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**The Oversized Classrooms and The Educational Achievement**  
**-A Limited Learning Environment Requiring Specific Management Strategies-**  
Classes of Moulay Tahar University as a sample

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master* in  
Didactics.

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## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: .....

Name: .....

Signature:.....

## **Dedication**

*I would like to dedicate this work to:*

*My wonderful parents, my mother and dead father (God bless him) who hold all my love and gratitude. Thank you for your unconditional and never-ending love, for your support that you have always given*

*To all my dear sisters and brothers*

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## **Abstract**

Recently, the English language department of Saida University witnessed a dramatic increase in the number of students, which led to the prevalence of the oversized classes phenomenon. For this reason, learning and teaching processes have become challenging and the students' academic achievement might be affected badly. The aim behind the present research is to explore the challenges and problems that teachers and students face in crowded classes. The latter find difficulty in achieving satisfactory results. The study relies on both qualitative and quantitative methods to investigate the problem. The target population is (26) English language students (Moulay-Tahar University) from different levels. The students' questionnaire has been administrated through the Moulay-Tahar University students' Facebook group. Whereas the teachers' one is sent to the majority of English language teachers via their e-mails, only (8) teachers answered it. The findings of the current study indicate on the one hand that teachers encounter many challenges such as the difficulty of managing the classroom, noise, lack of concentration, discipline issues, and the complexity of assessing students. On the other hand, students feel uncomfortable and their performance is weak in such classes due to several reasons such as disturbances, less disciplined class, and fewer possibilities to participate and express themselves. Based on these results, the hypothesis that the students' educational achievement is affected negatively by large classes is confirmed. Therefore, to facilitate the learning-teaching process and enhance the students' attainment, new strategies and techniques are provided. Moreover, the present research offers some recommendations.

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## **List of Abbreviations**

COVID-19: Corona Virus Disease 2019

MA: Master Degree

PhD: Doctor of Philosophy

Q: Question

## **List of Acronyms**

EFL: English as a Foreign Language

ICT: Information and Communication Technology

UNESCO: United Nations Educational, Scientific, Cultural Organization

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## **General Introduction**

Through time, teaching and learning processes are becoming complicated tasks due to several reasons. The tremendous growth of population all over the world caused a phenomenon in education that is called “The overcrowded classes”. The mentioned issue imposes different challenges to both teachers and learners all over the world, where they face many hindrances such as instructional, management, assessment, and discipline issues. The oversized classroom is considered the most challenging trouble teachers may face while teaching in public schools and universities. Large classes have been defined differently by scholars and practitioners but most of them agreed that the class that contains 40 students and more is considered a large class. In other words, the whole class is filled with learners and teachers are incapable to manage, control, and evaluate them. Most importantly, educationalists found that it may affect the students’ achievements. The optimum languages classroom level is around 15 to 20 students in the class.

In our context (Algeria), the class size has been always a matter of discussion in the past fifty years on the level of schools, colleges, and even universities. Teachers do not prefer teaching large classes due to difficulty in managing, controlling, and assessing students. Also, it may affect the learners’ educational achievement negatively. It is difficult for students to grasp lessons, participate regularly in the class, attain their needs, interests and reach good grades within a large classroom since

it is crowded and noisy. The most crucial thing is that oversized classes are horrifying to teachers, especially the inexperienced ones. This likewise demonstrates that educators need practical techniques and strategies in huge classes.

The overcrowded classrooms are a real-world challenge that influences teachers in general and English language teachers in particular. Moulay-Tahar University classes are becoming crowded due to the heightened interest of learners toward the English language. The goal of this project is to discover the effects of large classes on teaching and learning processes and to investigate the appropriate ways of dealing with these large classes in order to boost them. Also, it provides teaching strategies that help increasing the learners' outcomes.

The present research work aims mainly to find out two aspects: first if the overcrowded classes affect the students' educational achievement or not. Secondly, the thesis intends to discover innovative strategies and techniques that can help EFL teachers dealing with their oversized classes.

