

**People's Democratic Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

**Dr. Moulay Tahar University, Saida**

**Faculty of Letters, Languages and Arts**

**Department of English Language and Literature**



**The Impact of Large Class Outcomes on the Learning Occurrence  
under the Use of Learner Centered Learning Approach  
in English Language:  
The case of First Year Secondary School Level at S'ghir Aissa**

Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of *Master* in Didactics.

**Presented by:**

Miss. I. SAIDI

**Supervised by:**

Dr. L. SELLAM

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**Academic Year: 2017/2018**

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## **Dedication**

To the most precious people in my life who gave me love, faith, and hope:

My beloved mother and my dear father for the moral and financial support that  
boosted my confidence in conducting this research,

My lovely sisters

My family and my close friends

To all who supported me and besought God to help me I dedicate this work.

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*In the name of ALLAH, the most Compassionate, the most Merciful.*

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I am grateful to all people who contributed in this humble work. And I extend special thanks to my friends .

Finally, I am indefinitely indebted to my mother for her permanent support and prayers all the time, May God bless and heal her forever.

## Abstract

The main purpose of this study was assessing the impact of large class size on the learning occurrence under the implementation of student-centered learning approach in S'ghir Aissa Secondary School. Descriptive method was employed to accomplish the study. First year's secondary school pupils and their English teachers were the data sources for this study. To conduct the research, quantitative and qualitative research method was used. The data were collected from 120 pupils and 4 teachers of English language; and observation of two classrooms. Three instruments; questionnaire, interview and observation were used as data collecting tools. The quantitative data were analyzed using percentage, and measured using tables and pie charts; and, the qualitative data were elaborated and narrated in words. The achieved findings of the study revealed that large class size is a main cause of psychological and social problems in teaching-learning process; and therefore, negatively affects the implementation of learner-centered learning approach. Among the instructional impacts of large class size; lack of adequate opportunity for every pupil to involve actively, time consuming ,dominance of few pupils, teachers inability in classroom management, difficulty to address pupils needs , incapability to give feedback and conduct continuous assessment are mentioned. The main psycho social impacts identified in the study were large class size is one of the causes for pupils' anxiety and widens gaps of teacher-student and student-student relationships. Finally, based on the major findings, possible recommendations were forwarded so as either to minimize the impact of class size and maximize the implementation of SCLA

*Keywords: Implementation; large class size; learning outcomes; learner-centered learning approach; teacher traditional learning*

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## List of Abbreviations and Acronyms

<b>CLT</b>	Communicative Language Teaching
<b>EFL</b>	English as Foreign Language
<b>LCS</b>	Large Class Size
<b>LTT</b>	Learning Talking Time
<b>SCLA</b>	Student-Centered Learning Approach
<b>TCA</b>	Teacher Centered Approach
<b>TTT</b>	Teacher Talking Time
<b>UNESCO</b>	United Nations for Education Science and Culture Organization
<b>USAID</b>	United States Agency for International Development
<b>USDE</b>	United States Department of Education
<b>WCE</b>	World Conference of Education

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## **Structure of the dissertation**

This research is divided into four chapters. Chapter one is devoted to the general introduction and the descriptive concepts. Chapter two is related to the theoretical backgrounds, and the third chapter is the field of investigation, analyzing the findings. The last chapter one consists of general conclusion, summary, and recommendations.

First chapter provides a better description of large classroom size concept and Student Centered Learning Approach. In addition, the impact of large class on the implementation of SCLA has mentioned. Then we highlight its influence on both teachers and on pupils.

The Second chapter focuses on the reviewing of literature, about the theoretical background of both large class-size and the cognitive approach: Student Centered Learning Approach.

The Third chapter for analytical findings and results, it incorporates research design, data collection, selection and description of the participants, research setting, instruments that were used for the data collection. Data analysis in which a detailed analysis of pupils 'questionnaire, the teachers' interview and the observation are done in form of tables and pie charts. It is an analysis that includes an investigation of the impact of large class on both learning and applying SCLA that will lead to conclusions that may confirm the hypotheses.

The Fourth and last chapter is meant for the summary, general conclusion and recommendations. As well as pedagogical implications

## **General Introduction**

Class size is an ongoing issue in the educational sector and it is continually expanding in the developing nations as Algerian schools. Researchers and educators have argued that large classes can have negative effects on learner's achievement. This consists of a decrease in student achievement of those in larger classes and an increase in pupils' achievement of those in smaller classes. The dispute is that students in large classes have less one – on – one time with the teacher, which therefore leads to less instruction time and in turn lower test scores. In addition, it is implicated that in larger classes discipline becomes more of an issue because there are more students to attend to. On the contrary, in a smaller class pupils are given more instructional time and are able to focus more on the curriculum being taught instead of discipline and other issues that are occurring around them. Researchers believe that smaller class sizes increase student achievement.

Hoyes (1997) suggests in large class size students cannot easily and quickly change positions to face each other for pair work and turn around to face the teacher whenever necessary, or to move in full circle for a whole class discussion. Eherenberg, et al (2001) reported that large class is noisier and that pushing, crowding and hitting occur more often in large class than smaller one.

It is expected that teachers should teach in an effective way with the students' educational interests and learning experience which is often called student-centered. Nevertheless, today throughout the world and especially in developing countries, teachers are faced with classes larger than the size they can manage and conduct effective teaching and learning process in both teacher-centered and student-centered learning approaches.

Implementation of the student-centered learning approach in a large class-size is a demanding task for both teachers and students (Wilson, 2006). In the learner – centered learning approach (SCLA) students are expected to participate in all teaching learning processes actively. In order to engage fully in such active learning process the learners should get sufficient and reliable opportunities.

Accordingly, in the student - centered learning approach learners can get chances to work as individual, in pairs, in groups, and as a whole Class, Susan, et al (2007) state that in SCLA no more lectures of a teacher is required; the teacher acts as a facilitator, assistant and finally gives feedback. Learner-centered classroom is not a place where the students are passive and simply listen to the lecture as that of meeting. Rather, it is a place where we consider the needs of the students, as a group and as individuals encourage them to participate in the learning process all the time.

The teacher helps to guide the students, manage their activities, and direct their learning. In student- centered class, the teacher is a member of the class as a participant in the learning process (Jones, 2007). When we see the education policy of our country (FDRE, 1994) the traditional teacher centered approach is more used in classes than the modern student centered approach. Supporting this claim, Halpenrin (1994) comments that most activities today in majorities of [schools] continue to reflect an “old style” of instruction where students sit quietly and passively receiving from the teacher. This implies that there would be some difficulties that impede the teachers and students from implementing the teaching – learning approach in accordance with both the education policy and the modern approach student – centered learning.

There are many teenagers with difficult brains and learning capacities, so that the teacher cannot handle or understand each and everyone’s learning style as well as behaviours. It is stressful to dominate all of the learners. Therefore, the educators and researchers have corroborated that large classes can have negative influence on learners’ achievements than those in small classes. Finn (2000) claims that, large class size has a number of effects on learner’s engagements. Both learners and teacher face difficulties to apply active learning in their classroom because of the large number of learners.

There are some local studies concerning student-centered learning approach in teaching English large classroom. The researcher observed that large class size is really a challenge for all teachers in general and for English language teachers and learners in particular to implement the modern teaching learning approach often described as student-centered learning approach. Due to the large number of learners in a given classroom, teaching speaking and reading skills is so difficult for the teachers.



The researcher observed that to overcome the problem teachers use different mechanisms such as making small groups in large classes and spending extra time to help slow learners and to check their exercise books. Student-centered learning approach in large classroom in S'ghir high school is rarely applied. Therefore, the researcher intended to assess and identify challenges that impede its practice.

Before the adoption of The New Education and Training Policy, the teaching-learning activities were undertaken using old models that make the teacher the center of the whole activity. This means our school teachers were given more responsibility to shape the schoolchildren in the way they think is appropriate without giving much attention to the role children can play on their own learning. Teacher's good qualities (good knowledge of subject matter, enthusiasm, student-teacher relationship) do not necessarily result in effective learning (Amare, 2000).

Plass (1998) further indicated that, the role of learners in teacher –centered approach is demonstrating their power of memory and not their skill and in processing that knowledge. According to Plass in teacher- centered approach the product is important than the process of arriving at the product. In this method the students listen and take notes, digest and then reproduce. Regarding the limitation of this approach (Melese, 1999) also noted that text books based on teacher-centered method are often overcrowded and too difficult for the level of the learners, for there are usually too many subjects and each subject is over crowded with presentation of facts and information. They tend to be long and contain many pages of information followed by questions that ask pupils to recall or repeat the information. These affect the activities of the learners.

Many educators believed that the learner-centered method of teaching gives more emphasis to the learner and how to learn than what is taught. For example, (Temechegn, 2001) indicated that learner-centered methodology stresses the need for taking care of the child, its growth and development. This is possible by using number of teaching techniques and strategies to study the child carefully and observes over period of time his or her growth and development in intellectual, language, sensory motor skills and emotional concepts.

There are some local studies concerning student-centered learning approach in teaching English large classroom. The researcher observed and faced that large class size is

really a challenge for all teachers in general and for English language teachers and learners in particular to implement the modern teaching learning approach often described as student-centered learning approach. Due to the large number of students in a given classroom, teaching speaking and reading skills is so difficult for the teachers.

The researcher observed that to overcome the problem teachers use different mechanisms such as making small groups in large classes and spending extra time to help slow learners and to check their exercise books. In addition, the researchers tried to council and guide his learners by using his free time. Thus, the researcher intended to assess and identify challenges that impede its practice.

Among the main general objective of this study is to identify the learning outcomes in large class-size and how SCLA can be applied and we have tackled some specific objectives, which are stated bellow:

1. To identify the challenges that English language teachers encounter in implementing SCLA in a large class-size.
2. To explore how large class size affects the implementation of student-centered learning approach.
3. To assess what teachers are doing to manage the impact of large class size on implementation of SCLA.

### **Research Questions:**

The study attempts to find answers to the following research questions:

1. What are the challenges that teachers face in large classroom?
2. How can learner centered learning approach be effective and how can teachers apply it in crowded class?
3. How do they manage the impact of large class size on the implementation of SCLA?

## **Hypotheses**

We hypothesize that:

- **Hypothesis 01:** If pupils study in crowded classes, then their learning outcomes will be poor.
  
- **Hypothesis 02:** If pupils study in large classes, then they will have fewer opportunities to interact, to provide feedback with the teacher and even with peers.
  
- **Hypothesis 03:** If teachers teach large classes, then they will find difficulties in their instructions, and face discipline, physical and evaluation problems.

## **Limitations of the Study**

To conduct this research study the researcher encountered some hindrances during the study such as lack of cooperation from both teachers and learners. There was no collaboration particularly from some learners who did not fill up the questionnaire. Even they did not give accurate answers and lack materials such as personal computer for all accomplishments of the work including internet access; and the most stressful issue was shortage of time. However, despite the challenges that confronted the work; the researcher has made an effort round the clock to alleviate them and finalize the research as complete and timely as possible.

## 1.1. Introduction

Nowadays, enlargement of class-size and what should be opted as a method is a universal phenomenon. What is defined as a large class varies from teacher to teacher, university to university and country to country. For instance, class size is defined by Achilles (1998), McRobbie, Finn, and Harman (1998) as the actual number of learners that one teacher is responsible for every day.

This chapter presents the fundamental introductory components of the descriptive concepts. These are Conceptual Definitions of Class-Size and Its Influences on teachers as well as on learners. Then the scope, significance of the study is presented. In addition to the features and problems of overcrowded class that hinder the teaching learning process. Thus, sheds light on the concepts of Student Centered Learning Approach in different perspectives.

## 1.2. Conceptual definition of Class Size and its Impact

According to Edge and Garton (2009, p.69) a classroom is a teaching space that should be appropriate for learning under certain conditions. First, the classroom should be the right size and should have the suitable temperature. Second, the classroom should be clean, attractive, and well lit. Third, it should have an appropriate shape in order to facilitate for both students to see the board and teachers to see all the learners. Providing a comfortable, safe, and interesting environment for the students is the initial, important step for a successful teaching process and if the classroom lacks one of these conditions, the development of an English speaking community that teachers have the desire to create will be impeded.

Baker and Westrup (2000, p. 2) state, “*a class is large if the teacher feels that there are many students for them all to make progress in English. So a large class can mean any number.*” Here, the number is not determined. The number that makes the classroom large, without considering whether the number is huge or not, is the number that makes the learners unable to learn effectively, so any kind of improvement and level of progress will be impossible.

Large is a relative word and large classes have been variously defined by practitioners from different teaching learning contexts. For instance, both teachers and learners in most teaching-learning contexts in Africa (British Council, 2010) may consider a large class in western context such as US or UK small. The British council further reveals that large class can vary from 22 in US elementary schools to up to 150 in an African classroom.

Jones (2007) proposes that, "the ideal size for a student-centered language class is probably 12". Even USAID reports that in western countries class size of 30 is large in need of reduction. Large classes are defined also by several factors. These include physical conditions in the classroom such as the amount of space available teaching methodology; and the availability of resource. Shumim (1993) also argues that even though numbers may be necessary for defining large classes, numbers alone is not sufficient to arrive at a shared definition, even within one country.

According to USAID (2007), the growth of large classrooms in the developing world is tied to two interrelated trends: global initiatives for universal education and rapid population growth. These are the result of factors web that make overcrowded class an enduring feature of the developing world. The second reason for increasing number of pupils' enrolment may be that the "right to education" is becoming understood, as it is a fundamental human right (WEF, 200). UNESCO on the other hand, emphasizes not merely the right to education, but also particularly the right to quality education for all. Yet, large class size is among the major obstacles to ensure the desired quality education.

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

### **1.3. The Scope of the Study**

The researcher believes that it is more preferable if the study conducts on a large scale. However, the limited time and shortage of other resources do not allow doing so. The school selected due to its nearness to the researcher. Further, the study was restricted to find out the impacts of large class size that pose challenges to the implementation of student - centered learning in English language classrooms in particular reference to grade secondary school at S'ghir Aissa.

### **1.4. Significance of the Study**

This research will shed light on a spread phenomenon within EFL classes, which is the large classroom size in which we endeavour to show its negative impact on the learning process,. We will do so through the study of the teachers' perceptions and attitudes towards the matter of large classes, and at the same time observing students studying in large classes in order to know how teachers deal with the big number of pupils while teaching.

The findings of this study is functioning ,to identity the difficulties associated with large class size in order to determine what effects large classes have on implementation of student- centered learning approach. In addition to this, the findings may give teachers some useful insights on how to adopt suitable teaching strategies and develop effective approaches and practices in order to cope with problems of large class size in the process of implementing student-centered learning approach. Moreover, the findings could help pupils to develop awareness about the challenges of the large class size and get ready to cope with the difficulties associated with implement SCLA in large classrooms.

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

### 1.5. Features of large classes :

Most of large classes have some characteristics as follow:

- a. Teachers and learners cannot easily move desks and chair since they sit in form of rows
- b. Sometimes, textbooks are inadequate for the whole number of pupils.
- c. The school copying facilities and teaching resources are limited.

Research shows that shortage of learning materials is common in schools with large class sizes. According to Green and Doran (2000) and Burnett (1995) overcrowded classrooms can cause shortage of instructional materials, inadequate school library collections and limited storage space for learning resources. learners attending schools with insufficient learning material are handicapped in their academic achievement. Ijaya, (2000) emphasised that school facilities should be properly maintained and all areas should be accessible for pupils' learning.

The problem of shortage of teachers, learning materials and classrooms seems to be complex and worldwide issue. For example, in Nigeria, especially in major towns and cities, many classes have 50 to 100 students (Ijaya, 2000).

According to Snipes, Williams and Petteruti (2006), the public schools in big cities also faced overcrowded classrooms which have resulted in shortages of highly qualified teachers and low learners' achievement. Urban schools are also facing shortages of learning and teaching resources and challenges with the provision of quality teaching and learning support for students because of increased enrolments and overcrowded classrooms.

### 1.6. Problems of large class:

One of the main issues within EFL classes is the large classroom size, which may affect the instruction negatively in terms of quantity and quality. Coetzee et al (2008, pp. 80-1) state the following problems:

- Learners may not understand the instruction and its goals.  
They less cannot know their level of improvement.
- There is a lack of motivation because the number is huge.

- Learners have fewer opportunities to interact and they have less care and no individual attention from the teacher.
- The teacher cannot fulfill each pupil's particular needs.

Other problems are seen in big classes by Harmer (1998, p. 128):

- The teacher finds difficulty to deal with pupils seating at the back of the classroom.
- It is difficult for the teacher to give individual attention and it is difficult for pupils to ask for it.
- An organization for creative different sessions of teaching and learning will be an impossible mission.
- The learner's movements around the classroom will be difficult as well as annoying.



Davies and pearse (2000, p. 129) say" *The basic principles of teaching English are the same for groups of fourteen, forty, fifty, or sixty learners. But, it is obviously much more difficult to achieve good results in very large groups.*" Here, any process of teaching English encompasses the same principles for every classroom containing a small or a big number, but the mission will be difficult and the teacher will find hardships with the large classes.

The main problems are related to:

**a.Communication:**

Both teachers cannot see or hear well all the pupils, learners cannot hear or see the teacher well, and in fact, it is something very important thing that ensure a successful communication process and build relationship among the students and the teacher.

**b. Number:**

- It is difficult for the teacher to identify all the pupils' names.
- There will be no individual practice and learners cannot be all given feedback especially on written tasks.
- Observing pupils working in pairs or groups working and monitoring them will be a difficult task for the teacher to do.

**C .Cooperation:**

Large groups are most found within captive pupil situation in which learner 'attendance is compulsory. As a result, teachers will have a number of pupils who do not want to attend. Thus, they will not cooperate with the teacher.

### 1.7. Impact of large class on teachers:

Crowded class has great affects on teachers. Many researchers believe that large classes offer few opportunities to teachers to employ quality teaching and learning environment for learners. Crowded classes inhibit small group activities and individualized instruction, because of the noise level and lack of space in the classroom. As said by Benbow (2007) large class size can negatively affect to significant and interrelated aspect of teacher practice-instructional time and classroom management. Moreover, on teacher personality as well.

Additionally, some commonly comments heard by teachers are: there is no communication, theclass is out of control, lack of individual attention and difficult to set effective and creative group activities. Other teachers always emphasize that is impossible to focus on all the pupils and therefore insufficient reinforcement will be made to support all to participate in different activities. Due to the size of the class, with big number, teachers do not have enough time to identify or pay attention to each and give every pupil a chance to interact. In words, such context makes some pupils, especially those who tend to hide by sitting at the back, the shy or less able, to be neglected and left behind. On the contrary, teachers in small classes are more likely to pay great attention to their pupils and the benefit from the presented activities is considered to be high.

Large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instruction (i.e., how to complete an exercise rather than substantive instruction), task management and behavioral management, thus leaving less time for actual instruction. Wilson (2006) reports that larger classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller. In line with this, parsing (1997, in UNESCO, 2007) stresses that to those who teach in classes with big number of pupils, managing the learning process can become quite difficult.

According to Susan et al (2007), the major challenges of teaching large classes presented below are grouped into four categories:

1. Managing the classroom
2. Using pair and group work to encourage cooperative learning
3. Teaching with limited resources
4. Motivating pupils in heterogeneous classes.

Shamim et al (in British council, 2007) state also the following challenges that teachers, especially English language teachers, encounter:

- Insufficient student involvement in learning; in ability to use a student-centered approach; limited opportunity for pupils to express themselves in English; difficult in ensuring every body's participation in activities; many pupils are off-task particularly in-group activity.
- Managing large classes; difficulty in controlling discipline and noise; inability to manage pair and group works.
- Assessing learning and providing feedback; evaluating the work of pupil's continuous assessment; in ability to identify problems of learners; in ability to know the progress learners make and inability to provide a remedy based on the feedback from the assessment.

### **1.8. Impact of large class on pupils:**

Class size has numerous influences on pupils' engagement, behaviour, and pupil retention. Finn (2003) reviewed studies that examined the link between learner engagement and class size. He conceptualizes pupil engagement in two forms: social engagement and academic engagement. Social engagement refers to how a learner interacts socially with others and teachers in either for or opposed to social ways. Whereas, academic engagement refers to a learner's attitude to words schooling and the learning process.

Finn (2003) concludes that when students are placed in smaller classes they become more engaged, both academically and socially. With strong social and academic

engagement; he argues, both learning participation and academic achievement of learners increase. Pupils' attention in an area particular concern in that it can affect academic engagement and involvement on task-based activities.

Researchers have shown that pupils tend to spend less time on class assignments when in large classes (Blatchford and Mortimore, 1994; Cahen in cooper, 1989; charter in coopers, 1989; Klein, 1985). Furthermore, it has been shown that in addition to spending more time on schoolwork, pupils in smaller classes tend to participate more in the process. . (Cahen in cooper, 1989).

While there have been few systematic observation of this interaction, some have argued that:

- Larger Classes do not allow teachers to engage their learners in differentiate styles, that is, teachers can cater their instruction in ways that engage individual pupils
- With big numbers of pupils. Teachers are unable to pay closer attention to all of them, thereby holding them accountable for participation, rather than ignoring those that are passive (Blatchford and Mortimor, 1994; Harder, 1990; pate-Bain et al, 1992; cited in British Council, 2007)

### **1.9. Conceptual definitions of Student-Centered Learning Approach:**

Student-centered learning approach refers to the actual involvement of the students in practical manipulation of the material at hand to learn the concepts (Caine R.N.1991).

In these teaching strategies, educators must invite students to experience the world's richness, empower them to ask their own questions and seek their own answer through discussion among themselves, or research alone or together. Thus, pupils are not only receive information from lecture or books they also collect information, record it systematically, discuss it, compare it, analyze it, draw conclusion from it and communicate about it.

The teacher's role in learner-centered learning Approach is different from the usual lecture approach, but much more important, because it allows the teacher to organize set of activities through which they will gather, guide his/her pupils to find additional sources of information, make sure they are really thinking and analyzing, and check their progress to make sure that all his/her pupils are learning.

In a learner-centered classroom, students are encouraged to participate actively in learning the material as it is presented rather than being passive and perhaps taking notes quietly. Pupils are involved throughout the class time in activities that help them construct their understanding of the material that is presented. The instructor no longer delivers a vast amount of information, but uses a variety of hands-on activities to promote learning.

One way of student-centered learning approach is a group work, it encourages peer learning and peer support, and many studies validate the efficacy of peer learning. Nevertheless, it may also impose a host of unexpected stress, anxiety and individuals' variant is neglected in crowded classes.

The educational benefits of pupils working cooperatively in groups are well recognized. Among other things

- Studying collaboratively has been shown to directly enhance learning;
- Teachers value the teamwork and other generic skills that group work may help and develop.
- Group activities may help academic staff to utilize their own time effectively.

In traditional education methodologies, teachers direct the learning process and students assume a receptive role in their education. Armstrong (2012) states that *"traditional education ignores or suppresses learner responsibility"*.

