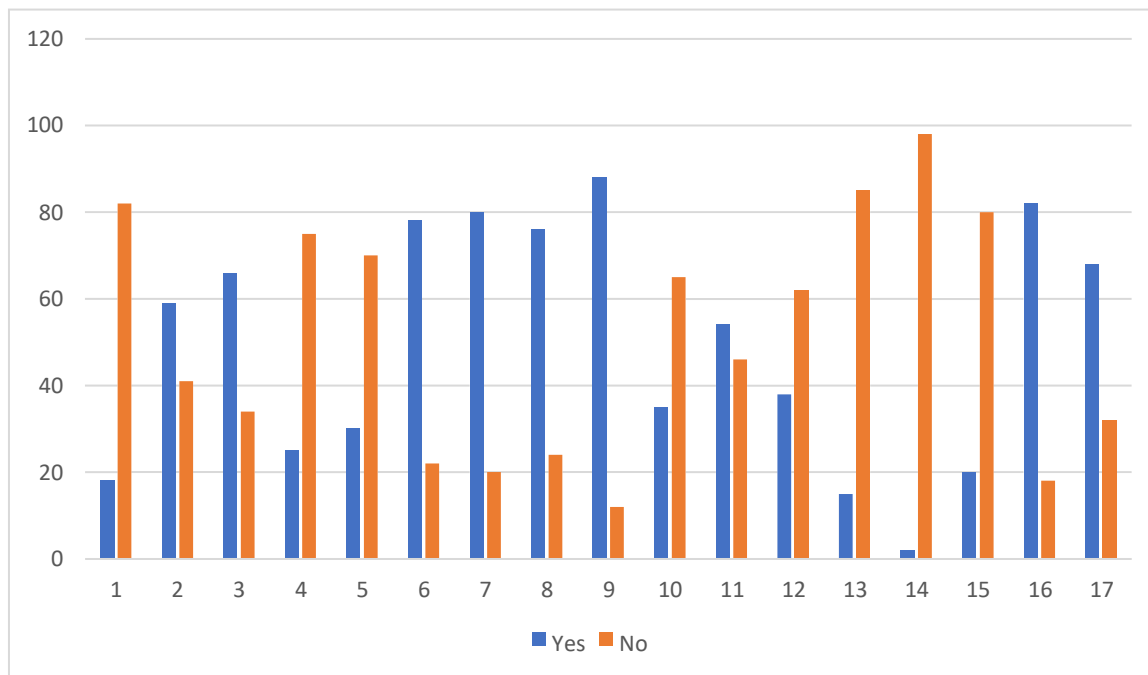
4. Please, put a cross (x) in the appropriate box.

**(N=100)**

N°	Question	Yes	%	No	%
1	Is individual attention given by the teacher?	18	18%	82	82%
2	Is teaching done through lecture method only?	59	59%	41	41%
3	Is attendance checked regularly?	66	66%	34	34%
4	Can you easily ask and answer questions?	25	25%	75	75%
5	Does proper teacher-student relationship exist?	30	30%	70	70%
6	Do the weak students feel ignored?	78	78%	22	22%
7	Are the best students given more attention?	80	80%	20	20%
8	Are the back-zone students (back benchers) neglected?	76	76%	24	14%
9	Do the front zone students (front benchers) dominate the entire class?	88	88%	12	12%
10	Do the teachers know the most of the students' names?	35	35%	65	65%

11	Are sufficient assignments given?	54	54%	46	46%
12	Can the teacher check the assignments satisfactory?	38	38%	62	62%
13	Is the viewgraph available in the classroom?	15	15%	85	85%
14	Is the language laboratory available while learning?	02	02%	98	98%
15	Do the teachers use tape recorders while teaching?	08	08%	92	92%
16	Is the data-show used in the class as a teaching aid?	20	20%	80	80%
17	Is there no teaching aid available except the blackboard?	82	82%	18	18%

**Table 10: Students’ Fact and Management of Large Classes**



**Fig. 17: Students’ Fact and Management of Large Classes**

- **Question 5**

5. Can you suggest some methods that make you feel autonomous in the class?

Students answered this question by saying that they feel free to express themselves in group-work and pair-work, because it gives them the chance to be active learners rather than being passive, but they cannot establish this method inside a large class. Also, discussions and tutorials help them to engage and exchange with the teacher during the session



### **4. Discussion of the Results:**

#### **4.1. Students' Questionnaire**

The participants are hundred (100) students, fifty-four (54) females and forty-six (46) males first year master, aged between twenty (20) and twenty-four (24) years old.