Taking into consideration the aims of the research and the problems encountered in large classrooms. This dissertation tries to answer the following questions:

- a. What are the difficulties that students face to achieve good results in an oversized classroom?
- b. How can the teacher help his/her students to increase their educational achievement?

In order to answer the research questions we will focus our research on the following two hypotheses:

- a. We hypothesize that the large classroom may affect the learning outcomes.
  
- b. We hypothesize that there are some new strategies and techniques that the teacher can implement in a crowded class to promote the students' achievement.

To accomplish the research aims, we used both qualitative and quantitative methodologies to describe and analyse the data carried from the questionnaires. Therefore the main objective of this dissertation is to define the effects of the oversized classes on students' educational achievement besides providing strategies to facilitate learning and teaching.

The target population of the study is narrowed to English Language students at Saida University. Twenty-six (26) students from different levels, besides eight (8) teachers chosen randomly to express their attitudes on the phenomenon of the crowded classrooms as well as analysing it.

To gain the teachers' and the students' attitudes on the oversized classrooms we have designed two questionnaires pointed to both students and teachers to collect the required data.

The dissertation consists of three main chapters. The first chapter is dedicated to the literature review, this section represents a review on the oversized classrooms; it focuses mainly on its definitions, comparison between large classes and the small ones, besides providing its common challenges. Chapter two shows the relationship between large classes and educational achievement besides classroom management. Mainly, this section is devoted to principles and strategies to overcome the large classes' problems. Lastly, the study field chapter (Three) presents a detailed description of the collected data and its analysis (both questionnaires).

While proceeding to this research, different limitations were faced, such as the sample population size is very limited, only 26 students and 8 teachers answered the questionnaires. Therefore, it is difficult to find a significant relationship between the gathered data and the results. This is due to the epidemic (COVID-19) conditions Algeria is living in. Also, lack of available data; there were significant books and article but most of them are not free which limited the full description and analysis of the issues.

# **1 Chapter One: Literature Review**

## **Chapter One: Literature Review**

### **1.1 Introduction**

The expansion in the quantity of EFL learners around the world drives the classrooms to look crowded. In a class with a large number of students, the teaching process will be more complicated particularly for inexperienced teachers, as it imposes different challenges on different levels. Therefore, the following parts will stress over various definitions of the phenomenon suggested by teachers and scholars besides figuring out the common issues faced while teaching large classes.

### **1.2 Definition of Oversized Classrooms**

The classroom is the most significant place inside a school; learners are there for the majority of their time, hoping in an appropriate learning atmosphere. The whole design of the class, learners' objective, understanding, personality even behaviour can be improved when teachers set a lot of their efforts making the classroom environment comfortable for students to learn.

Concerning the impact of this major spread phenomenon in our country, teaching in such an environment is challenging. It is meant by an overcrowded class when the number of learners exceeds the ideal level. An ideal level of class is the number of students that allow effective teaching to take place. The crowded classrooms have been defined differently by scholars and practitioners in the field of education. Some of them are relating it to the number of students in a class as (Ur, 1996) believes that:

Large is, of course, a relation term, and what a large class is, will vary from place to place...a group of twenty may be considered large; in my own teaching situation 40-50... A study was done by a team of the

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Lancaster-Leeds Language Learning in Large Classes Research Project (Project Report N° 4) of Coleman et al. indicates that an average perception of the large class maybe around 50 students. (p. 302).