With the arrival of progressive education in the 19th century, and the influence of psychologists, some educators have largely replaced traditional curriculum approaches with "hands-on" activities and "group work", in which learners determine on their own what they want to do in class. Key amongst these changes is the premise that learners actively construct their own learning.

Epistemologists such as John Dewey, Jean Piaget, and Lev Vygotsky, whose collective work focused on autonomous learning, is primarily responsible for the move to student-centered oriented. Carl Rogers' ideas about the formation of the individual also contributed to student-centered learning.

Learner-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. It allows learners to participate actively in discovery learning processes from an autonomous viewpoint by which pupils spend the entire class time constructing a new understanding of the material being learned in a proactive way.

A variety of hands-on activities is administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student-centered classroom, and provide learners with multiple tools, such as task and learning-conscious methodologies, creating a better environment to learn .

With the use of valuable learning skills, pupils are capable of achieving lifelong learning goals, which can further enhance their motivation in the classroom. Therefore, when learners are given the opportunity to gauge their learning, learning becomes an incentive. In being active learners, they corroborate Carl Rogers' theory that "the only learning which significantly influences behavior and education is self discovered". Because learning can be seen as a form of personal growth, pupils are encouraged to promote self-regulation practices in order to reflect on his or her work. For that reason, learning can also be constructive in the sense that the learner is in full control of his or her learning.

Over the past few decades, a paradigm shift in curriculum has occurred where the teacher acts as a facilitator in a student-centered classroom. Such emphasis on learning has enabled learners to take a self-directed alternative to learning. In the teacher-centered classroom, teachers are the primary source for knowledge. Therefore, the focus of learning

is to gain information as it is given to the learner. On the other hand, student-centered classrooms are now the norm where active learning is strongly encouraged.

Currently, Learners are researching material pertinent to the success of their academia and knowledge production is seen as a standard. In order for a teacher to facilitate a student-centered classroom, he or she must become aware of the diverse backgrounds of his or her learners. To that end, the incorporation of a few educational practices such as Bloom's Taxonomy and Howard Gardner's Theory of Multiple intelligences can be beneficial to a student-centered classroom because it promotes various modes of diverse learning styles, thereby accommodating the varied learners' learning styles.

### **1.10. Features of Student Centered Learning Approach:**

One of the discern features of Student Centered Learning Approach which distinct it from traditional learning approaches. For instance, Jones (2007) states that; SCLA depends on active rather than passive learning. It emphasizes on deep learning and understanding; increases responsibility, accountability, and sense of autonomy in the learner. Similarly, (Ibid, 2007) asserts that active learning is a shift in classroom practice from a static view of learning in which, empty minds of learners to a more dynamic view through different activities.

Learners in this case can play a crucial role in constructing and creating new knowledge to be applied to other professional and academic contexts. Moreover, according to Bonwell and Eison (2003,p.38), active learning is a process whereby learners are actively engaged in the learning process, rather than 'passively' absorbing lecture.

The learners are not passive recipient of knowledge; they are active independent learners, they choose aims and set goals, choose materials, methods and tasks, we might quote Holec (1981,p.3, cited in Benson & Voller, 1997,p.1) who describes it as 'the ability to take charge of one's learning'. On a general note, the term autonomy has come to be used in at least five ways (see Benson & Voller, 1997, p.2):

1. for situations in which learners study entirely on their own;
2. for a set of skills which can be learned and applied in self-directed learning;
3. for an inborn capacity which is suppressed by institutional education;
4. for the exercise of learners' responsibility for their own learning;
5. for the right of learners to determine the direction of their own learning.

Student-centered learning is not pouring knowledge in to learners' mind but through facilitating it, one can make learners to learn independently. Temechn (2002, cited in Taye, 2008) has also remarked that learner-centered method capitalizes on individual difference. It recognizes the different learning strategies. According to Bonwell and Eison (2003, P.106) learners must do So more than just listen. They must read, write, discuss or be engaged in solving problems. Most important, to be actively involved, pupils most engage in such higher order thinking tasks as analysis synthesis and evaluation.

In the new approach to education, SCLA, learners not only receive information they also record it, compare it in authentic situations, analyze it, draw conclusion from it, and communicate about it, (ICDR, 1999, p. 71). When they are given sources of information and facts from their teachers or their textbooks, they are asked to do something active and creative with the information-analyze it, think about it, and make reports on it (Aggarwal, 1996).

Similarly, Sguazzin and Graan (1998, p. 57) cited on Taye Geressu (2008) explained that active learning is asocial process and the emphasis in this process is on collaboration and the exchanging of ideas, experiences, values and attitudes. It is negotiated process where our understanding expands through interaction and active engagement with others.

Plass (1998, p. 310) has explained that in learner-centered classroom pupils are actively involved in the learning process, and their prior knowledge and experience is integral part of that process. They are encouraged to articulate their ideas and opinions. The teacher creates opportunities for learning and supports learning autonomy. According to Tudor (1996), the concept of learner-centered approach is what occurred in the classroom. It



should not only gear to learners needs and interests but also engaging interactive, culturally appropriate and empowering them.

Within the context of education, though, there seem to be seven main attributes characterizing autonomous learners (see Omaggio, 1978, cited in Wenden, 1998, pp.41-42):

1. Autonomous learners have insights into their learning styles and strategies;
2. Take an active approach to the learning task;
3. They are willing to take risks, i.e., to communicate in the target language at all costs;
4. They are good guessers;
5. Attend to form as well as to content, that is, place importance on accuracy.
6. Develop the target language into a separate reference system and are willing to reject hypotheses and rules that do not apply
7. Have a tolerant and outgoing approach to the target language.

Student-centered classrooms are now the norm where active learning strongly encouraged. Regarding these facts, Esters (2004) provides some examples of why student-centered learning is preferable and should be integrated into curriculum. It strengthens student motivation; promotes peer communication; reduces disruptive behavior; builds student-teacher relationship; promotes discovery active learning; and responsibility for one's own learning.

What is discussed so far summarized by Chet. et.al (1993, p.81) as cited on Taye (2006): real learning is not memorizing. Most of what are memorized is lost easily. Learning cannot be grasped completely; to retain what has been taught, learner must understand it. Learning comes from exposure to different kinds of stimulation through the senses. When learning is active, the learner is seeking something to answer a question, information, to solve a problem. What learner's discusses with others enables him to understand and master the learning task.

## 1.11. Large Classroom Management

### 1.11.1. Introduction

To make the teaching and learning process easier and more interesting for both teachers and learners classroom management is the best solution. Generally, classroom management is crucial for both teachers and pupils, and it's considered to be their responsibility, Teachers have to manage their classes the way that facilitates all classroom operations and learner's responsibility is to be cooperative with the teachers in order to reach good results. What have been noticed in first secondary level classes at S'ghir Aissa , large classroom-size is the main difficulty for teachers when they start managing their classrooms with overcrowded pupils.

### 1.11.2. Definition of classroom management:

Pretorius and Lemmer (1998, p.55 in Coetzee, Van Niekerk, and Wydeman, 2008) define classroom management as:

*“The process of working with and through individuals, groups, and other resources, whether they be learners, educators, administrative staff, parents or stakeholders, to accomplish general educational goals and specific learning outcomes” ( p. 24 )*

Classroom management is defined here as a process that includes working with different people from individuals, groups, and different other sources from learners or their parents, educators, administration or stakeholders for the purpose of obtaining particular learning outcomes and reaching general educational goals.

Van Deventer and Kruger (2003, p.18) define classroom management as “Planned, organized activities and procedures which allow for effective teaching and learning to take place” (Cited in Coetzee et al, 2008, p.24).

Landau states that“...Classroom management can exemplify the best or the worst aspects of teaching...” (Cited in Saha and Dworkin, 2009, p. 739)

Classroom management has some characteristics:

- Classroom management contains well- planned and different lessons.
- Discipline problems and disruptive behaviours are minimized.
- A comfortable environment with respect and effective problem solving are found.
- It gives space for the teacher to vary the instruction and at the same time, it fulfils all the students' needs.
- Adopting certain methods to deal with specific behaviours.
- Establishing consistency.

### **1.12. Impact of large class size on implementing SCLA:**

To investigate the influence of crowded class on the implementation of learner-Centered Learning Approach, the researcher endeavoured to attend classes of first year level scientific stream in S'ghir Aissa secondary school.

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

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

In the SCLA, the seating position of learners is not static as that of teacher-centered lecture method. It is rather flexible; it may be circular, u-shaped, learner-face-to-face, based on the contents and strategies of the lesson. According to Jones (2007) in the perfect classroom, pupils would have swivel chairs on wheels, so that they could quickly and comfortably change position to face each other for pair work, turn around the other way to form a different pair, and turn around to face the teacher whenever necessary, or move into a full circle for a whole-class discussion. Nevertheless, in the overcrowded number of pupils in the classroom application of this is unthinkable. One of the other biggest problems faced by large classrooms in developing countries is the quality and quantity of the learning resources available to each student, such as desks, textbooks, and other teaching and learning supplies (Hanushek, 1995).

In summary, the repertoire of effective teaching practices for crowded classes is often described as limited. That is, the methods that teachers can use in large classroom are not as plentiful as those available to teachers in small ones. There is some truth in this statement ; in small classes, teachers are able to practice a variety of methods, such as learning centers, higher order questioning, and other active-learning approaches. Furthermore, teachers are more likely to provide individual attention in small classes (Wilson, 2006).

In accordance with these arguments, researches have conducted on learning outcomes in large classes reveal that while learning can occur in such setting, the quality and quantity of teaching and learning tends to be much lower in comparison to their peers in smaller classes. There are number of challenges that emerge within large classroom that can negatively affect teaching and learning.

Facing large classes, teachers find it difficult to differentiate their instructional methods that are supply to the needs of individual learners. The complete number of learners, each with different needs, makes such personalization difficult. Furthermore, within such crowds of pupils, teachers tend to require more time for classroom management at the expense (Benbow J, et. al. 2007).

Hence, in order to implement the student centered learning approach effectively; the impacts of large class size should be taken in to consideration. Large class size probably influences the teaching-learning process in different scales such as on teaching methods and approaches; learners' achievement, performance and competences. Nevertheless, too many researchers conducted focusing on the impact of overcrowded classes on pupils' achievement and performances.

## Conclusion

Throughout this chapter, the focus was on the issue of classroom size. It was an attempt to conceptualize it and give an overview about all what have a relationship with it from elements; its characteristics, its problems and effects on teachers, learners and on the implementation of a particular approach, which is defined as learner-Centered Learning Approach (SCLA) in addition to its aims and features. Moreover, the challenges that teachers face in their classes .furthermore the researcher tried to exhibit the role of teacher in managing his or her classroom and all the elements that are included in classroom management or related to it; from its aims and how teachers should work effectively to realize these aims.

## **2.1 Introduction**

Large English classes do not offer ideal setting where effective teaching and learning could take place. It brings difficulties to the teaching and learning process in general and to teachers and pupils in particular. In crowded class, teachers find it hard to organize effective and creative activities and the majority of the teachers are facing instructional, discipline, physical settings, socio-psychological and evaluation problems.

The present chapter is devoted to present an overview of the theoretical background about LCS and SCLA.

## **2.2. Review of the Related Literature of Large Class- Size**

One of the biggest issues often encountered in teaching English as a foreign language is the large number of pupils. English teachers do not prefer teaching large classes because of the many problems which arise along with the increase in class-size.

Hays (1997) notes that there can be no quantitative definition of what constitutes a “large” class as perceptions of this will vary from context to context. English teachers think that large classes hinder them from teaching efficiently and effectively. Most of them agree that a language class with 50-60 pupils is “very large”.

English language teachers tend to view teaching English in large classes negatively. According to Hayes (1997), large English classes are often associated with disorderliness,

lack of control, lack of concentration, lack of classroom interaction, and thus lack in the ability to speak English fluently. Strevens(1978) argues that an overcrowded class is one of the constraints on teaching /learning effectiveness. According to him, overcrowded classes reduce teacher's attention per pupil and produce real physical discomfort and distraction. They also include extreme heat and cold in the classroom. Similarly, Harmer (1983) points out that over-crowded classrooms, which are badly lit are one of the bad physical conditions which affect learner's attitudes negatively.

Izzo(1980) claims that the size of class is an important physical factor. It influences the choice of method, and decreases the amount of individual attention the teacher can give to each student. She found that small classes are preferable for language learning and correlated significantly with language achievement. Kennedy and Kennedy(1996) indicate that the size of the English class is worrying them since they believed that as soon as the number of groups passes a certain number, it becomes difficult to control what happens.

To ensure more active pupil participation, Mutawa' and Kailani (1989) call for making the size of the classroom normal (about thirty pupils). They add that large classes make it difficult for the teacher to supervise pupils which would lead to ineffectiveness in teaching and learning. However, not all English teachers think that class size matters; such teachers believe that a good teacher is good whether he teaches small or large classes. Felder (1997), for example, argues that "there are ways to make large classes almost as effective as their smaller counterparts".

The relationship between learners' achievement in the classroom and the class size is still under discussion. Blatchford and Mortimore (1994) argue that the studies conducted between the 1950's and 1970's tended to show that learners in larger classes performed moderately higher than those in smaller ones. According to them, these studies should take into consideration other factors such as teachers' changing their style of teaching or parental interests and occupation. However, Rice (1999) indicates that "despite the high frequency of studies considering this factor, no definite answers exist about the effect of class-size on learners' performance".



Increasingly large learner numbers and a severe teacher shortage characterize the situation in schools. Concerning classroom management, teaching, and learning, evaluating learners' progress, time allocation and instructional aides suggested that the problem of large classes seriously affects classroom management and solutions to those problems are urgently needed. However, Kickbusch (2000) shows in her recent research that "*reduction in class size to less than 20 learners without changes in instructional methods cannot guarantee an improved academic achievement*" and that "*class-size appears to have more influence on learners' attitudes, attention, interest, and motivation than on academic achievement*". Al-Bassam (1987) found that learners' achievement in learning English is significantly correlated with their attitudes, motivation, parental encouragement, and satisfaction with the English program.

The attitudes towards teaching large classes vary from teacher to teacher. According to Filder (1997), it is not surprising to find some teachers enjoy teaching in large classes. These teachers think that if proper strategies are adopted, learners may achieve more. He adds that large classes provide instructors great satisfaction and self-pride that they can teach this great number of pupils.

In dealing with the problems associated with large-classes, Nnaji (1991) proposes tutorial classes as a solution to help reduce the menace of large classes. She believes that tutorial classes should be used to curtail the shortcomings of large classes. According to her, tutorials are discussion sessions where the teacher and his/ her pupils talk to each other and express their views on topics they did not fully understand.

The large number of learners makes it practically difficult to have a proper conversation class, and the physical setting of the classroom makes the possibility of having a communicative or interactive environment difficult. Chitrapu (1996) proposes the whole language approach for large classes which emphasizes that language use requires interaction which seems to improve pupils' confidence and fluency and helps them develop strategies for improving all required language skills . Alimi, et al (1998) introduce team teaching to overcome some of the problems of the large classes in Nigeria. According to these researchers, team teaching may be explained as any form of collaboration between two or more teachers in order to improve classroom teaching/ management to enhance learning.

According to Pate-Bain, et al (1992), by providing individualized instruction, teachers can increase optimum learning by planning appropriate activities that facilitate learning within the zones of proximal development of each learner. They added that teachers of small classes were able to increase, monitoring of learning and pupils' behavior and had a more detailed knowledge of each learner's needs.

Researchers have studied class size in American schools for more than a century. Glass and Smith (1978) and Robinson (1990) reviewed well over 100 studies. These authors concluded that the preponderance of the evidence demonstrated that reduced-size classes-below 20 pupils-were associated with improved academic performance. Effects were most pronounced in the early primary grades particularly among pupils from low-income homes. All three findings were substantiated in Tennessee's Project STAR (Finn, Gerber, Achilles, & Boyd-Zaharias, 2001; Word et al., 1990).

STAR differed from previous research because it was a large-scale randomized experiment having both short- and long-term follow-ups. Several research teams using confirmed its findings different statistical approaches, and the results have been replicated in other evaluations, including Tennessee's Project Challenge (Achilles, Nye, & Zaharias,1995) and Wisconsin's Project SAGE (Molnar, Smith, & Zahorik, 2000).

The success of these initiatives motivated many states and districts to undertake class-size reduction programs. Although the findings are strong and consistent, they have met with some skepticism. In particular, economist Eric Hanushek has disputed whether small classes are efficacious. Based on his own review of several hundred studies, he stated "Extensive econometric investigation indicate no relationship between class-size and learner performance" (1998, p. 03).

Debate about this proposition has been heated, and several researchers even reanalyzed Hanushek's own data, reaching the opposite conclusion (e.g., Hedges, Laine, & Greenwald, 1994; Krueger, 1999). More importantly for the present review, the studies summarized by Hanushek were not studies of class-size but of a different construct: the pupil-teacher ratio of schools, districts, states, and countries. Aggregate pupil-teacher ratios do not describe the day-to-day setting in which students are

learning; many districts have low pupil-teacher ratios, while most pupils spend the entire schooldays, every day, in crowded classrooms (Finn & Achilles, 1999; Lewis & Baker, 1997; Miles, 1995).

This review focuses on the size of individual classes and addresses a key question about class-size reduction: "Why does it work?" Despite the many studies that show positive effects, research has yet to come up with a consistent, integrated explanation for the gains attributable to reduced class size.

Several accounts have been forwarded that, by and large, have not been supported by empirical data. One explanation, given often by researchers and practitioners, is that teachers change their teaching strategies when class sizes are reduced, providing more individualized instruction and higher quality instruction generally.

This idea is intuitively appealing, but few studies show that instructional practices change spontaneously in a smaller class. Although teachers often report that small-classes help them to individualize instruction, classroom observations do not support that perception. Evertson and Folger (1989) and Shapson, Eason, Wright, and Fitzgerald (1980) documented this apparent contradiction with both interview and observational data. Other studies have simply failed to find differences between teachers of small and large classes in terms of the overall structure of lessons, teaching practices, or content coverage (e.g., Bohrnstedt, Stecher, & Wiley, 2000; Cahen, Filby, McCutcheon, & Kyle, 1983; Molnar et al., 2000; Stasz & Stecher, 2002; Wang & Stull, 2000).

Stasz and Stecher (2002) concluded: *"This study's findings are also consistent with research that suggests teaching practice is resistant to change and that teachers adapt their practices slowly and marginally as new materials and techniques are introduced"* (p. 29).

The few changes that have been found in teaching practices are more a matter of quantity than quality. Teachers of small-classes spend more time on instruction and less on classroom management or matters of discipline (Achilles, Kiser-Kling, Aust, & Owen, 1995; Bourke, 1986; Molnar, Smith, & Zahorik, 1999).

These changes occur when teachers have fewer pupils for whom they are responsible and when learners are better behaved. However, these changes in teachers' behavior do not seem sufficient to explain the pervasive, long-lasting academic benefits of small classes or the disproportionate benefits to low-income pupils.

To sum up, the key to the academic benefits of small classes resides in learner behaviour. It is proposed that pupils become more engaged academically and more engaged socially when class-sizes are reduced, and this increased engagement in the classroom is a compelling explanation for increased learning in all subject areas.

## **2.3. Class –Size Debate**

### **2.3.1. Pupils' Engagement in their Classroom**

Research on learner engagement in the classroom has focused on behaviours such as time on task or attending to the teacher; inattentive or off-task disruptive behavior has been viewed as the other end of the continuum (disengagement). To understand the full impact of classroom organization on learner behavior, however, it is necessary to distinguish engagement in learning activities from social forms of engagement.

We use the phrase "academic engagement" to refer to learner behaviours related directly to the learning process, for example, time on task, attentiveness, participation in learning activities, and effort and initiative taking in the classroom. "Social engagement," consisting of both prosocial and antisocial behaviour, describes the nature of pupils' interactions with the teacher or with fellow pupils.

Prosocial behaviors include following rules and interacting positively with the teacher as well as collaborating with other pupils and supporting their contributions to the class. Antisocial behaviours include withdrawing from interactions with the teacher or other students and engaging in disruptive acts that disturb the work of other pupils or necessitate teacher reprimand and control (Spivak & Cianci, 1987).

Both forms of engagement have consistent, strong correlations with academic performance. Studies conducted during the 1960s and 1970s demonstrated that paying attention and responding to teachers' directions were positively related to learner achievement; these have been reviewed by (Finn, Pannozzo, and Voel'd 1995).

A variety of studies even demonstrated a predictive relationship between attentiveness in the early grades and later school performance. Later research continued to find strong relationships between various forms of academic engagement and pupils' learning (e.g., McDermott & Beitman, 1984; Peterson, Swing, Stark, & Waas, 1984). In a study of over 1,000 Grade 4 pupils (Finn, Pannozzo, and Voelkl 1995) found correlations of .40 to .59 between teachers' ratings of pupils' effort and initiative taking in the classroom and their year-end achievement scores. The correlations with ratings of inattentive behaviour ranged from -.34 to -.52.

Marks (2000) studied academic engagement among elementary, middle school, and high school students. Although the purposes of the study did not include correlating engagement with academic achievement, other noteworthy findings emerged. First, engagement in instructional activities decreased as pupils got older. Second, the majority of variability in engagement (84% to 92%) was attributable to differences among pupils rather than to differences among classrooms or schools. Third, despite the large percentage of within-classroom variability, classroom-level influences affected pupil engagement. Subject matter, authentic instructional work, and social support for learning were all related significantly to learners' levels of academic engagement.

Studies of pupils' pro- and antisocial behavior in the classroom have also produced consistent correlations with academic performance. Disruptive behavior in the elementary grades is associated with depressed academic performance (e.g., Haskins, Walden, & Ramey, 1983; Spivak & Cianci, 1987; Swift & Spivak, 1968). (Finn, Pannozzo, and Voelkl, 1995), in an attempt to study correlations between teachers' ratings of disruptive behaviour and a battery of achievement tests were all statistically significant, ranging from -.18 to -.29. A study of junior high students (Veldman & Worsham, 1983) supported the findings from elementary grades.

Observers rated the behaviour of 909 pupils on a 24-item scale that yielded four distinct syndromes of behaviour: "good," "outgoing," "rebellious," and "withdrawn." Academic performance in mathematics and reading differed significantly among the four groups. Good pupils and outgoing pupils were clearly

distinct from rebellious and withdrawn ones on achievement pretests, posttests, and adjusted posttests.

Academic engagement and social engagement are associated with learner race, ethnicity and socioeconomic status (SES). For example, minority pupils have been found to participate less fully in learning-related activities in class (Finn, Folger, & Cox, 1991; Finn, Pannoza, & Voelkl, 1995; Lamborn, Brown, Mounts, & Steinberg, 1992) and to have higher rates of absenteeism from class and school.

(Bryk & Thum, 1989; Caldas, 1993) than their non-minority peers. One study revealed that higher levels of engagement distinguished minority, low-SES pupils who were academically successful from the larger group that did not succeed in school (Finn & Rock, 1997).