Most of them have a positive attitude towards learning English in the class, some of them see that they need an extra help from their teachers, however, a good number of them see that the topics are interesting and challenging at the same time, as they declare that can do better. The majority of students affirm that group-work and pair-work help a lot in teaching English while other see that learning in laboratory is also effective.

All students assert that their classes are above eighty (80) students, which make them uncomfortable with this huge number, and their classes are noisy. Large number of students see that their teachers do not give them individual attention, there is not teacher-students relationship, most of time they feel neglected by the teacher especially weak students. A significant number of them confirm that back-zone (back benchers) are totally neglected comparing to front zone students (front benchers), because they are dominating the entire class. As we can clearly see most of students affirm that there is no visual-aids except the black board, while few numbers of them said that they sometimes have a data-show.

#### **4.2. Teachers' Questionnaire**

The participant teacher are five (5) three (3) males and two females (2), the gender does not influence the results of our research, since all teacher teach the same content (master one students), the majority have teaching experience of more than five (05) years, in teaching English at Tiaret university. Two (02) are part-time teachers, while the rest (03) are full-time teachers it means they know the actual circumstances of teaching in large classes.

All teachers are familiar with the concept of classroom management, and its importance in the teaching-learning process, such as: classroom communication, time management, motivating students, lesson planning, managing discipline, and individual attention, all this component contributes to establish an effective teaching learning process.

Most of teachers agree that the range of students is between (50) and (70), which is considered as a large number for them, they see that a class over (35) students is already an overcrowded class; clearly, they are uncomfortable when teaching in such situation. A significant number of teachers declare that motivating students in this kind of classes is almost impossible, and there is no way of providing individual attention to all students, therefore they see that teaching English in large classes is a real challenge for them. Some of them said that formative assessment helps a lot, because it is consistent way to evaluate their students, and the rest said that they evaluate their students by the end of each semester through exams, test... some teachers see that possible to teach English in large classes, but it is not an easy task, other said they cannot and justified by mentioning the difficulties that they face such as: not being able to see the whole class, knowing the students individually, using the right level of voice, giving equal share of class activities, managing discipline, being able to give support and advice to individual students at the same time is very difficult. Teacher added that they find that setting goals of the lesson, selecting instructional techniques of teaching, previewing and reviewing lessons, preparing handouts, having students work in groups in class, giving and checking students' assignments, monitoring work and giving feedback, and using audio-visual aids also difficult in such classes.

However, almost all teacher affirm that with an ideal number of students in their classes they could afford an effective teaching-learning process, help students to develop their skills, provide extra information, set clear objectives to the lesson, knowing students individual, motivating students to participate and being active rather than passive, provide students with

the adequate number of activities and be able to check all the students', and the most important part that teacher can teach at ease and get a better results.

Statistical analysis has indicated that noticeable problems exist while managing large size English classes. These problems create challenges to both teacher and students. According to the questionnaire's results, neither teachers nor students feel comfortable with these classes. Thus, the research hypothesis has been confirmed by the questionnaires.

In order to have an effective and positive teaching-learning process, both of teachers and students need to collaborate, so it is a shared responsibility. Students are demanded to be calm inside the class, so that teachers can avoid discipline problems which the main one. On the other hand, teachers are demanded provide a proper learning atmosphere so that students can develop their skills in learning English language.

### Conclusion

Teaching master one classes in English Department of Tiaret is a real struggle. Overcrowded classrooms have been considered as one of the most challenging issues, facing teaching and learning English as a second foreign language. We tried to demonstrate the main problems that teachers and students face.