Many researchers agree that the number of students in a classroom is the reason that permits us to determine whether it is a large class or not. But, they do not agree on an exact number which leads to different suggestions. Enerson, Johnson, Milne, & Plank (1997) claim that by the end of the semester if the teacher is unable to learn the students' names it is considered a crowded class. They also view that 100 students are the least number of a large classroom (p.77)

(Todd, 2006, p. 2) proposed a table that contains various opinions on the minimum size of an oversized classroom:

Author	The minimum size of a large class
Finocchiaro (1989)	65
George (1991)	60
Long (1977)	60
Sofnil (1991)	60
Touba (1999)	60
Barker (1976)	55
Chimombo (1986)	50

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Hayes (1997)	50
Halliday (1996)	50
Li (1998)	50
Hubbard et al (1983)	45
Dixon (1986)	40
Nolasco & Arthur (1986)	40
Samuda & Bruton (1981)	40

**Table 1. 1 Some minimum Sizes of Large Classes (Todd, 2006, p. 1)**

On the contrary, some other researchers are linking large classes with contexts; for example, Hayes (1997) claims that the perception of the oversized classrooms differs from context to another. For instance, in Europe, a large class can be around 20 to 25 students, unlike in Africa; the number of students in one class may surpass 60 reaching even 100 students (p. 115)

Significantly, different from what the previous scholars believe, Coleman, (1989) as cited in Todd (2006) presumes that an instructor who is accustomed to teaching classes of 20 students, he will frequently say 30 students is a crowded class. Yet, for another teacher whose standard class size is 40, a huge class may involve 60 students (p. 2). Regardless of these variations, educators wind up teaching bigger classes than they consider is perfect. Additionally, Nolasco and Arthur, 1988 as cited in (Tayeg, 2015, p. 8) claim that: "Teachers who are used to teach groups of 12-14 students might find a group of 20 rather threatening. Others

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may be relieved when they have only 40." The class size which the teacher used to teach plays an important role in his teaching process. The larger class is the more challenging the teaching process will be.

Most of the teaching process in elementary, middle, secondary schools is done through traditional teaching methods where the educator explains the grammar and teaches vocabulary, these are still considered effective in teaching this is what Buchman and Bogers (1990) as cited in Khan & Iqbal (2012) view that if they are no longer feasible in the class this means that you are in a large class and new ones must be attempted.

A workshop composed by (UNESCO) concentrating on instructing and learning in high education held at Moi University in Kenyandicates, the members of this workshop were senior academics, they did not agree one definition of what an oversized class is. They tried to define it as follows:

- There is nothing like a large class. The large class is only the mind of the orthodox teacher
  
- A large class is one which more students than available facilities can support.

As Ur (1996) and Enerson, Johnson, Milne, & Plank (1997) suggested that the large class is a matter of how many students are in the class (number). Hayes (1997) provides an antithesis to their idea by arguing that the large class differs from one context to another (p. 115) while Coleman (1989) as cited in Todd (2006), Nolasco, and Arthur (1988) as cited in Tayeg, (2015) assume that the perception of the oversized classes is related to what teachers used to teach whether (small class)

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or (large class). Whereas Buchman and Bogers (1990) as cited in Khan & Iqbal (2012) think that when the traditional teaching methods are unworkable in a class this indicates that it is a crowded classroom. Unlike the previous views, the senior academics of (UNESCO) define a large class as the one with a bigger number of learners than the accessible facilities. These recent opinions have begun to provide insight into what oversized class means and how they can be identified from different aspects. But, the thing that matters in a large class is which strategies the teacher can use to facilitate the learning and the teaching processes.

### **1.3 Large class or Small class:**

The class size investigations have been generally conducted to test the theory of “the smaller is better”. In accordance with the popular assumption that an expansion in number in a classroom prevents successful teaching and learning processes. Therefore it is normal to consider a class size as a serious matter and research its effect on the educational achievement. Typically such researches adopt some experimental study in which students are distributed to two or more groups of different sizes and their achievement is assessed by examining their pre and post-test grades on standard achievement scales.