Academic engagement and social engagement are strongly related to academic performance. These are precisely the processes that contribute to learning in the classroom. When a pupil is not engaged in learning, she or he is less likely to acquire the material presented. When antisocial behaviour disrupts the teacher or other learners, learning is impeded for the entire class.

### **2.3.2 The influence of large class-size on educational achievement**

Researches on the impact of class-size on achievement may be more plentiful than any other issue in education (Biddle & Berliner, 2002). However, experiments on class-size by nature are nearly always done in field settings where uncontrolled events can undermine the research and affect results.

A meta-analysis on early class-size studies (Glass & Smith, 1979) showed mixed conclusions regarding the effects of class-size on learner achievement. However, Glass and Smith reported that several problems existed in the class size studies of the past. These problems included:

- a) Literature searches that were often overly selective,
- b) Reviews were typically narrative and discursive,

c) Reviewers that attempted quantitative integration of findings made several mistakes. The Glass and Smith (1979) meta-analysis categorized the research on class-size into four stages: the pre-experimental era (1895-1920); the primitive experimental era (1920-1940); the large-group technology era (1950-1970) ; and the individualization era (1970- present).

They reported that at the start of each new stage, the sophistication of research methodology increased, and the effects of class-size on learner achievement were examined from alternative perspectives. These differing perspectives were closely linked with events in the last century, such as the rising birth rate of the post-war 1940s, the advent of teaching technologies in the 1960s, and the teacher labor movements and declined enrollments in the 1970s. What was said about the class-size data changed as new interpretations served emerging purposes (Glass & Smith).

In another meta-analysis on class-size studies, agreeing with Glass and Smith, Biddle and Berliner (2002) reported that early experimental studies on class-size started in the 1920s. However, they suggested, it was not until the late 1970s that more sophisticated research methods, such as meta-analyses, emerged.

The more sophisticated meta-analytical methods facilitated the statistical aggregation of results from small-but similar studies to estimate effects of class-size for the studies' populations. In comparing the results from early studies, the results of both Glass and Smith's (1979) and Biddle and Berliner's (2002) meta-analyses showed a consensus that short term exposure to small classes generated gains in learner achievement. These minor gains were greater in the early grades, in classrooms with fewer than 20 pupils, as well as for pupils from groups that are traditionally disadvantaged.

Further researchers, such as Slavin (1990), have suggested that smaller classes have only moderately positive effects over larger class-sizes. Even then, according to Slavin, these moderately positive effects were only seen in learners that experienced considerably smaller class-sizes (e.g., a class reduction from 25 to 15 pupils) for three or more consecutive years. In addition, class-size reductions from 30 to 25 pupils) did not have any meaningful effect on achievement.

Slavin continued his argument by suggesting it would be more beneficial to hire additional teachers to provide one-to-one tutoring rather than to reduce class-size, since the effects on learners' achievement would be just as great. However, Slavin also made the point that reduced class-size had the potential to improve school tone and morale, and aid in teacher retention. Although Slavin suggested current research does not present a strong argument for funding the reduction of class-sizes, the point remains that smaller class-sizes did produce positive effects over larger class-sizes.

Fortunately, there have been a few well-designed studies that have investigated Class-size directly. These studies, such as Tennessee's Project STAR, have concluded that exposure to small classes in the early grades is associated with student achievement. Tennessee's Project STAR was the largest and best designed field experiment ever undertaken in education (Biddle & Berliner, 2002). The United States Department of Education (1999) considered it as "landmark" research.

Tennessee's Project STAR experiment was a study designed by a group of researchers and members of the Tennessee Department of Education (Achilles, 2003; Boyd-Zaharias, 1999; Finn, 2002; Jacobs, 1987; Konstantopoulos, 2008; Nye, Hedges, & Konstantopoulos, 2002). The initial study took place from the fall of 1985 to the spring of 1989. As noted later, the results of the initial study gave rise to two follow-up studies and a policy application.

Project STAR invited all Tennessee schools with a large enough pupil at the K-3 levels to form at least one of each of the three class types: small (thirteen to seventeen pupils), regular (twenty-two to twenty-six pupils), and regular-with-aide (twenty-two to twenty-six pupils). In the end, seventy-nine schools in forty-two districts provided a sample that consisted of more than 6,000 pupils per grade level (Achilles, 2003; Boyd-Zaharias, 1999; Jacobs, 1987; Konstantopoulos, 2008; Nye et al.,2002).



There has been a vigorous and widely reported debate over the educational consequences of class-size differences. In the USA, the debate has centered on the efficacy and cost effectiveness of class-size reduction initiatives, while in the UK the debate has been more about the negative effects of large classes. However, much of the research and debate on class-size has been about relationships between class-size and academic outcomes and has little to say about classroom processes that might explain the effects found (Anderson, 2000; Finn & Achilles, 1999; Grissmer, 1999).

The educational situation in the UK is somewhat worse, in the sense that there is little research to guide debate on class-size effects, and such research as does exist is limited in terms of research methods (Goldstein & Blatchford, 1998). We need, therefore, accounts of ways in which classroom processes are altered as a result of class-size differences, when the connections between class-size and teaching is examined.

The policy context in the UK, for an interest in class-size differences has recently changed. In response to concerns about large-classes, the Government introduced a maximum of 30 to a class for children in the first 3 years of school (5 – 7 years) in England and Wales. However, this has caused concern about class-sizes over the rest of the primary school stage, that is, for pupils aged 7 – 11 years, where no limits of any sort have been introduced.

In 2004, official Government data revealed that almost fourth part of pupils in England were in classes with more than 31 pupils. There are concerns that class-sizes of this magnitude will have a negative effect on teaching. However, there have not been any studies related to the effects of class-size differences on teacher and pupil behaviour at this stage.

Research on teaching has a long and varied history. Reviews of this research that there are different and often conflicting paradigms of research (Shulman, 1986),but a central tenet of many studies is the importance of maximizing teaching time and instructional support for pupil's learning. This is expressed most obviously in the process -product tradition, which has stressed the importance of maximizing the

academic pupils' engagement time in classrooms, and the vital influence of teacher instructional time and active teaching (Creemers, 1994).

This has been supported by more recent research on effective teaching, more allied to effective schools research (Creemers, 1994; Galton, Hargreaves, & Pell, 1996). A quite different approach to teaching, with roots more in cognitive psychology and post-Vygotskian approaches, which stresses notions like scaffolding and contingent learning environments (Tharp & Gallimore, 1991; Wood, 1998), also gives a central place to maximizing adult instructional behaviour.

Logically, it seems likely that the number of pupils in a class will increase the amount of time that teachers spend in procedural matters and, conversely, decrease the amount of time that can be spent on instruction and dealing with individuals. This is consistent with teachers' views (Bennett, 1996; Pate-Bain, Achilles, p.148; Blatchford et al. Boyd-Zaharias, & McKenna, 1992) and some previous research (Cooper, 1989; Glass, Cahen, Smith, & Filby, 1982).

Achilles (1999) found, in a systematic observation study of two schools matched on background factors, that teachers in small kindergarten – Grade-2 classes (about 14 pupils) engaged in more on-task behaviour over the year, while teachers in large-classes (about 24pupils) engaged in more off-task behaviour over the year.

A study of pupil-adult ratios suggested that the most vital classroom's process affected by reduced class size is individualization of teaching (Molnar et al., 1999). Other research on pupil-adult ratios suggested that there is a tendency for teachers to devote less time to group instruction and more to individual instruction in smaller classes (Betts & Shkolnik, 1999).

A comprehensive model of possible factors is set out by Anderson (2000) linking Class-size to learners' achievements, which included aspects connected to teaching: greater knowledge of pupils, more instructional time, greater learner engagement, and more "in-depth" treatment of content in smaller classes. However, Finn, Pannozzo, and Achilles (2003) concluded, based on their review, that the effects of class size in the elementary grades are more in terms of pupil engagement than effects on teaching, although there is some evidence that teachers' interpersonal styles benefit from small class reductions.

Most well known, Shapson, Wright, Eason, and Fitzgerald (1980) found no statistical significant differences between class-sizes for most teacher activities, and teachers did not alter the proportion of time spent interacting with the whole class, with groups, or with individuals. Worryingly, they found that these observation results were at odds with teachers' own views.

## **2.4. Student-Centered Learning Approach**

### **2.4.1. Introductory Concepts**

The latest theories, Learner-centered oriented, or Learner Autonomy approach refers to the actual involvement of the pupils in practical manipulation of the material to learn the concepts (Caine R.N, 1991). Whereas, Holec ( 1981, p. 3, cited in Benson & Voller 1997,p. 1) describes it as 'the ability to take charge of one's learning . On a general note, the term autonomy has come to be used in at least five ways (Benson & Voller, 1997, p.2):

- a. for situations in which learners study entirely on their own;
- b. for a set of skills which can be learned and applied in self-directed learning;
- c. for an inborn capacity which is suppressed by institutional education;
- d. for the exercise of learners' responsibility for their own learning;
- e. for the right of learners to determine the direction of their own learning.

can be thought of in terms of a departure from education as a social process, as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process. The relevant literature is riddled with innumerable definitions of autonomy and other synonyms for it, such as 'independence' (Sheerin, 1991), 'language awareness' (Lier, 1996; James & Garrett, 1991), 'self-direction' (Candy, 1991), 'andragogy' (Knowles, 1980; 1983 etc., which testifies to the importance attached to it by scholars.

As has been intimated so far, the term autonomy has sparked considerable controversy, inasmuch as linguists and educationalists have failed to reach a consensus as to what autonomy really is. For example, in David Little's terms, learner autonomy is 'essentially a matter of the learner's psychological relation to the process and content of learning a capacity for detachment, critical reflection, decision-making, and independent action' (Little, 1991, p. 4). It is not something done to learners; therefore, it is far from being another teaching method (Ibid.).

In the same vein, Leni Dam (1990, cited in Gathercole, 1990, p. 16), drawing upon Holec (1983), defines autonomy in terms of the learner's willingness and capacity to control or oversee her own learning. More specifically, Holec holds that someone qualifies as an autonomous learner when she or he independently chooses aims and purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation.

To all intents and purposes, the autonomous learner takes a (pro-) active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher (Boud, 1988; Kohonen, 1992; Knowles, 1975). This is congruent with the theory of constructivism. For Rathbone (1971, pp.100-104) the autonomous learner is a self-activated maker of meaning, an active agent in his own learning process which is seen as the result of his own self- initiated interaction with the world .

To conclude, in this learning teaching process, learners are not passive recipients of knowledge; they are active and educators must invite their pupils to experience self-learning, empower their volition to ask their own questions and seek their own answer either through autonomous learning or through discussion among themselves. Thus, pupils are not only receive information from teacher or books they also collect information, record it systematically, discuss it, compare it, analyze it, synthesis it and draw conclusions from it and communicate about it ,and that autonomy is learned at least partly through educational experiences and interventions (Candy, 1991).

## **2.5. Learning Strategies**

Learners have to follow certain paths to attain autonomy. A central research project on learning strategies is the one surveyed in O'Malley and Chamot (1990). According to them, learning strategies are 'the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information', 'Learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so'.

To a greater or lesser degree, the strategies and learning styles that someone adopts 'may partly reflect personal preference rather than innate endowment' (Skehan, 1998, p. 237). The main learning strategies, refraining from mentioning communication or compensatory strategies are briefly discussed as follows:

### **2.5.1. Cognitive Strategies**

According to O'Malley and Chamot (1990, p. 44), cognitive strategies 'operate directly on incoming information, manipulating it in ways that enhance learning'. Learners may use any or all of the following cognitive strategies ( for more details see Cook, 1993, pp 114-115):

- Repetition, when imitating others' speech;
- Resourcing, i.e., having recourse to dictionaries and other materials;
- Translation, that is, using their mother tongue as a basis for understanding and/or producing the target language;
- Note-taking;
- Deduction, i.e., conscious application of L2 rules;
- Contextualization, when embedding a word or phrase in a meaningful sequence;
- Transfer, that is, using knowledge acquired in the L1 to remember and understand facts and sequences in the L2;
- Inference, when matching an unfamiliar word against available information
- Question for clarification, when asking the teacher to explain, etc .

### **2.5.2. Meta cognitive strategies**

According to Wenden (1998, p. 34), 'meta cognitive knowledge includes all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations'. In a sense, meta cognitive strategies are skills acquired for planning, monitoring, and evaluating the learning activity; 'they are strategies about learning rather than learning strategies themselves' (Cook, 1993, p. 114). Some of these strategies are:

- Directed attention, when deciding in advance to concentrate on general aspects of a task.
- Selective attention, paying attention to specific aspects of a task;
- Self-monitoring, i.e., checking one's performance as one speaks;
- Self-evaluation, i.e., appraising one's performance in relation to one's own standards;
- Self re-enforcement, rewarding oneself for success.

At the planning stage, also known as pre-planning (see Wenden, 1998, p. 27), learners identify their objectives and determine how they will achieve them. Planning, however, may also go on while a task is being performed which is called planning-in-action. In this phase, learners may change their objectives and reconsider the ways in which they will go about achieving them.

At the monitoring stage, language learners act as 'participant observers or overseers of their language learning' (ibid.), asking themselves, "How am I doing? Am I having difficulties with this task?" and so on. Finally, when learners evaluate, they do so in terms of the outcome of their attempt to use a certain strategy.

According to Wenden (1998, p. 28), evaluating involves three steps in which learners examine the outcome of their attempts to learn, then access the criteria they will use to judge it and after they apply it.

## **2.6. Theoretical background of SCLA**

Over the last two decades, the concepts of learner autonomy and independence have gained momentum, the former becoming a 'buzz-word' within the context of language learning (Little, 1991, p. 2). It is a truism that one of the most important spin-offs of more communicatively oriented language learning and teaching has been the premium placed on the role of the learner in the language learning process (see Wenden, 1998, p. 11).

This shift of responsibility from teachers control to learners control does not exist in a vacuum, but is the result of a concatenation of changes to the curriculum itself towards a more learner-centered sort of learning. This reshaping, of teachers and learners roles have been conducive to a radical change in the age-old distribution of power and authority that used to plague the traditional classroom .

A new perspective and regarded as having the 'capacity for detachment, critical reflection, decision-making, and independent action' (Little, 1991, p. 4), learners, autonomous learners, that are expected to assume greater responsibility for, and take charge of, their own learning. However, learner autonomy does not mean that the teacher becomes redundant; abdicating his/her controls over what is transpiring in the language learning process.

In the present study, it will be shown that learner autonomy is a perennial dynamic process amenable to 'educational interventions' (Candy, 1991), rather than a static product, a state, which is reached once and for all. Besides, what permeates this study is the belief that 'in order to help learners to assume greater control over their own learning it is important to help them to become aware of and identify the strategies that they already use or could potentially use' (Holmes & Ramos, 1991, cited in James & Garrett). At any rate, individual learners differ in their learning habits, interests, needs, and motivation, and develop varying degrees of independence throughout their lives (Tumposky, 1982).

In traditional education methodologies, teachers direct the learning process and learners assume a receptive role in their education. Armstrong (2012) claimed that "traditional education ignores or suppresses learner responsibility". With the advent of progressive education in the 19th century, and the influence of psychologists, some educators have largely replaced traditional curriculum approaches with "hands-on" activities and "group work", in which learners determine on their own what they want to do in class.

Key amongst these changes is the premise that pupils actively construct their own learning. Theorists like John Dewey, Jean Piaget, and Lev Vygotsky, whose collective work focused on how pupils learn, is primarily responsible for the move to student-centered learning.

Carl Rogers' ideas about the formation of the individual also contributed to student-centered learning. Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting learners at the centre of the learning process. Maria Montessori was also an influence in centre-based learning, where preschool children learn through play. Student-centered learning allows pupils to participate actively in discovery learning processes from an autonomous viewpoint. Pupils spend the entire class time constructing a new understanding of the material being learned in a proactive way.

A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a learner-centered classroom, and provide pupils with several tools, such as task and learning-conscious methodologies, creating a better environment for pupils to learn with the use of valuable learning skills that pupils are capable of achieving lifelong learning goals, which can further enhance their motivation in the classroom.

Self-determination theory focuses on the degree to which an individual's behaviour is self-motivated and 'self-determined'. Therefore, when learners are given the opportunity to gauge their learning, learning becomes an incentive.

In being active agents in their learning, pupils corroborate Carl Rogers' theory that "the only learning which significantly influences behavior and education is self-discovered". Simply because learning can be seen as a form of personal growth, learners are encouraged to promote self-regulation practices in order to reflect on their



work. For that reason, learning can also be constructive in the sense that learners are in full control of their learning process. Over the past few decades, a paradigm shift in curriculum has occurred where the teacher acts as a facilitator in a student-centered classroom.

Such emphasis on learning has enabled learners to take a self-directed alternative to learning. In the teacher-centered classroom, teachers are the primary source for knowledge. Therefore, the focus of learning is to grasp information as it is given to the learner, providing rationale as to why rote learning or memorization of teacher notes was the norm a few decades ago. On the other hand, student-centered classrooms are the norm where active learning is strongly encouraged. Learners are now researching material pertinent to the success of their academia and knowledge production is seen as a standard.

In order for a teacher to facilitate a learner-centered classroom, he or she must become aware of the diverse backgrounds of his or her learners. To that end, the incorporation of a few educational practices such as Bloom's Taxonomy and Howard Gardner's Theory of Multiple intelligences can be beneficial to a student-centered classroom because it promotes various modes of diverse learning styles, thereby accommodating the diverse pupils' learning styles.

## **Introduction**

Large English classes do not offer ideal setting where effective teaching and learning could take place. It brings difficulties to the teaching and learning process in general and to teachers and pupils in particular. In crowded class, teachers find it hard to organize effective and creative activities and the majority of the teachers are facing instructional, discipline, physical, and evaluation problems.

The present chapter is devoted to present an overview of the research methodology. Since the study aims to explore the existing effects of large classes on learning occurrences and the implementation of SCLA. It incorporates research design and describes the procedures, and methods we use to gather the data relevant to the studied issue it shows how the collected information is treated as well it summarizes the analysis of the results obtained.

## **3.1. Research Methodology**

This research is concerned with first secondary level classes at S'ghir Aissa secondary school. Our principle aim is to describe a spread phenomenon that we observe which is overcrowded classes and its negative influence on learning outcomes under the use of SCLA. In other words, using the descriptive method, in order to determine the nature of the problem, which is about the implementation of Learner-Centered Learning Approach, and to clarify the environment or the physical factor that is large classroom . For this reason, it seems ideal to adopt the descriptive method because of its fitness to the topic rather than the experimental method that needs a suggested solution which is not available.

### **3.1.1 .Participants of the study**

Participants of this study are English language teachers and first year secondary pupils level (scientific stream ) at S'ghir Aissa secondary school( SAIDA) .The researcher believed that these selected teachers and pupils have a better understanding and knowledge about the problem under study. Moreover, teachers were able to give concrete evidence and reliable information for the credibility of the research findings.

### **3.1.2. Sample and Sampling techniques:**

Our choice of Sample and sampling method is purposive and systematic sampling techniques. The two teachers of 1<sup>st</sup> years who are currently teaching English selected purposively for interview. Among 261 pupils divided into groups, only overcrowded classes were purposively selected for classroom observation.

### **3.2. Data Gathering Instruments:**

In order to achieve both the general and specific objectives of the study, three instruments of data collection were applied to assess the effects of large class-size that impede the implementation of the learner-centered learning approach; questionnaire for pupils, an interview with teachers and observation with classes of first secondary level.

#### **3.2.1. Classroom Observation**

##### **3.2.1.1. Classroom Observation Description**

In order to obtain more information about classroom observation, a checklist is prepared and used in actual classroom of EFL classes in first year secondary level at S'ghir Aissa. Classroom observation is conducted to assess and confirm practically the extent to which large class-size affects the implementation of SCL, while the learners and teachers attempt to apply it in their actual classrooms.

Lewy (1977, p.163; inTaye, 2008) noted that observation is useful to indicate how the lesson is divided into a variety of activities such as: group work, individual work, role-playing, and discussion. Hancock (1998) also says, “*because of the richness and credibility of information it can provide, observation is a desirable part of data gathering instrument.*” (p. 89).

It helped the researcher to get more compiled and complete picture of the prevalent effects of large class size (LCS) on implementation of student-centered Learning (SCL) that is raised by the sample respondents during questionnaires and interview.

According to Selinger Shohamy (1989), data collected through observation can provide insights, which could not be available through research methodologies dependent of single approach. Therefore, to obtain more information the observation is done with two groups, attending two sessions with each class in a period of two weeks .Time devoted for each session is one hour and these two classes is characterized by an overcrowded .

### **3.2.2.2. Classroom Observation Design:**

Classroom observation takes a form of checklist divided into three sections. The first one is devoted to general information about how many sessions and the number of pupils attend the class that contains almost 40 pupils. The second section sheds the light on teachers' information about their gender, qualifications, and their experience. Then, the third section is divided into two tasked tables.

The first table contains eleven items related to teachers activities in which we attempt to observe if the teacher assesses their prior knowledge and motivate them to articulate their experiences, whether he controls group discussion and encourages his learners to participate in group discussion. In addition to his role as a helper and a facilitator. ,etc. (see appendix I page 95 )

The second table contains activities relates to pupils. These activities discuss more than twelve items that may be found within those classes as front and back zone pupils interaction, each learners chance to have an individual attention from the teacher and a chance to ask questions and ask for clarification. Moreover, whether pupils feel at ease and seat comfortably in the classroom and whether a teacher is able to get control over the classroom and get all his learners' attention.

### **3.2.2.3. The Aim of the observation**

This observation checklist aims at assessing the practiced activities in first year secondary level scientific stream class in relation to the effect of large class-size on learning as well as the implementation of student-centered learning approach (SCLA).

It seeks at knowing how pupils perform, react and behave in their class and how they interact with the teacher or with each other, how their level of the foreign language (FL) is? .Moreover, to what extent they can be productive in a class that is overcrowded. Furthermore, it seeks at knowing if learners are relaxed, seating comfortably and moving easily, so as to feel at ease to participate, express their ideas on different issues , and whether they can see and hear well the teacher as he may do. Additionally, to confirm that there is always a difference between the pupils seating in the front or at the back in terms of interactions and superiorities.

Finally, the ultimate aim of this observation is to know to what extent is the teacher able to teach activities with success, take care of every learner, give them equal chances to ask for clarifications, and to get control over the classroom and get all his learners' attention though the mess that characterizes large classes.

#### **3.2.2.4. Classroom Observation Analysis**

Knowledge of the learners' names by the teacher reflects how close the teacher and pupils' relationship is and it reflects that the teacher deals with all his pupils without exception or bias to any of them more than others do. However, after attending sessions with large class-size, we found that the teacher was not able to identify all his pupils' names, just few of them especially the ones who were seating in front of him. The teacher was able to recognize nearly half of the classroom pupils' names, but sometimes he mixed some or mistaken in naming others.