Throughout the chapters of this dissertation, we tried to demonstrate the concept of classroom management. Then, we shed light on the concept of large classrooms as a phenomenon that comes under the umbrella of classroom management. We sought also, to identify the effectiveness of teaching and learning English in large classes. In addition, we have also tried to show some problems related to large classes, as well as some strategies to manage those problems.

We used two questionnaires to collect valid data, one for teachers and the other one for students. The analysis of the two questionnaires showed that most of master one classes in English department at Tiaret University are overcrowded, and most of teachers and students do not feel comfortable. In addition, the findings gathered from the questionnaires confirm that due to the large number of students, the class becomes very noisy and the teacher cannot provide students with adequate feedback. Teachers and students showed a considerable awareness about the impact of overcrowded classrooms on the teaching-learning process. Therefore, the results of the questionnaires confirm our hypotheses stating that teachers have to establish a positive classroom management to, generally, achieve a positive teaching learning process. Meanwhile, they face many problems when managing large EFL classes in which size constitutes a big challenge to be confronted by finding suitable and appropriate methods and techniques in order to create a productive intellectual atmosphere.

### Recommendations

We would like to recommend the following ways to reduce the negative effects of overcrowded classes on EFL students:

1. Workshops or seminars should be held to bring together teachers from various schools, colleges, and universities for the purpose of comparing methods and exchanging ideas about their own experiences in dealing with the problems, which are associated with the teaching of English in crowded classes.
2. The administration should deal with the problems of overcrowded classes, by increasing the number of groups, in order to give the students more opportunities to learn effectively, and interact properly with the teacher.
3. English teachers should focus on grouping the students. This will give room for efficiency, monitoring the students' participation in the class, identifying the deviant students, identifying students' individual differences.
4. Enhance students' interdependent learning in Large Classes via small group work.
5. Integrating technology into classroom context to promote effective learning.
6. Teachers in an overcrowded classroom must be, exceptionally, organized. They have to be well prepared for every day.
7. Every lesson must be attractive, energetic, and fun. It is easy for students in any class to be distracted and lose interest, but this is especially true in a large classroom. Lessons must be fast paced, unique, and full of attention grabbers.
8. Do everything possible to get to know your students. A positive relationship with your students builds a willingness on their part to actively participate in class.
9. Move around the class when talking, this engages students more actively, and it can reduce the physical and social distance between you and your students.

## Appendices

### Appendix A:

#### Questionnaire for Teachers

**Dear Teachers,**

You are kindly requested to fill in this questionnaire, which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about **The difficulties and challenges that teachers face in large classes**. We would be so grateful if you could sincerely answer the following questions, so please, give us precise answers as you can. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary.

Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

**Thank you for your time and for your collaboration.**

#### **Section One: General Information:**

1. Gender: a. Male   
b. Female
2. How long have you been teaching English?  
a. More than five years  b. Less than five years .
3. Status:  
a. Full time job  b. Part time job .

**Section Two: Classroom Management:**

1. Are your students motivated to participate?
  - a. Yes
  - b. No
  
2. Which class size do you prefer, so that you improve your performance in your school?
  - c. Class size with 25 students .
  - d. Class size with 35 students .
  
3. Do you feel uncomfortable while teaching large classes?
  - a. Always .
  - b. Sometimes .
  - c. Never .

- Why?

.....

.....

.....
  
4. What is your usually class size?

**Section Three: Management of Large Classes:**

1. At what number of students do you consider a class large?
  
2. Do you think it is possible to teach English in large classes?
  - b. Yes
  - b. No
  - c. To a certain extent
  
3. Do overcrowded classrooms influence your choice of teaching method?
  - c. Agree .
  - b. Disagree .

- Why?.....  
.....  
.....

4. In a large class, can you pay individual attention to all the student?

c. Yes                       b. No                       c. To a certain extent .

- If yes,  
how?.....  
.....  
.....

- If no, why? .....  
.....  
.....

5. How do you evaluate your students?

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

6. With an ideal number of students in my class, I could?

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

7. Please explain the key challenges that you encounter while trying to manage large classes?

.....  
.....

**Thank you for your collaboration**



**Appendix B :**

**Questionnaire for Students**

**Dear students,**

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about **The Challenges and difficulties that students face in overcrowded classes**. We would be so grateful if you could sincerely answer the following questions, so please, give us precise answers as you can. Tick your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes only.