Currently, there is no consensus between instructors on crowded classes whether they are good for teaching or not. But, generally, most language teachers assume that the class size (large) harms the teaching-learning process. A significant number of teachers focus more on large classes as being out of control, difficult to arrange, and hard to communicate with learners. Harmer ( 2007a) also, sees that oversized classes are causing problems to both students and teachers, as well as

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hindering learning-teaching process (p. 177). Furthermore, Yu Jianqiong (2004) as cited in (WANG Qiang and ZHANG Ning (2011) discovers several common issues in such a place e.g. A little opportunity is given to students to perform their English, which hampers the development of their oral skill; she also states that personality variations and the classroom atmosphere are neglected (p. 3). In brief, the majority of teachers favour small classes due to the common preview on that the smaller the class is, the more the students learn. In addition to that, they see that teaching in large classes is tedious, they feel desperate and such a setting is uncontrolled. This kind of instructor appeals to lose hope and think that it is impossible to make students learn. Yaman (2009) thinks that small classes are better suited to learning; also the academic achievement is high (p. 350) .i.e. the academic performance is based particularly on the number of students in a class. The small class helps to increase the students' motivation, that is the learners are more interested in learning plus their creativity is active in such a class. Additionally, the chance of adopting different strategies and methods to teachers is high, and results in positive attitudes and morality.

However, several studies promote teaching in crowded classes, Ur (1996, p. 305) and Hess (2001, p. 3), who claim that the oversized classes have plenty of human resources besides a good chance for creativity, unlike the smaller classrooms.

Xu (2001) states that more learners represent more thoughts, thus the more ideas offer greater opportunities and views. Three advantages are added by Qi Li and Wang (2009) as reported in WANG Qiang and ZHANG Ning (2011). First, the oversized classes afford more chances for co-students interaction, promotion, innovation, and creativity (p. 3). Moreover, Lewis & Woodward (1988) claim that the

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teachers would not see the oversized classes as a challenge, but rather a test of how well they manage classes and teach it (p. 82). It is a matter of teaching techniques and methods rather than class size. Teaching effectiveness is the most significant part of it. Thus, the instructor skill and competency, the instructing strategies applied and the course design are significant variables influencing students' learning and performance than the oversized classes alone so. The quality of teaching drives learners to effective learning whether they are in a large class or small one. The overcrowded classes urge teachers to explore, create new ways of organizing, teaching classes in contrast to small classes where teachers follow the common ordinary way of teaching.

Also, Ur (1996) explicitly sees that the exact number does not generally matter; what makes the difference is how the instructor sees his/her class size in a particular situation (p. 302). Besides that, the Centre of Excellence in Learning and Teaching (1992) firmly sees that minimizing the number of learners in class does not necessarily enhance the quality of teaching rising does not forcibly worsen it. Therefore, crowded classes offer teachers the opportunity to plan those classes creatively and give them a comfortable and welcoming learning atmosphere. According to Hess (2001) even though teaching in crowded classes is far from easy, but surely there are some benefits we ought to know about (pp. 2-4)

First, large classes are full of human resources; many points of view, many ideas, probably different cultures. Since there are sufficient human resources, there will be a quite number of learners to interact, they make the class more active and full of energy and valuable information is afforded. Besides the students' centered approach; it implies that the learning responsibility is on the student whereas the

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teacher's responsibility is facilitating and making ambiguous things clear to learners. Second, cooperative works among learners are higher which helps learners boosting their levels. Third, you cannot be bored in larger classes; motivation is in the whole class by both sides teachers and learners. The diversity of activities speed up the learning-teaching process and make it more effective in contrast to small classes, the same activities are repeated regularly and then lead to a dull learning pace, learners may feel tedious about it. Although, the crowded class has many negatives and few positives, but still teaching and learning processes remain on the shoulders of the teacher and the student as well.

### **1.4 Common Issues of the Overcrowded Classrooms**

It is hard to list all the issues concerning crowded classes. Yet, there are some issues that may seem little from a general perspective, despite that it may influence the teaching-learning process seriously. Definitely, there are some troubles connected to oversized classes that cannot be overlooked at any time.