#### **Results of Item N°1: Assessing pupil prior knowledge and Experience**

Being an observer of first year secondary level (scientific stream) class at S'ghir Aissa secondary school, we found that teacher did not assess pupils' prior knowledge or motivated them to articulate their experiences. Because it was impossible to do it with an overcrowded class and finish the lesson in less than one-hour .In both sessions, we found that there was a lack of collaboration.

### **Results of item N° 2: Motivating the learners to articulate their experience**

Learners did not interact with their teacher, and if they do so it was very rare. Their interaction was weak and limited. They were passive learners. They kept silent all the time and they interact just if the teacher asked them to speak. What we noticed were only some of them interacting actively, but they did not exceed five pupils.

### **Results of item N° 3: Pupils interaction with the teacher and with each other**

It was observed that talkative pupils were seating at the back of the classroom did not interact at all with the teacher. They were passive and since they were numerous, they let their classmates who were seating in the front to interact and participate, but those in the back when communicating, they communicate just for the purpose of making noise and disturbing the teacher and their peers. It was no communication or interaction between pupils to pupils, they do not ask one another questions, they didn't listen to each other, they didn't share or discuss answers, and they didn't criticize, correct and evaluate each others' answers or exchange points of view.

### **Results of item N°4: Teachers Gives individual attention**

In large classroom-size, we did not notice any individual attention given to every pupil during the lesson, the teacher gave attention for a few members to interact express themselves on different issues, asking and answering questions, generally the excellent ones and those who were serious and made efforts. Whereas, less able ones were extremely neglected. Consequently, it was impossible to give every learner an individual care or attention.

Burnett (1995) found that overcrowded classroom conditions hinder teachers' attention to individual pupils and slows down the progress of pupils' learning. As Earthman (2002, p. 11) stated, "Teachers only had time to cover the basic lessons and could not spend extra time with less able learners. Teachers had limited time to focus on the needs of less able learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area."

### **Results of item N°5: Clarifying the topic of discussion**

We observed that most of pupils were rarely allowed to ask for clarification or questions because there was no extra time for further explanation or clarification from the teacher. One hour was not enough for the teacher to finish the lesson tasks, so it was

impossible to re-explain. We observed with the case of this teacher that he did not ask his pupils in both sessions whether they were following him and whether they have understood him or not. Even the teacher did not success in what he has designed and planned for the session because of time constraints.

#### **Results of item N°6: The teacher Harmonizes group discussion**

As we noticed, the teacher failed in controlling and harmonizing groups discussion. The teacher was annoyed each time to ask them to keep quiet while they were working. He could not check their comprehension or give suggestions even he could not move around the groups despite they were seating in unorganized way in which the number is huge and the class is small. Therefore, the teacher was not really able to control his class and he didn't avoid monopolization .i.e., he did not work with all his pupils furthermore, he kept giving instructions while there was noise.

#### **Results of item N°7: Teacher' s talking time Vs pupils' talking time**

As we observed in Large Class-Size, the teacher was the one who talked too much in each and every session the lesson, because pupils were not all participants just few of them who understood the teacher and could interact with him. After listening, the teacher asks them questions and tries to get them speak, most of the pupils were anxious and afraid and not sure about their answers, so the session was characterized by an increase in TTT (Teacher Talking Time) therefore a decrease in LTT ( Learner Talking Time).

#### **Results of item N° 8: teachers' difficulties to transmit knowledge**

We remarked there were two sorts of teachers experienced and novice or poorly trained teachers, those who are beginners did not find an appropriate method or the right language and words to transmit the inputs. For instance, in a session which was a listening session, then discussing questions; pupils were not all given the chance to speak, and it was also difficult for them to answer since it was a listening task and they could not catch the words, and understand very well the passage they listened to. Therefore, the teacher tried to switch to illustrate with the native language (Arabic) and from time to time use French.

Overall, in an overcrowded class the teacher faced difficulties in terms of concentrating with what pupils were saying during their participation, the teacher did not pay attention. When committing errors and making mistakes, no oral correction was given to them whether directly or indirectly, just few times because of time constraints.

To sum up, the obtained results from the observation and attendance with these classes show that learners within overcrowded class don't perform, interact actively with their teacher as well their classmates unless excellent members. Pupils where seating in the back make noise, misbehave and show lack of respect to the teacher and their classmates.

The majority of them their English level was weak. Their speech was characterized by faulty grammar and mispronunciation with the effect of some psychological factors such as shyness, anxiety, frustration, and reluctance to study for some of them.

Studying in a large classroom, pupils do not have a chance to express themselves, their ideas on different issues, asking for extra explanation and clarification since they are numerous and time is insufficient. Moreover, the teacher does not have time to check for his pupils' comprehension that is, in fact, something good to ensure the learners' understanding, and improving their required skills.

A final point is that these classes are noisy and disorganized, so teachers may not be always able to finish their lessons successfully, and do the tasks as they planned before the session. They face difficulties in managing and controlling their classes and mostly work with teacher-cantered orientation and the tradition transmission method rather than student centered learning approach.



### **3.3. Interview**

To elicit detailed information, interview was employed to experienced English language teachers. The purpose of interview is to obtain information by actually face-to-face talking about the challenges they face in implementing SCLA in crowded classes to help the researcher to obtain deeper insights about the research problem.

#### **3.3.1. Interview Description**

This interview is addressed to four English language teachers at SAIDA S'ghir Aissa secondary school. This interview consists of nine open-ended questions related to large class-size and its effects on the application of SCLA. We interviewed teachers about the concept of LCS, and if they teach large classes and whether an overcrowded class impedes their teaching process precisely the implementation of SCLA. We asked them about the method they use in teaching LCS, and how they challenge the difficulties they face when teaching crowded classes.( see Appendix II page 98)

#### **The teachers' qualifications:**

**Teacher 01:** Magister degree.

**Teacher 02:** Master degree.

**Teacher 03:** Magister degree.

**Teacher 04:** Magister degree.

#### **Teachers 'Age:**

**Teacher 01:** ≤ 40 years old

**Teacher 02:** ≤ 26 years old

**Teacher 03:** ≤ 30 years old

**Teacher 04:** ≤ 40 years old.

#### **3.3.2. Interview Analysis:**

##### **How long have you been teaching English at S'ghir Aissa**

**Teacher 01:** "10 years"

**Teacher 02:** "3 years"

**Teacher 03:** "7 years"

**Teacher 04:** “15 years

**What do you think a number of a large class is, in your opinion?**

**Teacher 01:** “daunting”

**Teacher 02:** “more than thirty students, oral expression needs small classes”

**Teacher 03:** “when it exceeds thirty students”

**Teacher 04:** “ it’s an obstacle itself,...more than forty pupils”

All the teachers said that a large classroom is the one that contains more than thirty students. Two teachers said that a large class is a hurdle in itself. One teacher said that it is “daunting”. In other words, the number that makes a classroom a large one is the number that makes the teacher nervous, and annoyed to teach, whatever the number is.

**Do you consider teaching small classes easy for you then teaching large classes, and why?**

**Teacher 01:** “in small classes, it is easy to control individuals”

**Teacher 02:** “it is a matter of effectiveness more than easiness”

**Teacher 03:** “knowing all the students, and involving them”

**Teacher 04:** ““an easy assessment of the students and effective use of the authentic materials”

The four teachers contended that teaching small classes is easier for them than teaching the large ones. The smaller the classes are, the more time is devoted to individuals, controlling them, and following their learning progress and knowing their learning styles and interest. Moreover, small classes are easily managed, and controlled. It is easy to involve pupils and get access to them giving them a chance to speak and participate to set a successful teaching learning process. One teacher said that within small classes, it is easier for the teacher to make an evaluation for each learner’s level. Moreover, when using authentic materials, for instance, videos or video tapes, it is better to have small classes for the pupils to watch and hear well.

**What are the difficulties you encounter when teaching large classes?**

**Teacher 01:** “lack of concentration and noise”

**Teacher 02:** “noise, seating problems, inability to access all learners”

**Teacher 03:** “lack of motivation, time constraints”

**Teacher 04:** “noise, disruptive behavior, and few pupils who participate”

When interviewed all the teachers said that they face a common problem in large classes that is related to classroom discipline, which is the noise, and each teacher mentions a problem different than the other except one teacher who mentions just the issue of disruptive behavior. The following are each teacher mentioned problem such as:

- Teaching a huge number in a narrow classroom. In addition to the matter of time constraints.
- Difficulty to involve all the learners who lack concentration.
- There a certain percentage of pupils who are not interested in what is done in the classroom; they are just a source of noise and disturbance
- Videos, audio tapes, and the teacher's voice cannot be heard.
- Seating , and movement problems.
- It is difficult to design suitable tasks for the whole number of pupils, thus pupils will lose their rights to participate .

**According to your view, what are the factors that hinder the application of the pupils-centred method in your class?**

*"...Although I know that the SCLA is advantageous, there were factors that hindered me from applying this approach. One of these factors was large class size. In such setting I couldn't guide and assist my pupils equally and fairly. Therefore, I prefer to teach using the traditional method.*

From this reflection, one can infer that when we interviewed teachers they stated one similar answer, they contended that they want to apply SCLA but, crowded class is one of the obstacles that hindered them from implementing it.

**what way does large class affect your class management, learning, assessment of learning and your control of the learning process?**

*TEACHER(A) said:In large class size, I believe, conducting continuous assessment is definitely impossible. As far as evaluation concerns, giving marks for group work is not an assessment: unless The teacher know and distinguish the potential and ability of individual students, and Language competencies they acquired from the lesson given for me, assessing only a work of a group does not imply and realize the behavioral change that*

*the learners have brought due to the instruction employed. In large class size, therefore, conducting continuous assessment is not as such easy.*

*“...With short allotted time (40min) and the large number of students, assessing and providing Feedback to each student; even to each group is difficult” (Teacher C’)*

Another teacher (B) added almost similar opinion:

*“...It is difficult to check their exercise book within one period (40’) and sometimes it creates boring due to the large class size and I could not give enough feedback in each Student.”*

Generally, the cumulative findings obtained through questionnaire, interview and observation indicates that conducting continuous assessment, which is a characteristic of SCLA, is more or less negatively influenced by large class size.

### **3.3.3 Interview Discussion**

Overcrowded class impedes both learners and teachers . The teachers’ answers deemed that they taught and still teach large classes and they agreed on that teaching small classes are better when it comes to effectiveness. They contended that in small classes they could give every learner care and attention. Moreover, the class will be less noisy and the problem of seating and movement are not found. Interviewing them about the effect of a large class on the implementation of SCLA , they all agree that it affects it negatively.

Though some pupils are not motivated, they feel afraid and reluctant to participate because of lack of confidence and fear from pupils or the teacher’s negative feedback. Therefore, all the teachers said that they need to encourage their pupils and make them excited especially when they like the topic. This is one difficulty they face .Another difficulty is the inability to conduct continuous assessments .

### **3.4.Questionnaire**

The questionnaire is a practical and needed instrument for the purpose of gathering adequate data. It is required when conducting a study work as it supplies researchers with various information, motivating factors, points of view.

The researcher conducted a questionnaire in order to determine the effects of large classes on learning occurrence under the implementation of student-centered learning approach. Researcher tend to employ questionnaire to elicit information from pupils about the effects of LCS on learning as well as on applying SCLA, which is translated later on to Arabic version for better understanding and only closed ended items are used. The researcher distributed the questionnaire to the selected sample study (120pupils) .Five Likert scale are employed (1=strongly disagree; 2=disagree; 3=undecided; 4=agree; 5=strongly agree). The instruction and the question in the questionnaire were clear and easy to follow. The subjects were told that the questionnaire would be used for research purposes only.

#### **3.4.1. Questionnaire Shortcomings:**

The questionnaire is seen as an adequate method to gather analyzable and statistical data about the impact of large class-size on the learning under the implementation of SCLA. However, the shortcomings and obstacles that our investigation faced, vary as some pupils misunderstood the questions while others refused to answer, and we did not find them in a specific period, as it takes couple of weeks to distribute and gather the whole questionnaires.

#### **3.4.2. Questionnaire Design:**

The pupils 'questionnaire was divided into two parts; the first part contains personal information about age, gender, secondary school name and key words about the degrees of agreement, while the second part contains several close-ended questions about the influence of crowded class on learning occurrence under the use of SCLA . In addition

to some questions that reveal the socio-psychological effects in LCS (see appendix II page101).

### 3.4.3. Questionnaire Analysis

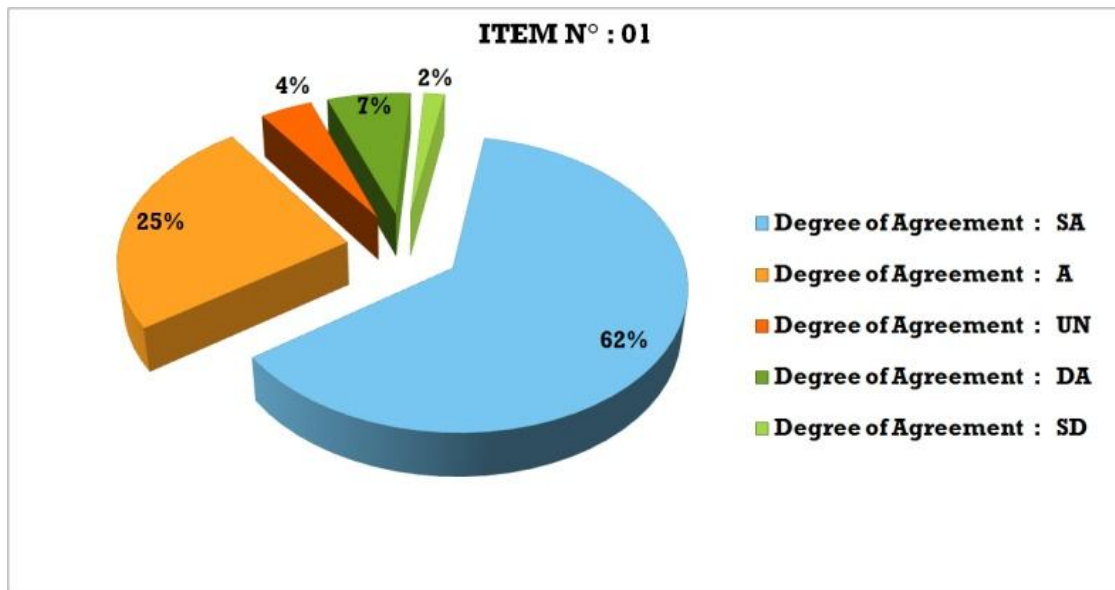
#### 3.4.3.1. Perception about student-centered learning approach

One of the difficulties that learners and teachers face in their classroom due to the large class size is probably the inability carrying out the teaching-learning practice or the instructional process effectively and efficiently. Thus, for the effectively of a given instructional progression , the learners' active involvement, sufficient time, constructive learning strategy, student-centered learning approach, conducive classroom setup, a disciplined classroom atmosphere are obligatory. In the following sections, therefore, these issues are sequentially analyzed and transcribed underlying on the information obtained from the data.

Table III Pupils' Perception on Assessing the Impact Of Teaching English In Large Class Size on The Implementation of SCLA.

N°	Item	Degree of Agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
1	Learning cannot occur when pupils are noisy in large classroom.	75	62,5	30	25	5	4,2	8	6,7	2	1,7
2	The teacher cannot control the pupils discipline in the large classroom.	100	83,3	13	10,8	0	0	5	4,2	2	1,7
3	In large class size, teachers spend more time for classroom	110	91,7	10	8,3	0	0	0	0	0	0

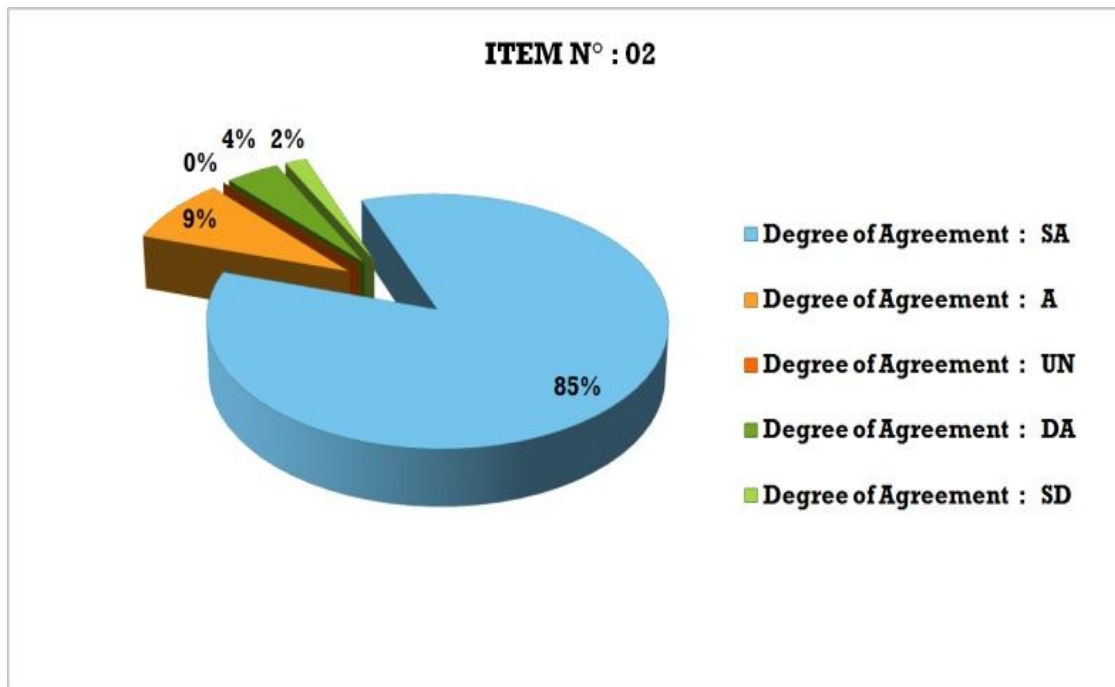
	management at the expense of facilitating learning.										
4	Pupils cannot learn English when they do practical activities in crowded classrooms.	105	87,5	5	4,2	2	1,7	5	4,17	3	2,5
5	In large class size, the teacher does not pay attention to each individual	91	75,8	15	12,5	4	3,3	6	5	4	3,3
6	In large class, pupils do other things because the teacher cannot monitor all the class	70	58,3	10	8,3	10	8,3	15	12,5	15	12,5
7	A small number of class size environments help the pupils when help is needed	78	65	22	18,3	5	4,2	9	7,5	6	5



**Figure III. 1** *The impact of noisy atmosphere on learning*

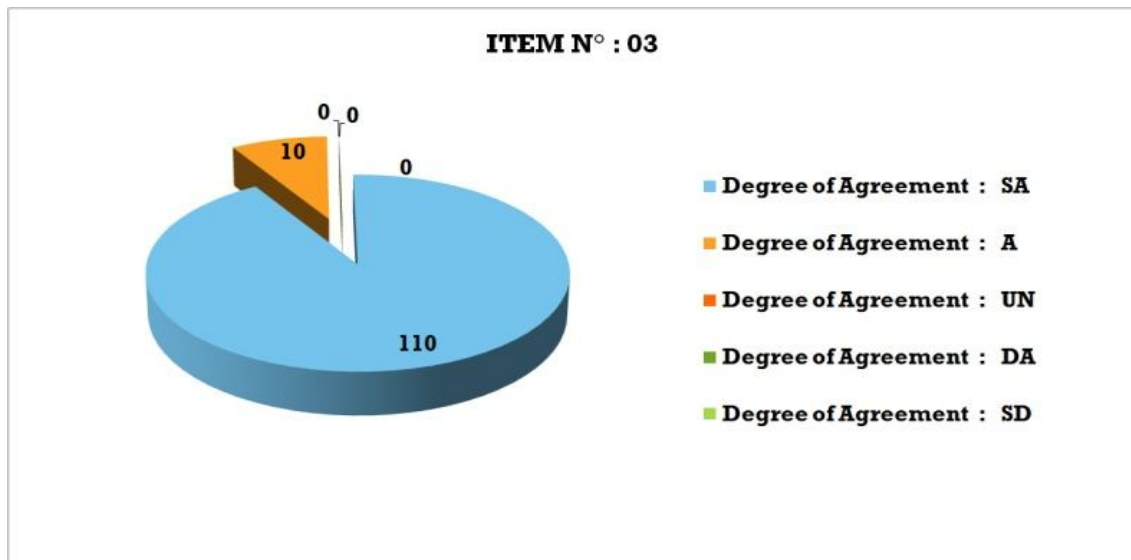
As can be seen from Table 1, 87.5% of the respondents strongly agreed and agreed with the statement, “Learning cannot occur when pupils are noisy in large classroom”. (Item 1).The percentage (87.5%) shows that the majority of the respondents positively perceived this basic idea which is against the principles of learner-centered method of learning. In other words, learning occurs when learners actively get involved in teaching-learning process rather than when they are passively receiving information. Hence, in a situation such as this, it seems difficult to expect active learning to take place. Pupils are ready to receive everything from the input source, i.e., the teacher .





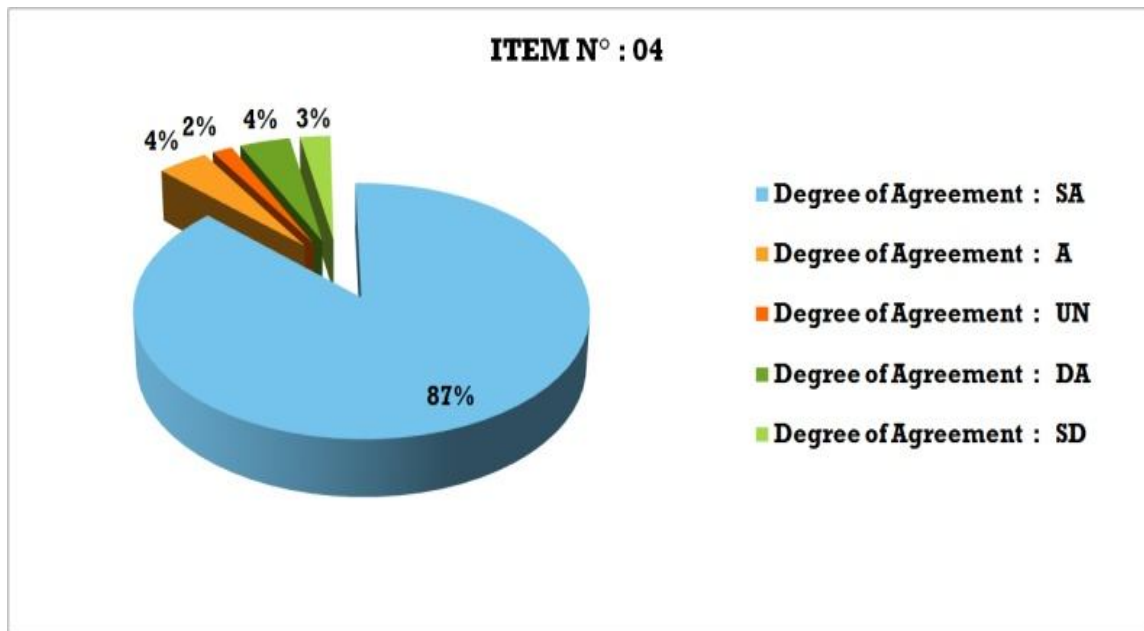
***Figure.III.2. The teacher failure in controlling pupils discipline classroom***

Item N° 2 which says, “The teacher cannot control the learners discipline in large classroom” Shows that, managing and controlling discipline of a large class-sized class is too difficult and a serious problem for teachers. The outcome totally indicates that mostly in large class size teachers fail to control the discipline of the classroom. Thus, because of the over populated number of pupils, in the large class-size, it is seriously difficult for successfully practicability of teaching-learning process in general and of the student-centered approach in particular. Strengthening this end, Izzo (1980) argues that the size of class influences the choice, method, and decreases the amount of individual attention the teacher can give to each. It is, therefore, affirmed that managing large classes is always more difficult than managing small classes. Blachford and Mortimore (1994) stated that classroom management of behavior is easier in smaller classes. Thus, if the class is larger, the possibility of encountering classroom management difficulties increases.