**Thank you for your time and for your collaboration.**

**Section One: General information**

1.  Male.  Female.
2. Age: 18 to 20 years 20 to 24 years More than 24 years.

**Section Two: Classroom management**

1. Please mark how well you think the following statements *describe you*:

Please, put a cross (x) in the appropriate box.

N°	Statement	Not at all	Not much	Somehow	A Lot
1	I really want to learn.				
2	I participate regularly in class.				
3	I often need extra help with activities.				
4	I try my best but it doesn't help me do well.				

5	I am usually bored with what we study in class.				
6	The topics I am studying in class are interesting and challenging.				
7	I can do better work than I'm doing now.				

2. In general, which teaching method is **effective** according to you?

N°	Teaching method	Very effective	Fairly effective	Not very effective
1	lectures			
2	tutorials			
3	language lab work			
4	pair-work			
5	group-work			
6	discussions			

**Section Three: Management of Large Classes.**

1. How many students are there in your class?\_\_\_\_\_.

2. Do you feel comfortable during the class?

- Yes  No.

Why?.....  
 .....  
 .....

3. Is there noise in the class?

- Frequently.  
 Sometimes.  
 Rarely.

4. Please, put a cross (x) in the appropriate box.

**CHALLENGES AND DIFFICULTIES OF MANAGING LARGE SIZE CLASSES**

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<b>N°</b>	<b>Question</b>	<b>Yes</b>	<b>No</b>
1	Is individual attention given by the teacher?		
2	Is teaching done through lecture method only?		
3	Is attendance checked regularly?		
4	Can you easily ask and answer questions?		
5	Does proper teacher-student relationship exist?		
6	Do the weak students feel ignored?		
7	Are the best students given more attention?		
8	Are the back-zone students (back benchers) neglected?		
9	Do the front zone students (front benchers) dominate the entire class?		
10	Do the teachers know the most of the students' names?		
11	Are sufficient assignments given?		
12	Can the teacher check the assignments satisfactory?		
13	Is the viewgraph available in the classroom?		
14	Is the language laboratory available while learning?		
15	Do the teachers use tape recorders while teaching?		
16	Is the data-show used in the class as a teaching aid?		
17	Is there no teaching aid available except the blackboard?		

5. Can you suggest some methods that make you feel autonomous in the class?

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**THANK YOU FOR YOU COLLABORATION.**

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### Summary

This research is an attempt to shed light on the phenomenon of (EFL) overcrowding classes of first year master students of English at Ibn Khaldoun University of Tiaret. It investigates the main obstacles that teachers face while managing large classes. The study aims at finding effective strategies that helps teachers to manage their classes properly, and provide an effective teaching/learning atmosphere.

**Key words:** Overcrowded classes, Management, Teaching/Learning, Difficulties.

### Résumé

Cette recherche est une tentative d'illustrer le phénomène de surpeuplement (EFL) des classes de première année des étudiants en master d'anglais à l'Université Ibn Khaldoun de Tiaret. Elle étudie les principaux obstacles auxquels les enseignants sont confrontés tout en gérant de grandes classes. L'étude vise à trouver des stratégies efficaces qui aident les enseignants à gérer leurs classes correctement et à fournir un climat d'enseignement/d'apprentissage efficace.

**Mots clés :** Classes surpeuplées, Gestion, Enseignement/Apprentissage, Difficultés.

### الملخص

هذا البحث هو محاولة لتسليط الضوء على ظاهرة اكتظاظ الفصول الدراسية للسنة الأولى من طالب الماجستير في اللغة الإنجليزية في جامعة ابن خلدون في تيارت. وهو يحقق في العقبات الرئيسية التي يواجهها المعلمون أثناء إدارة الأقسام المكتظة. تهدف الدراسة إلى إيجاد استراتيجيات فاعلة تساعد المعلمين على إدارة فصولهم الدراسية بشكل صحيح، وتوفير جو التدريس والتعلم الملائم.

**الكلمات المفتاحية:** الأقسام المكتظة، التسيير، التعليم والتعلم، الصعوبات.