#### **1.4.1 Discipline**

Instructors encounter challenges in controlling their learners, particularly when they do exercises and their noise is about to complicate the teaching process. At that point, teachers are unable to cease them. To convey knowledge properly their classes have to be well disciplined. It is difficult to keep a class of forty learners controlled most of the time, even very experienced teachers fail in controlling a large class. Hayes (1997) says "... it is noisy, some students who aren't interested in class will disturb the others... when we have the activities in class, it will be difficult to control or solve their problems" (p.109). Undoubtedly, such classes are hard to control yet it is

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not impossible. But it needs the teacher's proficiency and capability to keep issues away from his group.

### **1.4.2 Discomfort**

Teaching/learning in crowded classes might be uncomfortable for both teachers and learners; they may feel hopeless and sad. Speaking continually at a high pitch cannot be kept the whole session. In addition to this, to maintain the eye contact with all the class is really hard. As a result to this, instructors are unable to engage learners in their activities so they get nervous if they fail involving them. At that point, teachers are a long way away from natural teaching and learning. Hayes (1997) claims that: "large of class makes me frustrated and tired and I feel hopeless to manage the class successfully"(p.109). Therefore, it is vital that the class needs to be a quiet and comfortable area to increase the learners' educational achievement.

### **1.4.3 Individual Attention**

The deficiency of time with the huge number of learners may pose a problem to instructors as they cannot focus on each learner alone in the class. Ur (1996) states that "I can't get to know and follow the progress of all the individuals in my class; they are too many of them, and they're all so different" (p.303).

Teachers assert that is difficult to pay attention to all learners, in this manner insufficient support will be given to urge every student to take part in various exercises. Al-Jarf (2006) study members demonstrated that "due to the size of the class they do not have enough time to pay attention to each and give every student a chance to speak and participate" (p.24). That is to say, the oversized classrooms make

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learners particularly weak and shy ones, ignored, and abandoned. Likewise, Kennedy & Kennedy, (1996) assumed that is hard to control all of what happens especially if it is a large class (p. 357)

### **1.4.4 Evaluation of Students' Progress**

In crowded class it is tough for instructors to evaluate their learners appropriately; this view has been confirmed by different researches. A class of forty students does not assist at all in assessing learners fairly and appropriately. Hayes (1997) says “often I didn’t have enough opportunity to listen to them all for example when I want to practise speaking I don’t know whether their pronunciation is right or wrong, it takes a long time to check all of the students’ exercises” (p. 109). Checking and correcting the entire class errors is almost impossible for a teacher, although assessment is one of the bases of teaching.

### **1.4.5 Teaching-Learning Process**

The pace of learning and teaching processes becomes dull in a large class due to multiple reasons such as disturbances and distractions. To the learners, the teacher is not heard, since there is a lot of noise because of the crowding. The learners in such a condition prefer to ask each other than asking the teacher himself. Consequently, the class will miss a decent interrelationship between learners and their teacher which inhibits the learning-teaching process progress. Hayes (1997) notes “... I’m not sure that my students get what I have taught exactly. It is difficult to control the students and I don’t know what they have learned because there are a lot of students. Some may understand but some may not understand and the teacher does not know what to do”. (p.109)

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### **1.4.6 Time management**

Teaching in oversized classes costs teachers much more time outside the educational institution due to the countless courses and an infinite amount of problems. As reported by Mustaf, Mahmoud, Assaf, Al-Hamadi, & Abdulhamid (2014) and Imtiaz (2014), instructors who educate in large classes commit shorter time to teaching and integrated reading/writing activities, since time is regularly consumed by reviewing attendance lists, controlling behaviour and accomplishing the administrative duties. Therefore, less time is devoted to the lesson. As a result, instructors are required to work more hours outside the study hall, so to evaluate the learners' home-works and tasks along with materials and correcting exam sheets. Obviously, the oversized classrooms have a detrimental effect on teachers and, certainly on students too.