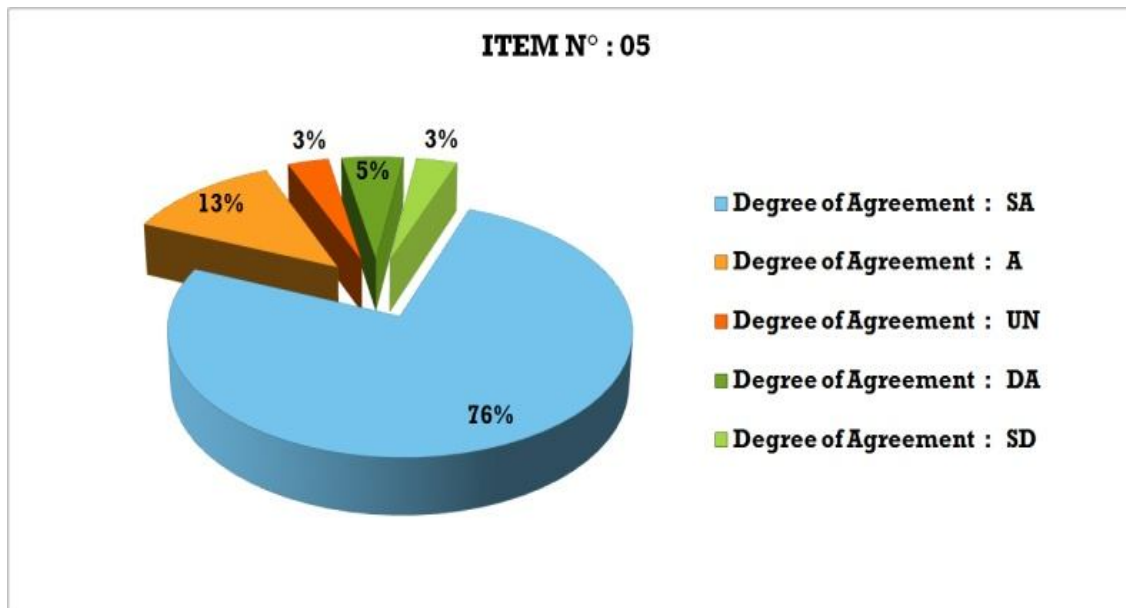
**Figure .III. 3** *Teacher incapability of managing classes*

Item N° 3 tried to elicit how far teachers face difficulties spend their time in controlling classroom discipline rather than directly conducting lessons assisting students' learning. Hence, 91.7% of the respondents strongly agreed with the above idea; indicating that, controlling and managing discipline of overcrowded number of pupils in large class-sized classroom is a serious problem of teachers. Particularly for those teachers who use the SCLA, the problem would be more serious. The outcome confirms that teachers' incapability of managing classroom is one of the major impacts of large class-size. In line with this result, Hays (1997) stated the problems of teaching in large classes as; discomfort, lack of control, absence of individual attention, insincere evaluation and inefficient learners. Concerning the problem of classroom management in overcrowded class



*Figure III. 4: The impact of crowded class on setting Practical activities to learn English.*

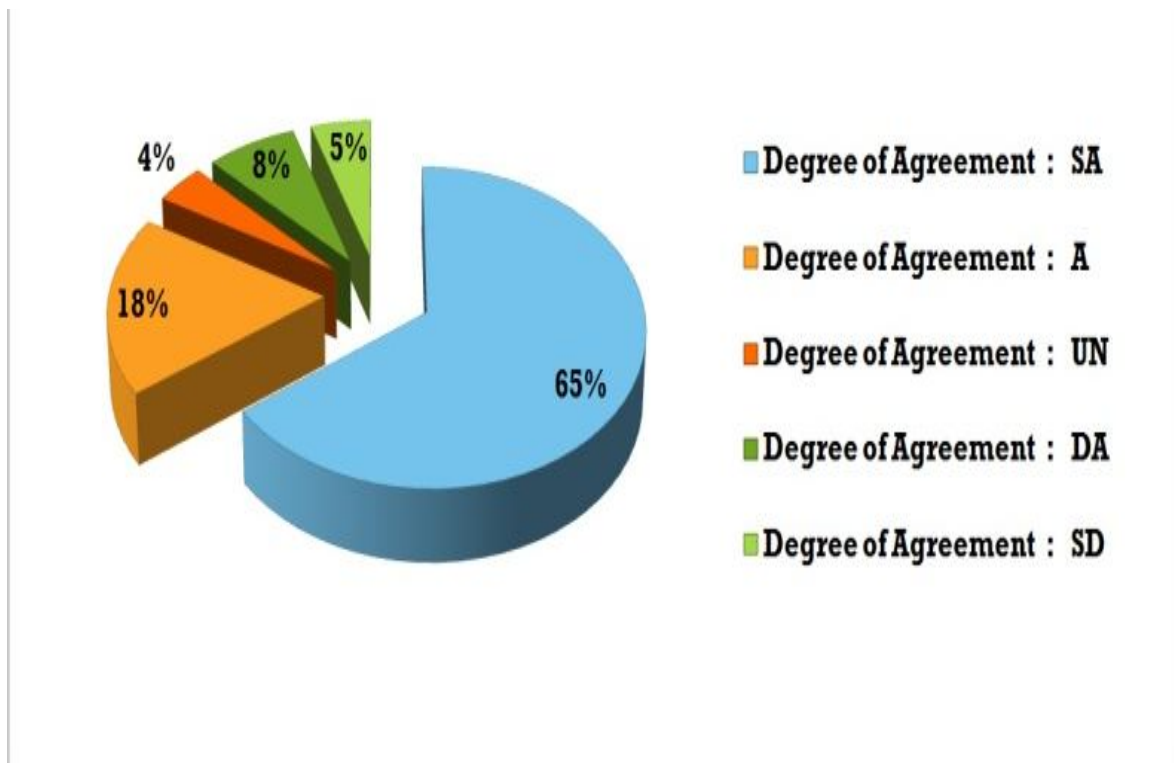
Questionnaire item 4 which says “Pupils cannot learn English when they do practical activities in crowded classrooms” was positively accepted by about 87.5% of the respondents. From this point of view we can understand that crowded classrooms are not available for practical activities in English class.



**Figure III.5:** *The teacher inability to pay individual attention to each one*

As one can understand from the item N°5 that among 120 participants 106(89%) of them strongly agreed and agreed with the opinion that in large class-size teachers do not pay attention to individual pupils. This specially indicates that in large class-size the teachers' ability to address the problems of individual learners and assist them according to their personal problem is seriously difficult. The result implies that, if the teacher cannot help nearly the individual learner, the practicability of SCLA is impossible.

Aligned with this finding, Strevens (1998) states that overcrowded classes reduce teacher's attention per pupil. Likewise as a result, of teachers' failure to pay attention to each and every individual learner in large class size is, some pupils might be attracted to do other works instead of the actual lesson.



**Figure III.6: *Small numbers of class-size environments help the pupils in learning***

The classroom environment becomes an important aspect of learning for learners. Friendly and welcoming classroom environments are vital to efficient pupil's performance (Earthman, 2002; Hall,2012). Which indicates that learners need a quiet environment to achieve quality learning and be able to hear clearly and understand what was being spoken in order to perform given tasks well. In other words, teachers of the reduced class size can easily able to reach the need of their pupils to help and pay attention to every learner.

Concerning this matter 100 (83.3%) of 120 participant pupils strongly agreed and agreed with the idea of item number 6 which is A small number of class size environments help the pupils when help is needed. The result indicates that small class sizes are preferable for language learning and correlated significantly with language achievement. Standing for this argument, Izzo (1980) claims that the size of class is an important physical factor that influences the choice of method, and decreases the amount of individual attention the teacher can give to each learner.

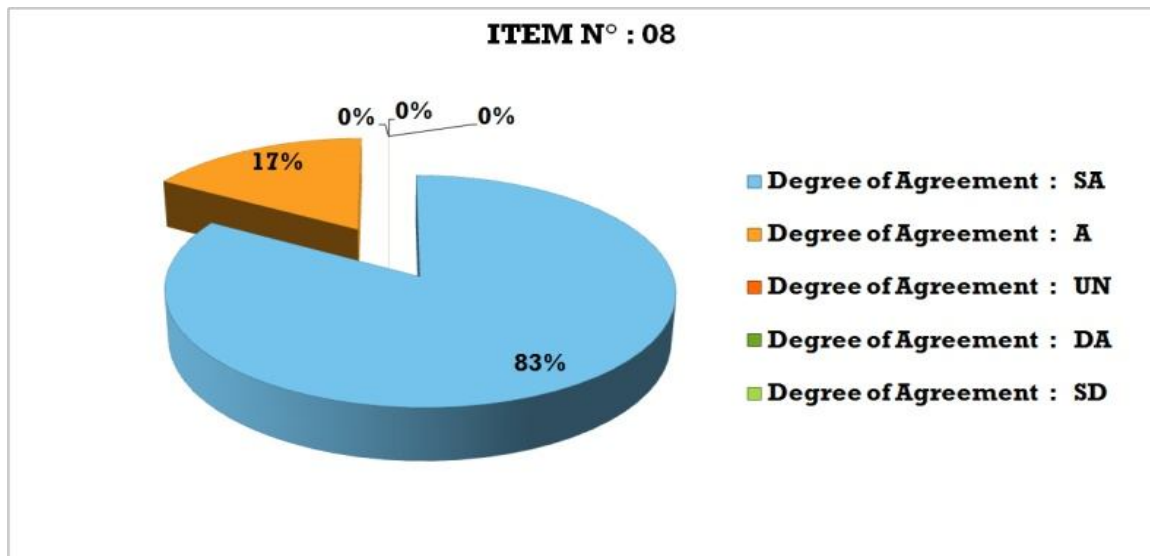
In general, from the above analysis, it can be inferred that the large class-size is one of the factors that restricts teachers from paying attention to their individual pupils either for instructional or for behavioral assistance. In relation to these findings of the research, Hays (1997) summarized the problems with teaching in large classes as discomfort, lack of control, absence of individual attention, insincere evaluation and inefficient learners.

### 3.4.3.2. Large class size as a cause for using the teacher-centered rather than the SCLA:

Even though they know its advantages and suitability for active learning and have positive attitude towards it, the English teachers have not been implementing the SCLA as much as needed; rather they continued using the traditional teacher-centered size is a factor or a cause for the reason why teachers continued to use the oldest teacher-centered approach instead of SCLA; or not. Researchers like Yaman and Uygulamada (2009) found that large classes can force teachers to abandon student-centered learning and focus more on teacher centered .

**Table 2.III. Large class size as a cause for using TCLA rather than SCLA**

N°	Item	Degree of Agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
8	Learning in large class promotes teacher-centered rather than student-centered learning approach.	100	83.3	20	16,7	0	0,0	0	0,0	0	0,0



***Figure III.7 Learning in large class promotes teacher-centered approach rather than student-centered learning approach***

The result is revealed in the Table 2 shows that 120 (100%) of 120 the sample pupils strongly agreed and agreed with the idea of item number 8; indicating that, in large class- size teachers mostly use traditional or the lecture method. Likewise, that in large class the atmosphere is totally teacher-centered; learners have less or no roll and they passive listeners.

The outcome reveals that although there can be other factors, including teachers' attitude; large class -size is one of the factors that influence teachers to keep up using the oldest teacher-centered method. As a result, the role of the learners is minimized or totally neglected indicating that teachers' inability to use the SCLA method. Regarding the reason why they kept on using the lecture method instead of the active learning, one-experienced teachers stated the impact of the class size in the following way:

*"...Although I know that the SCLA is advantageous, there were factors that hindered me from applying this approach. One of these factors was large class size. In such setting I couldn't guide and assist my students equally and fairly. Therefore, I prefer to teach using the lecture method".*

From this reflection one can infer that even if the teacher knows the advantage of the student-centered approach and wants to apply it, the large class size is one of the obstacles that hindered him/her from implementing it. Consequently, teachers were obligated to persist using the teacher-centered method.

Finally, from the results obtained through the sources of data, it is likely that large class size is not only negatively impacts the practicability of SCLA but also obliges the teachers to keep up on using the teacher-centered approach. In line with this result; McKeachie (1986) notes that large classes are most likely to apply the traditional methods and less likely to use discussion than small classes.

#### **3.4.3.3. The impact of large class size on learners' involvement**

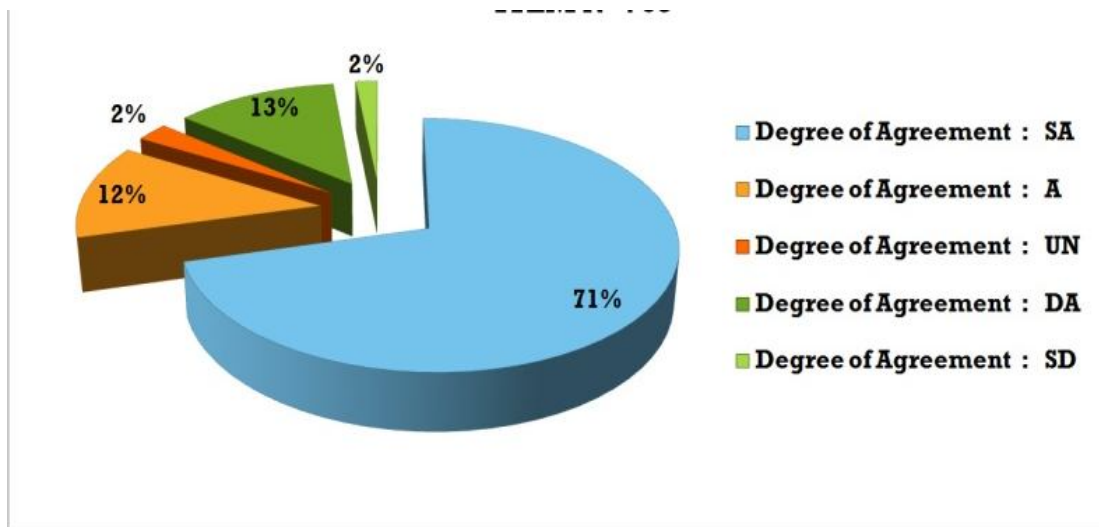
The student-centered learning is an approach whereby learners are actively involved into the learning process rather than passively listening to the lesson or the teacher explanations. Regarding this view Bonwell and Eison (2003) state that [in active learning] pupils must do more than just listen; they must read, write, discuss or be engaged in solving problems. Learning by “doing” is a theme that many educators have stressed since John Dewey’s convincing argument that learners must be engaged in all active quests for learning new ideas. Pupils should be presented with real life problems and then helped to discover information required to solve them (Jones,et al.1994).

Concerning the intent to identify how far pupils in a large class-size engaged actively in student-centered learning approach.

#### **Table III. 3 The impact of large class size on learners' involvement**



N°	item	Degree of Agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
9	In large class size, every pupil does not get chances to ask and answer questions and clarification.	85	70,8	15	12,5	3	2,5	15	12,5	2	1,7
10	In a large class size learning is dominated by fast and excellent pupils; no or less chances are there for slow or less able pupils	75	62,5	25	20,8	5	4,2	12	10,0	3	2,5

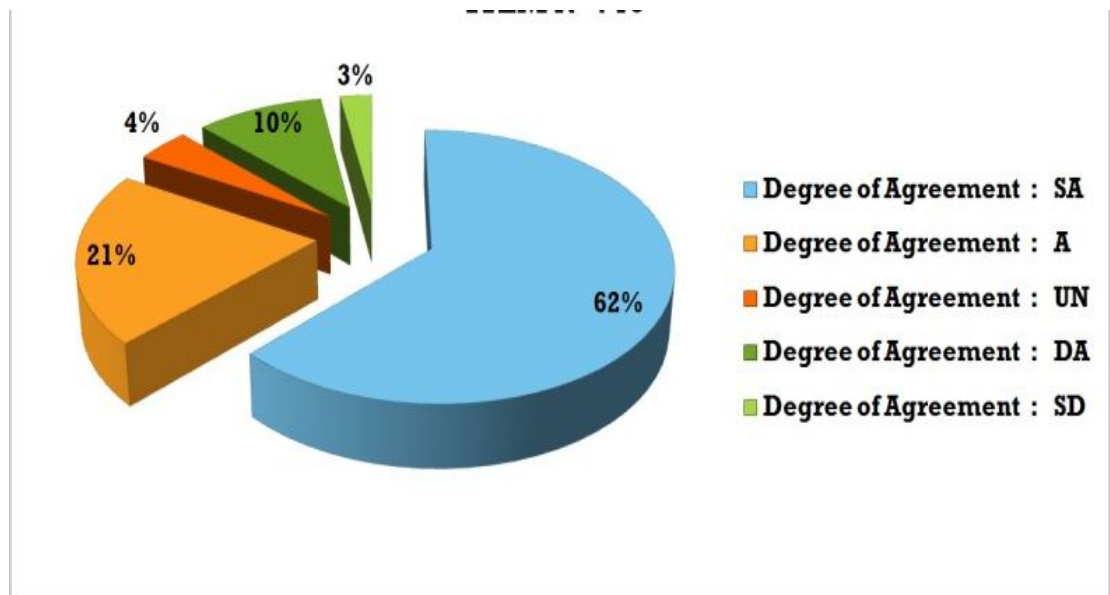


**Figure III.8. Inability to get chances to ask for clarification or answer questions.**

As shown in Table 3 (piechart item 9) among 120 participants 85 (70.8%) of them strongly agreed with the view that “In large sized classroom there is no enough time to think and infer about the lesson. The result as well indicates that the large class-size has very high impact on the chances of learners to involve in to the classroom activities as much as needed. On the other hand, it is noticeable that, the SCLA is mainly characterized by the active participation of the learners. If learners do

not get adequate opportunities to engage actively in the learning process, the practicability of the SCLA would be unlikely. Because in student-centered learning, pupils are much more actively engaged in their own learning while teachers take a more guiding role. This approach is thought to promote processing of skills (knowledge) to a much deeper level than passive learning.

It is a shift in classroom practice from a static view of learning in which knowledge is poured in to the passive, empty minds of learners to a more dynamic view through different activities. And also from the responses for item 09 on Table 3 shows that, 85(71%) strongly agreed with the idea that every pupil cannot get chances to ask and/or answer questions and clarifications during the learning progression. From the result one can judge that, in the large class-size, there is a serious problem for learners to get chances to ask questions for clarifications and respond to the questions raised from the teacher. Whereas, one of the features of SCLA is the more chances that it provides to the learners, hence they get opportunities to interact with one another and with their teacher when necessary.



**Figure III.9. Excellent pupils dominate learning; no or less chances are there for less able pupils**

The other concern that 110 of 120 samples; (83%) respondents strongly agreed and agreed with the dominance of fast learners on medium or slow learner students in

the large class size (item 10). The result shows that clever and excellent learners dominate an active learning in the large class-size; the able or less able learners play less or no role in the learning process.

Regarding the impact of LCSA on the involvement of the learners in to the active learning, the English teachers were also interviewed and responded the following. Particularly a teacher who has 15 years of service in teaching says that:

*“In my experience one of the most challenging problems in our school that I have faced while I was trying to apply the SCLA in my class is the domination of clever students over the others. That is only a few clever students do the given activities or group works while the rest students passively listen or inactively participate. As a result they develop dependency on the others.” (Teacher ‘A’)*

On a similar issue, another teacher added that:

*“... The individual differences are among the problems that I have faced while managing Pair and group works: thus, the groups often dominated by those active ones.”*

To apply the SCLA, one of the strategies to be used teachers is a pair or a group work. Especially when the teacher has a large class size, this strategy is very significant and helpful. However, according to the teacher 'D' the group work itself has some negative impacts on student-centered learning based on the class size. Farther, the teacher asserted that:

*“... The larger the class size the more students' diversity; so that, in a group you can find at least one strong student. This can be benefit the weaker students; but, sometimes the stronger students work more quickly and not give chances and allow the weaker learners to participate and try at their own pace.” (Teacher ‘D’)*

In general, the outcomes obtained through the three tools suggest that the learners' active participation into the learning process is highly influenced by the large class-size. Nevertheless, in reality, since it is for the learners, without or less involvement of pupils the implementation of SCLA is improbable. Why because learning is not the result of only interaction; it is rather the result of unhampered

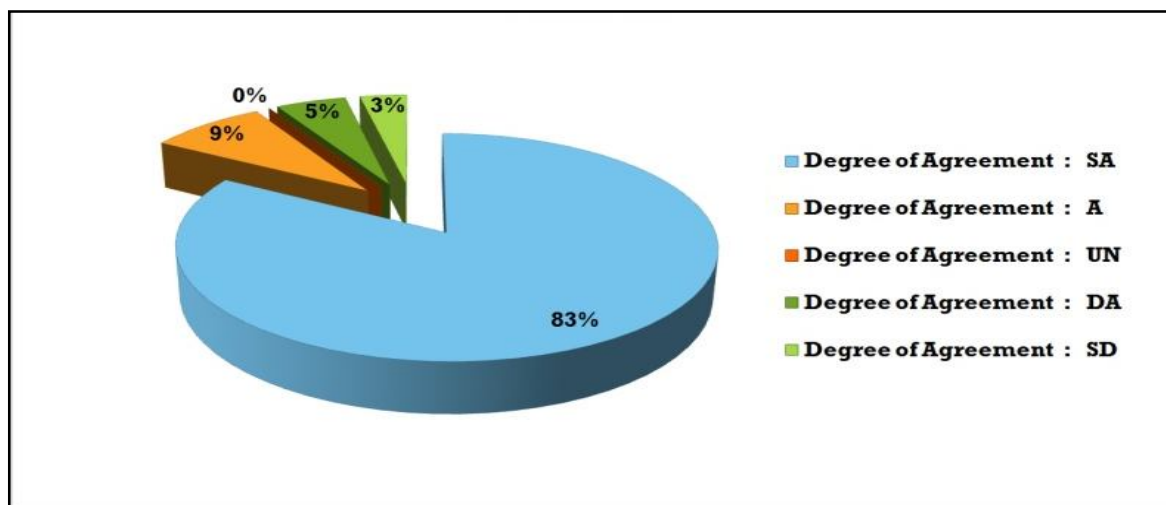
participation in a meaningful setting; learning by doing is emphasized which leads to autonomous learning. (Bonwell & Eison, 2003).

### 3.4.3.4. The impact of large class size on teachers' feedback giving practices

The focus of this category of the study was to identify the extent how large class size affects teachers in giving feedback for their learners. The response of sample students, answers of teachers and result of the observation were sequentially analyzed as follows.

**Table III.4 The impact of large class size on teachers' feedback giving practices**

N°	Item	Degree of Agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
11	In large class size, getting feedback from teachers is rare.	100	83,3	10	8,3	0	0,0	6	5,0	4	3,3



### **Figure III.10: *The impact of crowded class on providing adequate feedback***

As it is revealed on Table 4 item 11 the response of pupils confirms that they often do not receive feedback from their teachers especially in written form on their exercise book. Because almost all 100 (83.%) strongly agreed to the above claim. Therefore, the result clearly indicates that learners are not adequately seeking feedback on their works from their teachers.

There might be a number of reasons which restrict teachers from checking, correcting their pupils' works and providing feedback. However, since the question of the study was limited to the role of large class-size in contributing to this problem, the result assures that LCS is the major obstacle that confines teachers from giving correction and enough feedback. In their side, teachers were also questioned on similar issue. Nearly all of them responded that, they really could not give enough feedback and correction.

One of the teachers pointed out that: *"...With short allotted time (40 min) and the large number of pupils, assessing and providing Feedback to each pupil; even to each group is difficult"* (Teacher 'A') Another teacher (B) added almost similar opinion:

*"...It is difficult to check their exercise book within one period (40') and sometimes it creates boring due to the large class-size and I could not give enough feedback in each learner."*

In summary, the answers obtained from teachers show that in addition to shortage of time, the over populated numbers of pupils in the class limited teachers from providing sufficient and frequent feedback for each of their learners. That indicates that teachers just roughly see and assess their learners' works, but they do not provide detail and critical feedback. Nevertheless, unlike the teacher-centered approach, the SCLA requires more checkup and correction from teachers because in SCLA all things are done by the learners and finally checked and corrected by the teacher accompanied by feedback.

Regarding this affair, UNESCO (2006) asserts that a major difficulty in teaching large classes is finding ways to provide feedback to, and received it from, learners. Feedback helps pupils to see how well they are doing and whether they

understand the material, the teacher is teaching them. Consequently, the more feedback the teacher gives them, the better, because it will not only help them, but also the teacher. Thus, from the result, it can be judged that the large class-size is one of the factors that restrict teachers from giving adequate and critical feedback for their pupils which in turn impacts implementation of the SCLA.

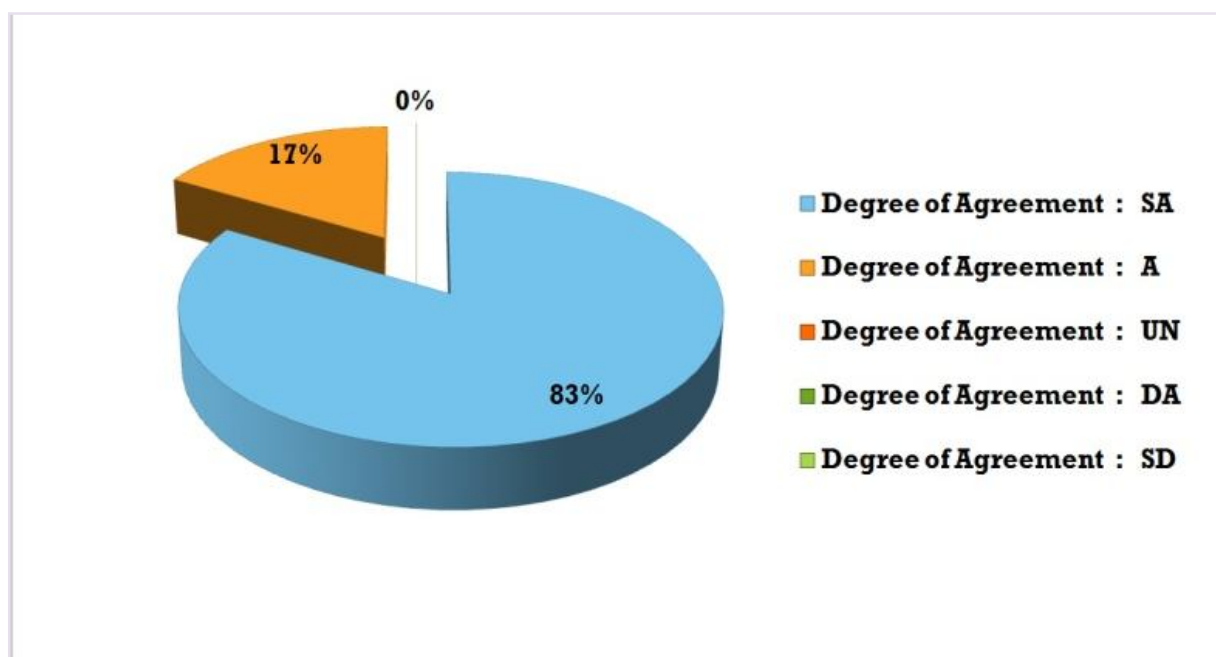
#### 3.4.3.5. The impact of crowded class on students' language use behaviors.

Teachers often claim and raise it as a problem that, during group work and discussion, students use all in all or more of in their first language instead of English. Of course, this problem probably exists in every class including the smaller class size. What so ever, the target of this subtopic of the study was to investigate how far this problem is serious in overcrowded class especially in teaching through student-centered learning approach.

Jone (2007) suggests that when working together in pairs or groups, pupils are tempted to speak on their common native language rather than in English. That is why; this sub topic was considered here to be examined. Thus after the research had conducted the following results were obtained.

**Table.5.III: The impact of crowded class on students' language use behaviors**

N°	item	Degree of Agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
11	Crowded classes are caused to use first language rather than English	100	83,3	20	16,7	0	0,0	0	0,0	0	0,0



**Figure III.11:** *The use of first language rather than English in crowded class*

The questionnaire number (item 11) shows that, among 120 pupils, 100(83%) and 20(17%) of them strongly agreed and agreed the idea respectively. In other words, all of them (100%) agreed with idea that in an over populated classroom, pupils more talk with their groups or peers in their native language instead of English.

The outcome indicates that, almost all of the respondents clearly know that during the pair or group work they use their first language and do not take into account the target language-English. Therefore, despite of its advantage for a learning-teaching process, because it paves a gap for the learners to use their native language in every activities rather than the target language English, learning it in SCLA seems challenging.

Teachers who were interviewed also strengthen this idea starting that in SCLA especially in group work strategies, for every language skill activities, students often talk in their native language. Particularly one of the teachers said that: “...*It is obvious; I often make my pupils join in small groups. I notify them to converse, debate and discuss everything using English. But as soon as I depart from them, they immediately begin talking in their native language. Since it is large class-size, I could not control each group. (Teacher’ A’)*”

Another teacher summed up similar view reflecting his experiences on this issue as in the following way:

*“...In my experience I have been facing this problem. During group work and even pair works, students do not use the English language; rather they speed up to use their own, instance, the discuss in their first language about grammar of English. Even though I strictly and frequently tell and encourage them to use English, they could not stop using their first language. In large class-size, especially, this problem is more serious. Consequently, teaching English in SCLA using a group work strategy is not as such easy due to the fact that learner’s unwillingness of using English.” (Teacher ‘B’).*

Thus it justifies that in their group; pupils mostly use their native language rather than English. The reason may not be necessarily due to the large class size. Several factors and motives, which drive pupils to use their native language rather than the target language English, might be mentioned. However, as the outcome indicates; large class-size is one of the factors that open a way for learners to talk in their language rather than the target language. If the class size was smaller, for example, since the teacher controls them nearly, they would not get a chance to do so. In line with this outcome, Jone (2007) states that some pupils or group may disregard the teacher’s persuasion and speak English only when the teacher is nearby, since a large class-size is unmanageable, they revert to their native language when unsupervised.

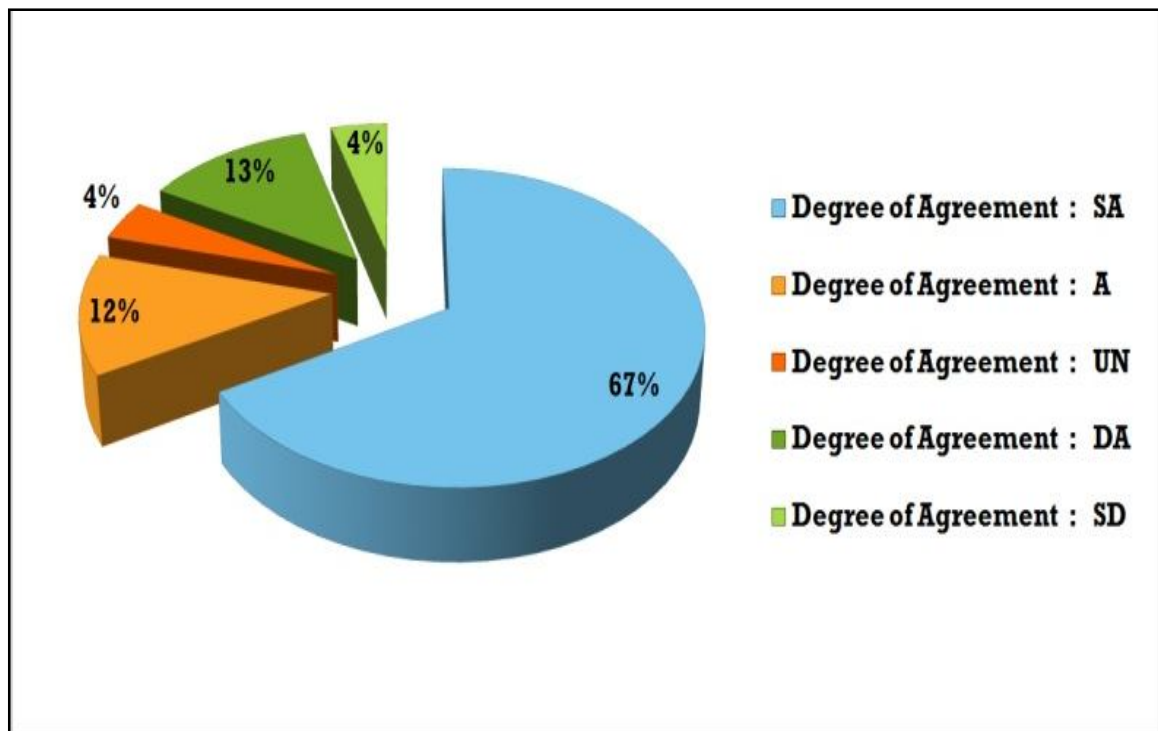
#### **3.4.3.6. The impact of large class size on promoting student-centered teaching**

One of the challenges that teachers encounter, in relation to large class-size, when they attempt to use the SCLA in their classroom is probably an uncomfortable set up of the classroom. For instance, small and suffocated classroom, added to the large number of pupils; more likely make the teaching-learning process difficult. So that one of the rationales of this study was to look in to how far the classroom set up, plus large class size, influences practicability of SCLA. Thus, the following results were elicited from the data through the planned techniques.



**Table.III. 6: The impact of large class size on promoting student-centered learning**

N°	Item	degree of agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
13	In our large class size, pupils cannot quickly and comfortably change position to face each other for pair or group work and turn around to face other groups or the teacher	80	66,7	15	12,5	5	4,2	15	12,5	5	4,2



**Figure III.6.11: large class size impedes successful group work discussion and settings**

As it can be realized from the item number 13, which says “In our large class-size, we cannot quickly and comfortably change position to face each other for pair or

groups work, and turn around to face other groups or the teacher”, among 120 students 80(67%) and 15(12%) of them strongly agreed and agreed with the statement. Few numbers of them were undecided.

The result indicates that uncomfortable classroom set up added to large class-size highly influences the effectively putting into practice the teaching learning process including the SCLA. Because, according to Sguazzin and Graan (1998, cited in Taye, 2008) good classroom set up such as classroom arrangement, furniture arrangement, classroom appearance and lay out and the like contribute a lot to promote pupils' learning.

A clean and well kept room with appropriate resources and well aired room help to establish a positive contribution to implement active learning.

The participant teachers were also questioned about the effect of classroom set up of large class-size on using SCLA. Regarding this concern one of the teachers suggest that:

*“...Teaching overcrowded pupils in small classroom is tiresome. When I want to assist the learners, it is difficult to move and round from one side to another or from one corner to another because no enough passes left. Pupils could not easily change their positios to make groups. Besides, the atmosphere of the classroom is inconvenient. Due to suffocation, especially in the afternoon, it is an awkward and boredom.”(Teacher ‘B’).*

It was proved during classroom observation, the classroom was not proportional to the number of students. The seats and tables were not both sufficient and comfort. Students were sitting at the very front of the classroom right to the back. There were not any passes left for teacher to circulate or move around the classroom to assist and facilitate the learning task. From the explanation provided above one can easily realize that an inconvenient classroom set up in addition to large class-size seriously influences the teaching learning process in general and practicability of the SCLA in particular.

#### **3.4.3.7. Large class size and its psychological impact**

The psychological effect can be other domains that probably hinder the teaching learning process including the SCLA. Simply because if learners' psychological makeup is directly or indirectly affected their learning capability, consequently their achievements will be severely destructed. Thus, the other focus of this study was to investigate the impact of the LCS, in terms of psychological aspects, on learners in order to put into practice the student-centered learning approach.

In a learner-centered class, learners usually work in pairs, or in groups interacting with each other and with their teacher too. Thus when students are working together they talk more; share their ideas, learn from each other; are more involved; feel more secure and less anxious; use English in meaningful, and realistic way. However, in large classes, Jones (2007) argues; the learners may feel nervous, embarrassed, or shy of tongue-tied, speak in their native language rather than in English, and not enjoy working together. This shows that a large class-size has effects on the learners' psychological preparation to enjoy freely and safely their learning.

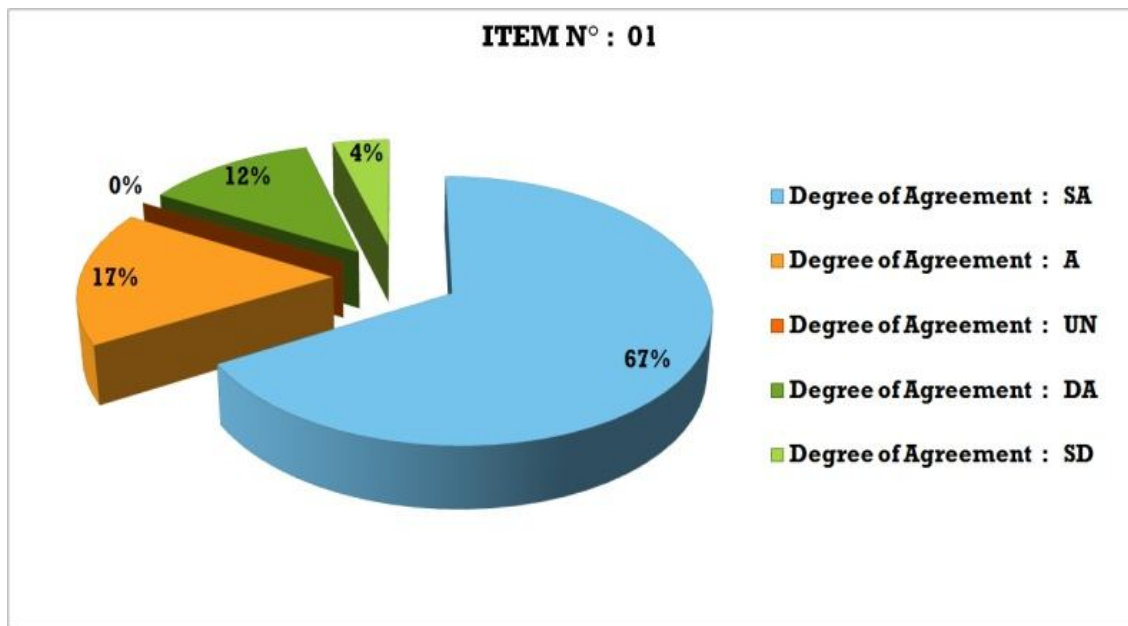
Among numerous psychological effects may the large class-size exert on pupils' learning, the large class-size, as a cause for anxiety was the centers of attention on the section. In a more populated classroom, pupils' keen to be get involved in more diversified behaviors and faces is relatively high.

In this circumstance, if the learner previously has not been developed self-confidence, he/she would be more anxious and more embarrassed. Consequently, his/her active participation into the student-centered learning would be limited or totally stopped. Because among the effective variables of second language learning, anxiety stands out as one of the most influential factors which affect learners every method of learning in every stage. So that the examination carried out concerning this issue and the results obtained were analyzed according to the following

**Table Psychological effects  
07 of Large Class Size.**

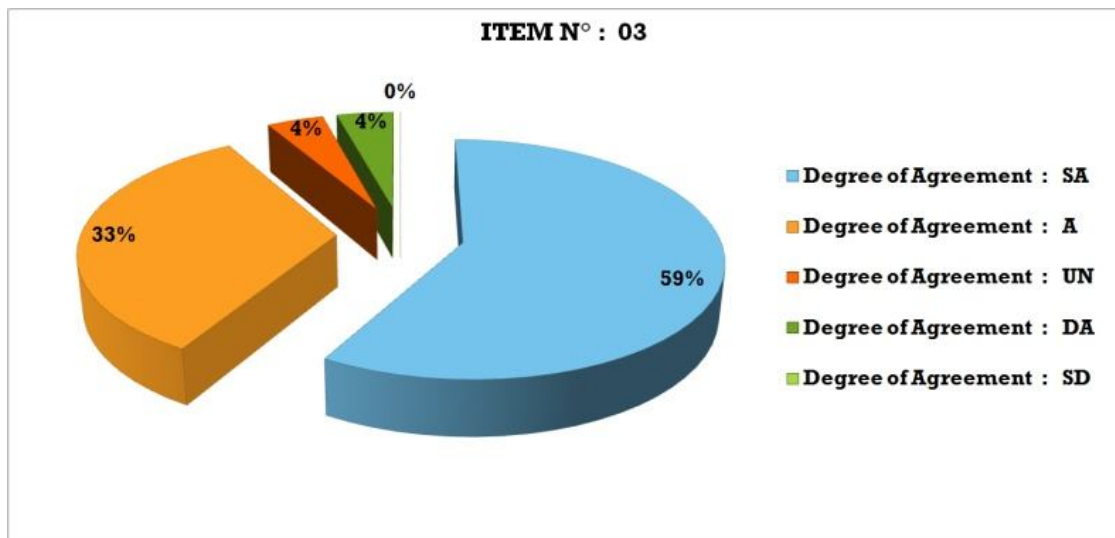
N°	item	Degree of Agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
1	I feel shy to speak in English in the large class.	80	66,7	20	16,7	0	0,0	15	12,5	5	4,2
2	Teacher-student interaction in large class is neglected.	70	58,3	40	33,3	5	4,2	5	4,2	0	0
3	In large class-size, the teacher does not care	80	66,7	25	20,8	0	0,0	15	12,50	0	0

	about me even if I sleep in the class.										
4	In large class-size there is emotional gap between us and our teacher.	80	66,7	40	33,3	0	0,0	0	0	0	0,0
5	In large class, the teacher does not know individual pupil's name, because the opportunity to express oneself is rare	60	50,0	30	25,0	5	4,2	20	16,7	5	4,2

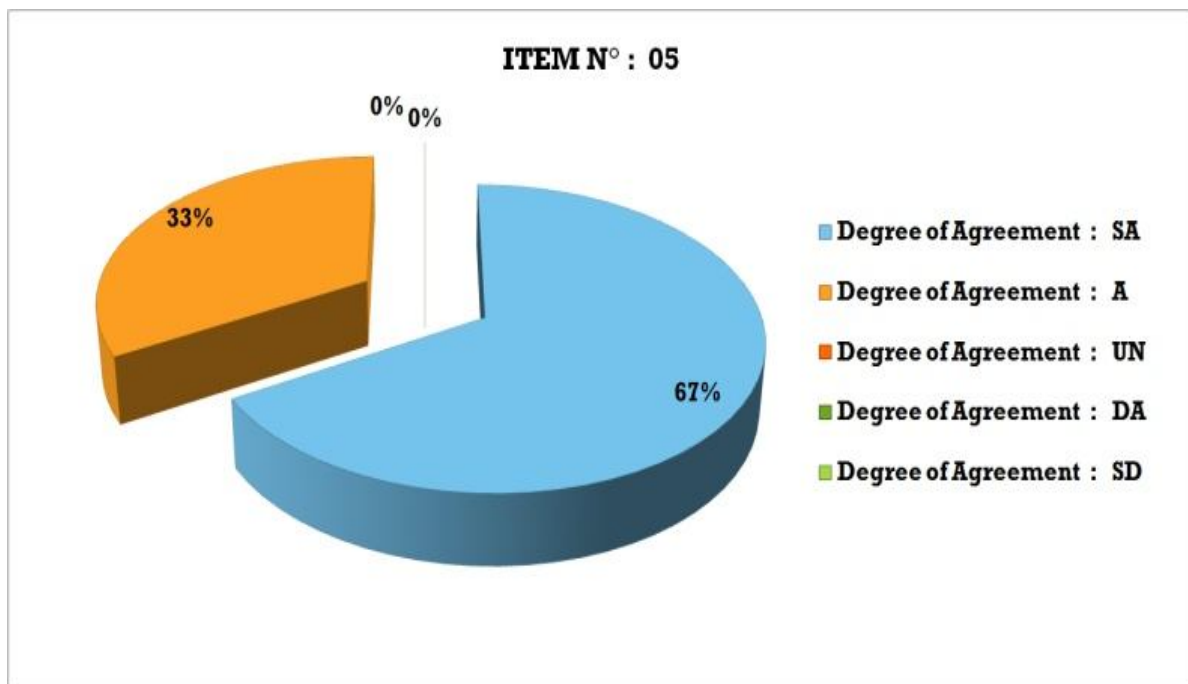


**Figure III.7.12: The impact of crowded class on learners speaking skill**

Item number 1 in Table 7 shows that 100 (84%) out of 120 pupils strongly agreed and agreed that they feel shy to speak in English in a large class-size because they fear and loss confidence due to the overpopulated number of learners in the classroom. It indicates that in large class size pupils restrict themselves from involving actively into the learning process that associated to the ineffectiveness of the student-centered learning.



**Figure III.7.13:** *Teacher-pupil interaction in large class is neglected*



**Figure III.7.14:** *large class-size creates emotional gap between teacher and pupils*

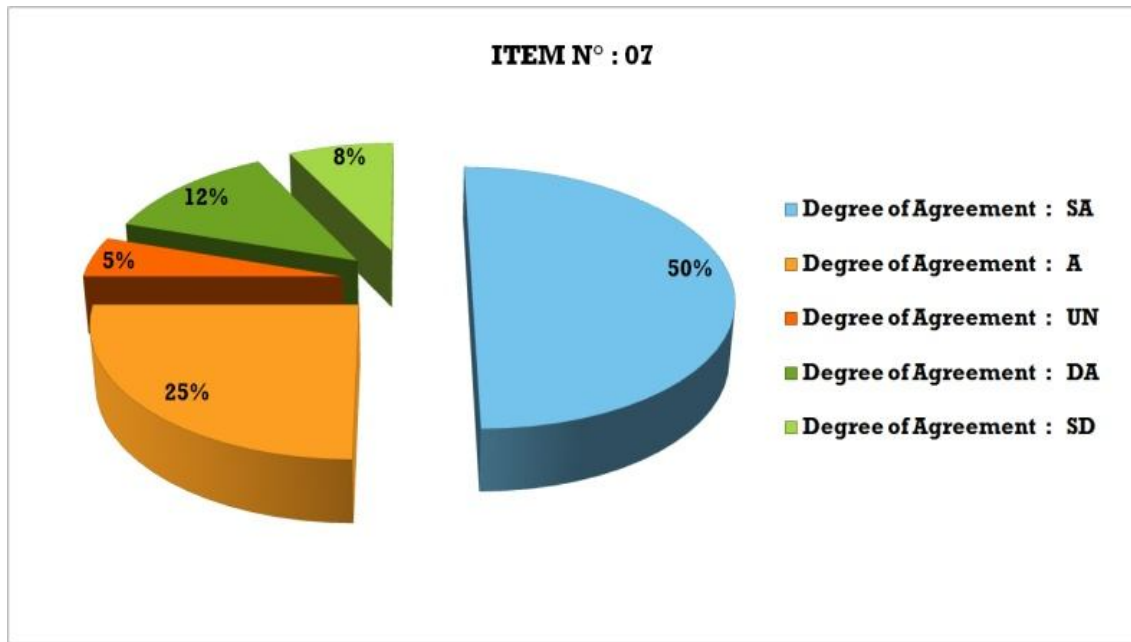
(100%) of respondents having the same opinion with the view that large class-size widens a gap of teacher-student relationship. More especially, out of 120. The other important issue that needs to remember is the student-teacher relationship, which plays a vital role in teaching-learning process.

Classroom is often considered as a ‘learner community’ (UNESCO, 2006); it is the place within the class where the teachers and learners can be found regularly. So that, the teachers need an effective way to know about their pupils’ lives; even outside of the classroom. Harmer (1983) argues that no matter how bad the conditions were, teachers could create an atmosphere of acceptance and security. Thus if there is no good teacher-student relationship, the learners may feel that they are neglected. And as a result they may hate the teacher and the learning as well. The intent of this focal point of the study was, therefore, to distinguish how far the large class size affects the learner- teacher relationship.

### 3.4.3.8. Social effects of LCS

**Table 8.III. The social impact of crowded class**

N°	item	Degree of Agreement									
		SA		A		UN		DA		SD	
		N°	%	N°	%	N°	%	N°	%	N°	%
15	Large class-size contributes uncomfortable feeling and limiting them from participating actively into pairs and group works	60	50,0	30	25,0	6	5,0	15	12,5	9	7,5



**Figure III.8.15: *Large class-size contributes uncomfortable feeling and limiting them from participating actively into pairs and group works***

Regarding the LCS and its social effects on pupils in item number 7 shows that 90(75%) participants out of 120 respondents strongly agreed and agreed respectively with the opinion that large class-size contributes for the learners' feeling uncomfortable and limiting themselves from participating actively into pairs and group works. This indicates that in large class-size, more social status difference among the learners' is obvious and very high, and it perhaps creates a social gap between them. It, therefore, there is a social gap between learners, especially those from poor family background feel uncomfortable and inconvenient so that they likely restrict themselves from participating in to pair and group works freely and actively.

In brief, it can be deduced, from the result, that learner's diversity in any class-size is obvious; but, their multiplicity is higher in crowded classes. This condition might be able to pave options for learners to contact and learn more from the largely diversified background of their classmates. Whereas such conditions negatively influences pupils' social relationship, which associated to limited participation of learners and resulting to poor learning. Because social modes of working create effective learning environment for pupils to express, discover and construct knowledge.

Concerning this claim, Vygotsky (1978) emphasizes that teaching and learning are socially negotiated and constructed through interaction, modifying the roles of the teacher and pupils as communicators learners

## **Conclusion**

The foregoing chapter, the researcher carefully gathered the appropriate data using the three instruments of data collection, then analyzed them qualitatively and quantitatively. Specifically the data that were collected from questionnaires were analyzed quantitatively. To do this the researcher first of all, using tally marks; sorted, organized and identified the responses according to their categories, similarities or differences. The data gathered from both interview and class observations were interpreted qualitatively. That is, depending on the characteristics of qualitative research data analyzing approach, those data were displayed, put down words in accordance to verification of research question.



## **Introduction**

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

### **4.1. The factors behind large classes**

There are particular factors, which usually result in the prevalence of crowded classrooms in the developing nations precisely Algerian schools. One reason is insufficient human resources. In fact, there has been a shortage of instructors, especially in the tertiary level, in particular in certain disciplines, like English as a foreign language. A related factor is financial. The Ministry of Higher Education cannot employ as many teachers as needed. Indeed, instead of recruiting two teachers, each of whom teaches a group of about twenty students, it recruits just one teacher to teach a class of forty students.

### **4.2. Challenges resulting from large classes**

Crowded classes present various challenges, not only to the teacher, but also to learners and their parents. Where the student is concerned, there is a general belief that learning in a large class is not as beneficial as learning in a small-sized class, where the learner can have more opportunities to take part in lessons, and the teacher can help everybody in the group. As for parents, they are often worried about the size of the class in which their children are enrolled. At the beginning of each school year, a number of teachers ask pupils about the number of pupils in their classes, because of the conviction that they can achieve better school results in small classes than they can do in large classes.

For the teacher's part, s/he is thought to suffer most from large classes. In fact, there is a common negative attitude among teachers worldwide towards large classes. Such an attitude is the result of the fact that large classes most often give rise to a set of challenges and problems, certain ones of which are supposed to be too serious for teachers, especially those who are not experienced enough, to cope with.

Described below are the most serious challenges teachers face in large classes:

#### **4.2.1 Weariness**

A large class is claimed to be usually physically and psychologically exhausting for the teacher. Following are examples of some secondary school teachers' complaints about large classes that can further illustrate the above assertion:

- *Once I get into the classroom, and look at the crowd of students, I feel tired even before beginning the lesson.*
- *I get nervous even when a student turns back to talk to her or his colleague.*
- *Forty students; it's hellish!*
- *When I look at the pile of papers waiting for correction, I feel somewhat dizzy.*
- *Believe me, if they gave me half a salary, I would resign now.*

#### **4.2.2 Control problem**

As noted earlier, what is likely to cause the situation to be worse is that many teachers find it very difficult to control a large class, particularly one which includes a big number of teenage low-achievers. In this context, teachers complain about aspects of disruptive behavior on the part of pupils, such as noise, disinterest in learning, rudeness to the teacher or peers, and absenteeism.

### 4.2.3. Detrimental effect on teaching performance

Many teachers admit that large classes have a serious effect on their teaching performance and consequently on the fulfillment of the learning objectives.

Examples of what some teachers report about the issue are listed below:

- *I perform much better in a small, interested class.*
- *I feel that students learn less than expected in a large class.*
- *Group and pair-work activities rarely succeed in a large class.*
- *A large class is not conducive to teaching and learning.*

### 4.2.4. Abundance of learner work

What may further affect the teacher's performance detrimentally in large classes is her or his inability to give everybody a chance to take part in all the learning activities, and also to check and evaluate all their work, especially the written work done in the classroom or given as homework assignments. Having to correct all the students' pieces of writing is well-nigh impossible for the teacher, especially as s/he has to exercise many other responsibilities of more than one type.

## 4.3. Managing overcrowded classes successfully

Pretorius and Lemmer (1998, p.55 in Coetzee, Van Niekerk, and Wydeman, 2008) define classroom management as: "*The process of working with and through individuals, groups, and other resources, whether they be learners, educators, administrative staff, parents or stakeholders, to accomplish general educational goals and specific learning outcomes*" (p.24 ).

### 4.4. Approaches to classroom management:

Each teacher has his/ her own approach when managing a classroom, An old teacher might use his /her experience and a beginner learning from other teachers. Onstein (1990, p .60) defines the coming different approaches to classroom management related to each teacher's personality, philosophy, and teaching style.

**4.4.1 The Assertive approach:**

Here, the teacher has knowledge of how to manage and guide learners. S/he needs to know the main principles of managing a classroom in different aspects and how to follow these principles and use them effectively. She/he should know how to guide his/her students successfully, too.

**4.4.2. The Business Academic approach:**

This approach has the condition that if students are involved and react with the given activities, then there will be a minimal disruption. In other words, involving students and ensuring their involvement when doing certain activities is an essential thing that helps in minimizing any disruptive behaviour since students are working and have no time for making noise.

**4.4.3. The Behavioural modification approach:**

It deals with the notion of reward and punishment in terms of that a good behaviour from the learner is accepted, then rewarded. Behaviour conversely, a bad behaviour is refused, and then the student is punished. This approach aims to control the students' behaviour according to certain standards in terms of acceptance and refusal.

**4.4.4. The Group managerial approach:**

That is to develop the notion of supporting a group of students among others, which is called "allegiance to the group". As a result, it minimizes the probability of the disruptive behaviour to be raised. So, as far as students are supported among the other groups, the probability of students' making noise in the classroom is less found and the teacher will be able to maintain discipline.

**4.4.5. The Group guidance approach:**

It means that an individual student's misbehaviour is considered to be as a result from the whole group and a solution for the problem will be by counselling the whole group. So, whenever a student makes a mistake, all the students will be responsible of that mistake and a solution is required from all of them.

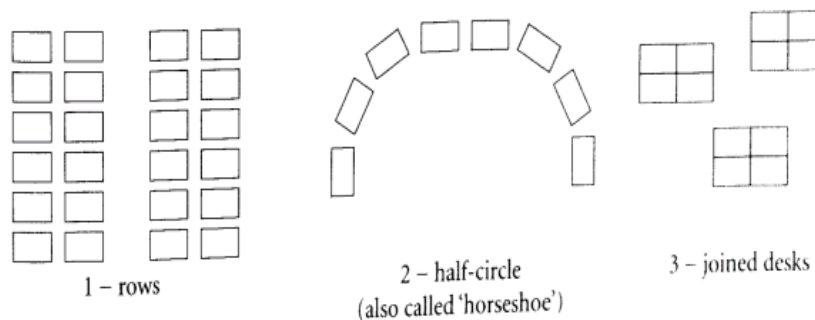
**4.4.6. The Success approach:**

Here, the important thing is the notion of success that teachers, through an effective classroom management, lead the students to feel successful and build self concept. Thus, applying an effective classroom management makes learners feel successful as the teacher succeeded in managing the classroom. (Cited in Coetzee et al, 2008, pp. 26-7).

**4.5. Classroom layout**

Hadfield and Hadfield (2008, pp. 145-6) state that when teaching and doing certain activities in the classroom with learners, teachers should take into consideration one important element that is furniture. In other words, there should be an organization and arrangement for desks, chairs, and other objects to ensure that students can see the teacher, the board, and each other.

There are three suggested options for arranging desks and chairs in the classroom , these three options are rows, half circle or horse shoe and joined desks.



**Diagram IV.1. Options of desk arrangement**

#### 4.5.1. Rows:

The classroom layout permits learners to work easily in pairs or in groups. They can work in pairs with their classmates beside them or work in pairs with others behind them. Thus, they find themselves close to each other, work together easily, discuss different problem situations and solve them.

#### 4.5.2. Half-circle:

We also call it the “horse shoe”. It is characterized by; first, the teacher is in a position that makes him or her the center of attention with the learners ‘interaction through the half circle. Second, it gives an opportunity to pupils to perform role plays or act out drama in front of their peers.

Third, this kind of arrangement helps pupils to see the board easily, and get access to it.

#### 4.5.3. Joined desks:

Mainly for group work, this arrangement is very useful because it gives space for five to six pupils to work together. It also gives the teacher the chance to deal with each group alone and for learners a chance to discuss and interact with the teacher. This last layout gives more importance to all kinds of pupils

#### **4.5.4. The Board**

Edge and Garton (2009, pp.72-73) state that although classrooms ,nowadays, are equipped with technological tools such as using the Over Head Projector and other tools, the board is still approximately the most used equipment that teachers use. Knowing how to use the board effectively is very important for every teacher.

First, writing on the board should be organized using each part of the board for something. Teachers may use, for instance, the right hand half of the board for the prepared work, the left hand column for the new words or expressions that come up during the lesson, and the middle will be specified for examples or diagrams. Second, the board writing should be legible, straight, and big enough to ensure that all the students can see it.

Finally and most important is the notion that the teacher should not be the only one who uses the board, his pupils also should use it from time to time This can be done, for example, when the teacher, in a reading class, with a text about “football” asks pupils to write on the board what comes to their minds about the topic. This will certainly give great results.

- Movement round the classroom: It is useful for students who sit for a long time.
- Involvement: This includes the learners’ contribution to the lesson even if they do not know how.
- Engagement: This helps in getting learners’ reactions towards the topic and it gives space for students to think and add ideas.
- Skills: pupils will use the words in the board as they start working on the passage using scanning. The learners use of the board ensures the learners ‘contribution in the lesson giving space for the teacher to evaluate them as they write words and even sometimes ,pronouncing them.

## **4.6. The Role of the teacher**

Hadfield and Hadfield (2008, pp.148-9) offer the major roles that the teacher does in the classroom. First, as an information giver, and second as a facilitator. The former includes different roles of the teacher in giving information. The latter includes several roles that the teacher does for facilitating learning for pupils.

### **4.6.1. Teacher as an information provider:**

#### ***1. Teacher as an explainer:***

Here, the teacher explains things to his or her students from grammar tasks to vocabulary and deals with different levels especially low level students who need sometimes from the teacher to act or to mime. Therefore, the teacher gives them more time.

#### ***2. Teacher as a demonstrator:***

Here, the teacher performs or mimes in order to explain certain words to his or her pupils or showing how a specific game should be played because learners sometimes cannot understand a word or confuse things and ideas. Consequently, the teacher needs to make efforts to explain more using different and any possible way.

#### ***3. Teacher as an organizer and instruction giver:***

Here, the teacher's role is to give instruction to his or her pupils and ask them to do a variety of tasks in order to complete the course successfully. S/he should gives them the instruction and explains the right way and the easiest one to use.

#### ***4. Teacher as a controller:***

It is according to the pupils that the teacher plays the role of a controller. It is according to the students' behaviour. S/ he will try to keep the learners quiet and eliminate the dominance of some pupils than others.



**5. Teacher as a route planner:**

The teacher directs his/her learners and guides them to the topic of the course or lesson. The teacher, here, prepares learners before the beginning of the course in order to guide them and make them know what they are going to do. Therefore, the teacher contributes in their comprehension.

**4.6. 2. Teacher as a facilitator****6.1. Teacher as a guide:**

The teacher is just a guide. S/he will neither gives the students the information nor explain it, but s/he will gives them the chance to explain grammar or vocabulary by themselves. It is a kind of elicitation for the information.

**6.2. Teacher as a monitor:**

The teacher will be a listener. When learners speak with each other in pairs or groups, the teacher monitors them and s/he tries to evaluate them and correct them later. So, s/he monitors their speech in order to give them feedback.

**6.3. Teacher as a support system:**

The teacher supports his/her learners and helps them when working alone or together moving around and giving help. So, supporting them in terms of checking for comprehension, clarifying, answering questions and giving suggestions to assist in their learning and improvement.

**6.4. Teacher as a feedback giver:**

Here, the teacher evaluates his/her learners and gives them feedback. S/he may correct their mistakes directly or let them identify them and try to correct them. Evaluating them and giving feedback, this contributes in ameliorating their level.

#### **6.4.5. Teacher as a counsellor:**

The teacher advises his/her learners and shows them the ways to improve their level in some tasks. For example, the suitable way to memorize vocabulary and store as much words as possible in mind. Moreover, how to think in the language they are learning and become a fluent self-confident speaker.

### **4.5. Proposals to cope with large classes**

It could be claimed that teachers can meet the challenges of large classes if they implement the following suggestions:

#### **4.5.1. Perceiving a large class from a positive angle**

Surmounting the challenges resulting from crowded classrooms ought to be better initiated by getting rid of the negative attitude towards such classes. This is imperative for more scores than one, one of which is that if one lives through the feeling that a large class is physically and psychologically wearying, they are very likely to end up by turning their teaching job into an unbearable lot. In this way, absenteeism may become a phenomenon among some teachers, which may lead them to be somewhat viewed as redundant by administrators and pupils' parents, and cause learners to experience learning difficulties that will probably be hard for some of them to overcome.

Disposing of the negative attitude towards sizable classes can be carried out by simply accepting these as one normal condition of our teaching job, and mainly through holding the deep conviction that large classes do not only have disadvantages, but also benefits. It may, however, be argued that there are no real benefits of large classes. One can counter-argue such a claim by affirming that if the benefits are not apparent to every teacher, we should do our utmost to create them instead of yielding to the belief that crowded classrooms are among the circumstances that would mark teaching as one of the hardest jobs.

As every teacher wishes to have enough good learners in each of the groups s/he teaches, one of the benefits of a large class is that it is more than likely it can satisfy such a wish. In this sense, there is a certain conviction, the more learners there are in one class, the more brilliant classmates we can find among them, which can facilitate the teacher's task or make it less tiring at more than one level, one of which is via cooperative learning. Such a type of learning can be more fruitful in case there are a respectable number of bright pupils from whom low-achieving classmates can learn probably better and more than they do from the teacher.

In the same setting, Hess (2001) maintains that although teaching large classes is far from easy, there are certain benefits that teachers should be aware of. She voices a similar position on the above-cited benefit of large classes referring to it under the heading: "The teacher is not the only pedagogue (p.3)". The author affirms that since there are so many levels of language proficiency, it is only natural that the more proficient learners quickly take the part of teacher assistants.

She goes on elucidating that in such classes, learners can learn as much from one another as they learn from the teacher. Cooperation works better than competition in the large class: cross-ability grouping allows the more able learners to improve their language skills by honing their ability to explain, to state clearly, and to give effective examples, while it provides the less able with considerable support (p. 3).

Hess (2001) examines other advantages of large classes. She assumes that a large class:

- offers more chances for interaction. The fact that there are enough students makes the class infinitely more multilevel, increases the interest, energy level, and linguistic output of the whole group;
- represents a rich variety of human resources. Since, in a large multilevel class, there are a great many opinions, a great many points of reference, perhaps many cultural backgrounds, many different experiences, and many learning styles, we can make use of this wealth of dissimilarity to our advantage in creating interesting, varied, meaningful, and student-centered lessons;

- helps professional development occur naturally. Although experience with any class size helps us to develop our teaching methodology, teaching a large multilevel class compels us to invent and develop new ways of organizing material, find better ways of setting up routine tasks, and prompts us to think, create, and grow as teachers (pp. 2 – 4).

Harmer (1998) proposes a number of recommendations that can help with successful teaching performance in large classes. Two main ones of these are the following:

- Using pair work and group work: these are important in large classes, in that they can maximize pupils' participation;
- Using group leaders: teachers may rely on group leaders who can hand out copies, check that everyone in their group has understood a task, collect work, and give feedback.

#### **4.5.2. Adopting individualization techniques**

Relying on good members as group leaders and assistant teachers in large classes implies the adoption of individualization techniques for large classes, as suggested by certain ELT writers, namely Nolasco and Arthur (1994), and Sarwar (1991).

The concept of individualization as defined by Richards and Schmidt (2002)

*“ A learner-centered approach to teaching in which*

*(a) goals and objectives are based on the needs of individual learners,*

*(b) allowances are made in the design of a curriculum for individual differences in what students wish to learn, how to learn, and the rate at which they learn.” The authors go on making it plain that “individualization includes such things, as one-to-one teaching, home study, self-access facilities, self-directed learning, and the development of learner autonomy, since they all focus on the learner as an individual” (p. 254).*

The principles of individualization imply that one principal role of the teacher's is a facilitator, and accordingly the learner is to assume a more active role in the teaching-learning process, mainly through exercising responsibility for her or his own learning. In this frame of reference, Harmer (2001) notes that individualized leaning has the following benefits, which would reduce the load of the teacher's work in a large class.

It is likely to be less stressful for students than performing in a whole-class setting or talking in pairs or groups;

- It can develop learner autonomy and promote skills of self-reliance and investigation over teacher dependence;
- It can be a way of restoring peace and tranquility to a noisy and chaotic situation.

#### **4.5.3. Self editing and peer editing of students' written work**

Peer editing is one technique that can help lighten the load of assessing learners' writing exercises for the teacher.

Similarly, for the sake of reducing the big amount of learners' written work the teacher has to correct, Renaud et al (2007) suggest the technique of self editing and the technique of peer editing as two procedures manifesting the adoption of individualization for teaching large classes. These are described below:

- Having learners work in groups to produce one piece of writing for each group. The authors explain that this fosters communication, and decreases the number of papers the teacher will have to correct. They recommend the teacher to tell students that all the members of one group will receive the same grade, so that all of them will be interested in producing a good composition;
- Having each student, for all written work, go through the process of self editing and one or two rounds of peerediting before turning in the paper (p.14).

#### **4.5. Student disruptive behavior**

Disruptive behavior is another major challenge teachers face and complain about most, generally in universities and particularly in secondary school and often react in different ways to its various aspects.

Relying on a personal experience and on that of a number of teachers, common examples of learners' disruptive behavior include:

- Behaving disrespectfully in various ways towards the teacher
- Cheating at exams

- Making loud noises
- Talking while the teacher or another student is talking
- Coming to class late
- Coming to class without the necessary educational stationery

#### **4.5.1. Ways of addressing the problem**

It depends on the teacher to provide his/her pupils with tractable and teachable environment that is favorable and conducive to learning, but being under the pressure of some learners' behavioral disruptions would make the instructor's duties seriously challenging. The query that arises, in this respect, is how the teacher ought to respond to learner problem behavior.

#### **4.5.2. Problem behavior is often a reaction, not an isolated action**

Certain reactions to disruptive behavior, particularly the diverse sorts of penalties many teachers often resort to are not always an optimal solution to the problem; they may sometimes make it more serious. An important step towards addressing the problem is investigating its causes and helping learners as possible as one can to overcome or deal with them successfully. Within this frame of reference, it is axiomatic that pupils' disruptive behavior is usually the consequence of a variety of factors. Among these are psychological troubles, such as introversion, timidity, and lack of self-confidence as well self-esteem. Instances of aspects of misbehavior that may result from these are disinterest in learning and demotivation, lack of attention in class, and absenteeism.

Other factors behind learner's problem behavior are social problems, like poverty, parents' divorce, and orphanhood. Being a victim of any of these problems, a student may sometimes turn verbally or physically violent against her or his peers, behave rudely towards the teacher, or tend to infringe other school regulations in one way or another.

Pupil inappropriate conduct can equally be caused by some deplorable aspects of behavior on the part of the teacher, especially those in connection with her or his relationship with learners, such as lack of respect for them,

Favoring more the excellent pupils to the detriment of the less able ones, or sympathizing with girls at the expense of boys or vice versa.

Additionally, in a similar context, it is very likely that some students behave impudently towards the teacher in case they fault her or his personality, scientific knowledge, teaching methodology, or professional integrity. In a word, it is accordingly a reasonable inference that learner misbehavior may often be a justifiable reaction to a large extent rather than a mere incidental action. In that case, it is unwise to respond to such a reaction by a different unfavorable reaction on the part of the teacher, which may cause the situation to be worse, but alternatively by a sensible action. Putting it, plainly in other terms, it is really adverse to frequently resort to punitive measures or have recourse to applying school rules whenever a pupil goes astray. In general, the wisdom of working out the predicament ought to be through a range of sensible ways. Instances of these are described below:

#### **4.5.3. Applying a ‘prevention is better than cure’ principle**

A distinguishing characteristic of a successful teacher is her or his taking a “prevention is better than cure” measure in respect of the various challenges s/he or learner may face in the course of the teaching-learning process. If, however, a problem or difficulty arises, s/he ought to look for reasonable ways that enable the teacher or the learners to cope with it.

#### **4.5.4 .Avoiding punishment**

In case a learner behaves improperly, the teacher should not have recourse to punitive measures, but composure during or just after the exhibition of misconduct, as well as talking over the incident amicably with the learner at a later time should be the most sensible responses. Following is a personal experience by an EFL teacher, which can prove the fruitfulness of the mentioned responses to learner disruptive behavior.

Mattheoudaki (2001) in an article entitled *Discipline – a flexible approach* reports that one day, one of her learners started a routine activity, on which he was always keen, with some sarcastic, ironic remarks, and followed these with obscenities and offensive language. She goes on recounting that when she intervened and asked him to conclude his speech and sit down; he turned his back on the class and her and walked out of the classroom. The teacher states that she thought for a couple of minutes and continued with her lesson without making any comments on the incident. She adds that when she talked with the student later that day, she found out that his parents had just divorced, and as an only child in the family, he was having a hard time. The following day, the teacher reports, the learner apologized both to his classmates and to his teacher.

Mattheoudaki (2001) draws an inference from the above incident maintaining that our reaction must always be seen in relation to particular incidents and learners. She suggests that before we react, we should take a step back, examine the choices we have as well as the possible consequences of our choice. She goes on stating that before thinking about our status, we should think about our learners' interests, and that our status is at stake only when we become unfair to them and lose their trust.

#### **4.5.6. Refraining from being too lenient or too severe**

It has been noticed that many teachers tend to be very lenient and tactful with pupils aiming at acquiring their liking and respect, whereas a number of others incline to be rather severe intending mainly to maintain discipline. Nevertheless, behaving frequently in either case is far from attaining the desired mentioned goals.

Leniency ought not to be a constant teacher pattern of behavior, so that it will not lead to some type of anarchy during lessons, and will not cause pupils to behave disrespectfully towards the teacher. It is recommended to bear in mind the English saying "*familiarity breeds contempt*," from which we can adopt the principle *constant leniency is no successful policy*. On the other alert, consistent severity is highly inadvisable. It is psychologically accounted for as a form of violence, which may engender another kind of violence against the teacher and/or a



negative attitude towards her or his subject matter. The teacher should, therefore, behave in a middle-of-the-road way towards his/her learners, which can guarantee a relationship, based on mutual respect between both parties.

#### **4.5.7. Enlightening students about the necessity of behaving properly**

One other recourse that can help maintain discipline is raising learners' awareness of the necessity of proper conduct.

Playing the role of an educator, the teacher is recommended to sensitize pupils that they come to school not just to study school subjects and acquire academic knowledge from them, but also to learn civility, and hence how they should behave at educational institutions and somewhere else, and act as civilizing influence on those having no manners.

#### **4.5.8. Rewarding appropriate behavior**

Perhaps one simple, but motivating measure that can promote appropriate behavior among learners is rewarding it. These can be verbal and material, and should be compatible with learners' age and affective interests .

Concerning verbal rewards, they can be in the form of various praising expressions whenever a learner behaves properly.

Material rewards may be prizes. At the end of each term, and during the-end-of-academic-year party, the best-behaved pupil in each class may be awarded prizes, and the best-behaved pupil in the whole institution may be given a more valuable award. Such a measure can further sensitize pupils to the necessity of good behavior, and may also create a sense of competition among them in this regard, which can consequently produce desirable results.

Following are several ways that can foster appropriate behavior through rewards as recommended by Akin-Little et al (2004), Brophy (1981), and Cameron and Pierce (1994).

- Use small rewards frequently, rather than large rewards infrequently;
- Deliver rewards quickly after the desired behavior is exhibited;

- Reward behavior, not the individual, and communicate to students the specific behavior that led to the reward;

- Use several different kinds of rewards selected carefully to ensure that they are reinforcing pupils.

In a related context, Gordon (1996) advises teachers to use the element of surprise, for example by giving a double reward unexpectedly, and warns them not to take rewards back.

#### **4.5.9. Using school rules as means of cooperation:**

Teachers are reminded and pupils need to be aware that school rules and regulations should not merely be used as tools of punishment against learners, and solely as means to protect the teacher and preserve her or his status, but as Mattheoudaki (2001) contends, they are to facilitate cooperation between both parties. It is worthy of note that the teacher ought to draw the learners' attention that one reason behind a number of pupils' intention to breach school regulations and rules is that they feel they are imposed on them and are against them.

A practical way through which the teacher can overcome such an adverse attitude, and can subsequently help maintain discipline is a suggestion by Renaud et al (2007). This is described below:

- Ask small groups of pupils at the beginning of the year to write down rules they think are reasonable regarding classroom behavior and the consequences for breaking them.
- Collect them and summarize them on a large sheet of paper.
- In the next class, ask pupils to consider the rules and make suggestions for change.
- Finally, ask them to vote to accept the rules, and make a final copy to be hung in the classroom for the year.

The authors affirm that *“if the rules come from the learners, and they consider them to be fair, they will be more willing to follow them”* (pp. 13-14).

It is generally contended, especially among teachers that teaching small-sized groups of learners is far easier and comfortable than teaching large groups. Nevertheless, due to weak budget, lack of teaching space, and shortage of human resources, large classes are common in almost all educational institutions. Such

classes pose a formidable challenge for teachers by reason of the various difficulties they give rise to.

In a nutshell, large classes cannot disappear from educational scenes, and so might pupils disruptive behavior. Therefore, both issues should be deemed to be part of teaching job, and ought to be perceived as being among the prices of success.

## **SUMMARY**

The main purpose of this study was to identify factors affecting the learning occurrence under the implementation of SCLA in large English classroom in reference of S'ghir secondary school. To this effect from 261 pupils, based on their classes' role number, first year secondary school pupils and their English teachers were the data sources used in the study. Moreover, from the classrooms of first year the largest classrooms were purposively selected for classroom observation. Questionnaire, interview and classroom observation were the data gathering tools used.

The data obtained from the above sources were analyzed by using quantitative and qualitative methods of analysis. After the data had been collected they were sorted, organized and identified according to their categories, similarities, or differences. Then the organized data were analyzed in percentages within tables and piecharts, then interpreted and narrated or transcribed qualitatively in an integrated way. Based on the analysis of both the qualitative and quantitative data, the following major findings were achieved.

□ Teachers and pupils face instructional, and psycho-socio challenges during the application of SCLA in their actual large class size.

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□ The impacts of large class size (LCS) on implementation of student-centered learning approach (SCLA) is major problem of the study.

□ LCS impedes the learning achievements and hinders the implementation of SCLA.

## CONCLUSION

From the above major findings, it can be concluded that pupils and teachers in the studied secondary school have better perception about the things that hinder how to implement the student-centered learning approach in large English classroom. Even though the perception of the pupils and teachers were favorable, the method is not implemented in the secondary school.

The new curriculum framework advocates that learner-centered learning approach and the constructivist view of knowledge leads to effective and efficient process of classroom learning. However, the findings of the study revealed that teachers were not using learner-centered method. One of the biggest problems often encountered in teaching English in SCLA is the large number of learners. It's, therefore, comprehended from the analyses so far discussed that the major impacts of LCS suggested as problem for effective implementation of SCLA and as obstacles for teachers to manage their classes.

Large classes should be viewed from a positive perspective through making them advantageous in diverse ways. One of these is that teachers, school administrators, pupils and their parents should all collaborate in applying the principles of individualization in sizable groups of learners, so that the problems and difficulties resulting from crowded classes can be surmounted, and thereby a respectable rate of success of the teaching-learning can be achieved. With regard to learner problem behaviors, instructional, psychological, social, the first step towards meeting these challenges is that the parties involved ought to identify their diverse causes and try to prevent their occurrence, or in case they have occurred, they should take down-to-earth, proactive courses of action to deal with them successfully

## **Recommendations and Pedagogical Implications**

Based on the findings of the study, the researcher would like to forward the following recommendations to reduce the negative effects of large class-size and improve the implementation of SCLA.

1. It was found in this study that the classroom interaction in large class is negatively associated with effective practicability of student-centered learning. Therefore, teachers of large classes should encourage their pupils' interaction either by pair or group works; provide opportunities for pupils to learn from each other and through more meaningful feedback from their teachers.

2. Implementing student-centered learning through minimizing the impacts of large class size which were found in the study Therefore, those teachers should use different methods and strategies to create small class size within the large class-size. For instance, they ought to break the class in to small groups, use the largest classrooms or halls or space outside of the classroom and sometimes change the classroom arrangement in a way that the classroom set up is in convenient for student-centered learning. In addition to deal with challenges of large class-size two major ways can be generally proposed; such as either by reducing large class-size in to smaller; or by minimizing the effects of the large class-size.

Of course, achieving the former seems unlikely and unavoidable challenge in developing countries. However, the educational stakeholders and administrative bodies may do their best to cope with the problem. Thus, schools, nearby authorities and even the government should make an effort to make more sections, provide sufficient learning materials, fulfill classroom furniture and employ adequate teachers.

3. To cope with misbehavior of the learners and to make the classroom discipline harmonious, teachers could use different strategies like establishing ground rules which should be obeyed by each and every pupil and groups; and create learners' profile, more authorize the group leaders and encourage those disciplined pupils.

4. Teachers should plan their lesson before hand so that they can use the time allotted properly. It is assumed that small class-size plus good teacher with good teaching method results learners' effective learning. To accomplish this they can use a number of mechanisms; such as, supporting each other in a classroom .Supporting this suggestion, Harmer (1983) argues that no matter how bad the conditions were, teachers could create an atmosphere of acceptance and security.

5. The psychological and social effects of large classes are crucial as taken in to consideration when dealing with large classes. The teacher should draw the attention of individual members to help and should establish good teacher-student relationships by addressing the learners by names in order to solve the problem of teachers' ignorance especially when the learners feel that they are neglected.

6. Teachers should also try to conduct continuous assessment and provide feedback by giving few activities, using peer and self assessment strategies among pupils; so that they can easily, timely and frequently correct the learners' works and then provide crucial remedies.

7. It is highly recommended to introduce the issue of how to cope with large classes and meet the challenges of pupil inappropriate conduct in pre-service and in-service teacher training.

8. It is also strongly advisable to order the study of educational psychology in the teaching practice syllabus.

9. 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 LCS.





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## Appendices

### Appendix I

S'GHIR Aissa Secondary School

Grade: 1<sup>st</sup> Year Secondary School Level

This observation checklist aims at assessing the activities practised in the two carefully selected large class-size classrooms in relation to the implementation of SCLA .

### I. Classroom Observation Checklist

1. **General information ...**
2. **Grade/section :** Scientific Stream N°3
3. **Number of pupils in the class:** 42
4. **Gender :** Girls 23/ Boys:19

### II. Information about the teacher

- 1 **Qualification** -----
- 2 **Experience** -----
- 3 **Gender**  
-----

### III. Teacher Activities

**Table 1 Activities of the teacher**

activities	Yes	Yes but	No
------------	-----	---------	----

No			not effective	
1.1	Assesses pupil prior knowledge and Experience			√
1.2	Motivates the students to articulate their experience.		√	
1.3	Makes the classroom interactive		√	
1.4	Organizes pupils into pairs/groups		√	
1.5	Facilitates group discussion			√
1.6	Controls group discussion		√	
1.7	Encourages Pupils to participate in group Discussion		√	
1.8	Harmonizes group discussion			√
1.9	Clarifies the topic of discussion			√
2.0	Shows the way for discussion			√
2.1	provides clue to the activities		√	

## 2. Pupils Activity

**Table 2 pupils Activities**

No	Activities	Yes	Yes but not effective	No
2.1	I interact with the teacher		√	
2.2	I interact with other Pupils			√
2.3	I express ideas on different issues			√
2.4	I ask questions			√
2.5	I answer questions	√		√
2.6	I participate in group discussions	√		
2.7	I present the result of group Discussion			√
2.8	I do home works.		√	
2.9	I submit assignments on time		√	



## Appendix – II

Interview Question to Secondary level Teachers at S'ghir Aissa (SAIDA)

Dear teachers, would you like to answer the following questions that are concerned to our research, which is the Impact of Large Class on Learning Occurrence under the implementation of Student Centered Learning Approach. The case of 1<sup>st</sup> year secondary pupils level. Your answers and personal opinions are very important and will contribute effectively in the completion of this survey.

Countless Thanks for your precious time and cooperation .

### General information:

#### Gender

Male  Female

#### What is your qualification:

- a. BA ( license )
- b. MA ( Magister/Master )
- c. Ph. D ( Doctorate )

Length of work at secondary school..... year (s).

Age -----

the level of Grade that you are teaching-----

The majority of teachers argue that Student Centered Learning Approach is mainly impossible to be applied in Large Class-size

1. What do you do to facilitate pupils-centred method in your school?

To facilitate the pupils-centred method, I group them into three pupils in groups according to the seat arrangement that is why the desk is unmovable. Other times I group them in a group of ten pupils.

2. According to your view, what are the factors that hinder the application of the pupils-centred method in your class?

The factors that hinder the application of the pupils-centred method in my school are a large number of pupils, unmovable desks and tables, the discipline of the pupils and the others.

3. What could you do, In order to minimize the impact of large class size?

I divide them into small groups, while the pupils were doing the group work I was walking around the classroom, giving instructions and assistance as necessary.

4. In what way does large -class affect your class management, learning, assessment of learning and your control of the learning process?

It is very hard to manage the class and assess the pupils. To overcome the problem I nominate monitors and the help me in the process.

5. What are challenges that you encounter, due to the large class size, while you try to implement SCL approach in your class? (in terms of pupils involvement, inability to manage pair and group works, in the ability to assess learning and providing feedback.,etc.)

There is no time for pupils to involve in the teaching-learning process. In addition to this, the condition is not favourable to manage group works and assessing learning and providing feedback...etc

6. What language learning in teaching activities are severely affected due to factors related to large class size?

Speaking and reading skills are severely affected due to factors related to large class-size.

7. What do you suggest should be done to reduce the negative impact of large-class in teaching and learning English?

To reduce the negative impact of large class size in teaching and learning English as to me is we teachers should do hard on the issue, by using make-up classes, helping less able pupils in and outside of the classroom.

## Appendix III

### Pupils' Questionnaire

#### General direction to the respondents

Dear pupils, the aim of this questionnaire is to gather data for the study designed to assess factors affecting the implementation of learner-centred approach in the large English classroom. The information gathered will be confidential and will not be used for any other purpose than this study. Your identity, including your name, will also be kept confidential. Therefore, you are kindly requested to provide the necessary information.

Thank you in advance.

#### Part – I: A questionnaire to be filled by Grade first years secondary school pupils.

##### (1) Background information of the pupil:

**Instruction - I: Mark" X "in the boxes that correspond to your background.**

1. Name of the school:

2. Gender

Male

Female

3. Age

14—15

16—17

>18

In the following list, you will find different instructional issues that may be affected by class size. Thus, please circle the number for each of the items according to the following key.

**Key: 5. Strongly Agree    4. Agree    3. Undecided    2. Disagree    1. Strongly Disagree**

1. Learning cannot occur when pupils are noisy in large classroom.

5      4      3      2      1

2. The teacher cannot control the pupils discipline in the large classroom.

5      4      3      2      1

3. In large class size, teachers spend more time for classroom management at the expense of facilitating learning.

5      4      3      2      1

4. Pupils cannot learn English when they do practical activities in crowded classrooms.

5      4      3      2      1

5. In large class size, the teacher does not pay attention to each individual.

5      4      3      2      1

6. In large class, pupils do other things because the teacher cannot monitor all the class

5      4      3      2      1

7. A small number of class size environments help the pupils when help is needed.

5      4      3      2      1

**8.** In overcrowded class, every pupil does not get chance to ask and answer questions and clarification.

5      4      3      2      1

**9.** In a large class size learning is dominated by fast and excellent pupils; no or less chances are there for slow or less able pupils.

5      4      3      2      1

**10.** Crowded classes are caused to use first language rather than English.

5      4      3      2      1

**11.** In our large class size, pupils cannot quickly and comfortably change position to face each other for pair or group work and turn around to face other groups or the teacher.

5      4      3      2      1

**Part- II: Psychological effects of Large Class Size.**

**1.** I feel shy to speak in English in the large class.

5      4      3      2      1

**2.** I feel less secure and more anxious in large class.

5      4      3      2      1

**3.** Teacher-student interaction in large class is neglected.

5      4      3      2      1

**4.** In large class size, the teacher does not care about me even if I sleep in the class.

5      4      3      2      1

**5.** In large class size there is emotional gap between us and our teacher.

5      4      3      2      1

**6.** In large class, the teacher does not know individual pupil's name, because the opportunity to express oneself is rare.

5      4      3      2      1

**7.** Large class size contributes uncomfortable feeling and limiting them from participating actively into pairs and group works.

5      4      3      2      1

## استبيان للتلاميذ

عزيزي التلميذ، الهدف من هذا الاستبيان هو جمع بيانات الدراسة المصممة لتقييم العوامل المؤثرة في تنفيذ المنهج الذي يركز على المتعلم في الفصول الدراسية الإنجليزية الكبيرة. ستكون المعلومات التي يتم جمعها سرية ولن يتم استخدامها لأي غرض آخر غير هذه الدراسة. كما سيتم الحفاظ على سرية هويتك، بما في ذلك اسمك. لذلك، يرجى منك تقديم المعلومات اللازمة.

شكرا مقدما.

: الجزء الاول - استبيان يملأه تلاميذ الصف الأول الثانوي

معلومات أساسية عن التلميذ :

:وضع علامة "X" التعليمات - في المربعات التي تتوافق مع خلفيتك

اسم الثانوية:

جنسك :  ذكر  أنثى

السن:  16-13  18-16  أكبر من 18

في القائمة التالية ستجد مشاكل تعليمية مختلفة قد تتأثر بعدد الفصل. لذلك يرجى وضع دائرة حول الرقم الموافق لكل عنصر وفقاً للمفتاح التالي:

مفتاح:

5 . أوافق بشدة 4 . أوافق. 3 . لم أقرر 2 . غير موافقا 1 . لا أوافق بشدة

1 . استحالة التعلم و التدريس عندما يكون التلاميذ صاخبين في القسم المكتظ

5 4 3 2 1



2. لا يستطيع المعلم التحكم في انضباط التلميذ في القسم المكتظ .

5 4 3 2 1

3. في القسم المكتظ ، يقضي المدرسون مزيداً من الوقت لإدارة الفصل الدراسي على حساب تيسير التعلم .

5 4 3 2 1

4. لا يستطيع التلاميذ تعلم الإنجليزية عندما يقومون بأنشطة عملية في الفصول المزدحمة .

5 4 3 2 1

5. في القسم المكتظ، لا يلتفت ولا ينتبه المعلم إلى كل فرد .

5 4 3 2 1

6. في القسم المكتظ، يقوم التلاميذ بأشياء أخرى لأن المعلم لا يستطيع مراقبة كل الصف

5 4 3 2 1

7. قلة التلاميذ في القسم تمكنهم من طلب المساعدة عند الحاجة إليها .

5 4 3 2 1

8. في القسم المكتظ، لا يحصل كل تلميذ على فرصة طرح الأسئلة والإيضاح والإجابة عليها .

5 4 3 2 1

9. في القسم المكتظ يهيمن التلاميذ النجباء والممتازين على التعلم . و لا توجد فرص للتلاميذ بطيئي الفهم

5 4 3 2 1

10. تنتسبب الاقسام المكتظة في استخدام اللغة الأم (اللغة العربية) بدلاً من اللغة الإنجليزية .

5 4 3 2 1

11. في القسم المكتظ ، لا يستطيع التلاميذ تغيير مقاعدهم بسرعة وبطريقة مريحة ليوافقوا بعضهم البعض للعمل الزوجي أو الجماعي ويستديرون لمواجهة المجموعات الأخرى أو المعلم

5 4 3 2 1

## الجزء الثاني – الاثار النفسية المترتبة عن القسم المكتظ :

1. أشعر بالخجل من التحدث باللغة الإنجليزية في الصف المكتظ

5 4 3 2 1

2. أشعر أقل أمنا وأكثر قلقا في القسم المكتظ .

5 4 3 2 1

3. تفاعل المعلمين مع التلاميذ في القسم المكتظ شبه منعدم او مهمل.

5 4 3 2 1

4. في القسم المكتظ ، المعلم لا يهتم بي حتى لو كنت أنام في الفصل .

5 4 3 2 1

5. في القسم المكتظ، هناك فجوة عاطفية بيننا وبين مدرسنا .

5 4 3 2 1

6. في الفصل المكتظ، لا يعرف المعلم اسم التلميذ الفردي، لأن فرص المتعلم في التعبير عن نفسه نادرة .

5 4 3 2 1

7. يساهم حجم القسم المكتظ في الشعور بعدم الراحة ويحدها من المشاركة في الانشطة الثنائية والأعمال الجماعية

5 4 3 2 1

# شكرا