### **1.4.7 Providing Equal Chances for participation**

It is crucial if the teacher succeed involving student and be part of the teaching-learning process via participation and negotiating in order to prevent students' passiveness "one of the most critical problems faced by instructors of large classes is that students feel isolated and are often anonymous to both the instructor and to one another" according to Svinicki & McKeachie, (2010)

Usually, learners in oversized classes feel anxious and do not want to communicate with their classmates. They prefer to receive information without contributing to it. For this reason, teachers lean to use the teacher-centered approach rather than the student-centered approach. Therefore, it will be hard to participate under the autonomy of the teacher and a large number of understudies. Also, the

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teacher may focus only on the students who are in the front and the active ones “Active zone” and neglect the others. Moreover, passive learners like such conditions they just want to stay anonymous. As a result, their motivation, achievement, and attendance will decrease progressively.

### **1.4.8 Teaching through the Lecture Method Only**

The lecture method is a teaching method that relies on verbal presentation to transfer knowledge. Frequently, visual aids are used as assisting tools. Percival & Ellington (1988) define it as “a didactic instructional method, involving one-way communication from the active presenter to the more or less passive audience.” Perhaps unlikely we should also include the student who described a lecture as an occasion to sleep whilst someone talks”. Teachers are compelled to rely on the lecture method most of the time in large classes. McKeachie (1980) indicates that the class size goes hand in hand with the method of teaching. Hence, there is an overlap between researchers about which of the two methods; the lecture method or the discussion one is best suited to teach in crowded classes.

Indeed, teaching English with the lecture method is inappropriate. Regarding Bligh (1972) wide research he claims that “the balance of evidence favours this conclusion: use lectures to teach information. Do not rely on them to promote thought, change attitude, behavioural skills if you can help it” (p.20)

Teachers’ skills become a simple means of conveying information while using the lecture method. It kills the creativity of the instructor and the learners are just receptors.

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Receiving the message properly and decoding it correctly by learners are the things that teachers ensure them. The lecture method can be replaced with other methodologies. As a result, the lecture method cannot be always considered appropriate particularly, in language sections. The following table summarizes the common issues encountered in large classes.

Problem	References
<p>Physical/Practical</p> <p>Physical environment (space)</p> <ul style="list-style-type: none"><li>• Physical constrains of large classes (discomfort)</li><li>• Students are unable hear/see</li><li>• Disturbance (noise)</li><li>• Time constrains</li><li>• Student's presentations time</li><li>• Unavailability of materials</li></ul>	<ul style="list-style-type: none"><li>• Coleman (1989d); Nolasco &amp; Arthur (1986); Peachey (1989); Woodward (2001)</li><li>• Hayes (1997)</li><li>• Long (1977)</li><li>• LoCastro (1989); Nolasco &amp; Arthur (1986); Woodward (2001)</li><li>• Peachey (1989); Sabandar (1989)</li><li>• Watson Todd (1999)</li><li>• Coleman (1989d); Dudley-Evans &amp; St. John (1998); Nolasco &amp; Arthur (1986); Peachey (1989)</li></ul>



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<ul style="list-style-type: none"> <li>• Impersonalisation</li> <li>• Noncooperation</li> <li>• Teacher discomfort</li> <li>• Threatening environment</li> <li>• Learning names</li> </ul>	<p>Hubbard et al. (1983); LoCastro (1989); McLeod (1989)</p> <ul style="list-style-type: none"> <li>• Carbone (1996d)</li> <li>• Hubbard et al. (1983)</li> <li>• Coleman (1989d)</li> <li>• Harmer (1998)</li> <li>• Dudley-Evans &amp; St. John (1998); Hubbard et al. (1983); LoCastro (1989)</li> </ul>
<p>Interaction</p> <ul style="list-style-type: none"> <li>• Limited opportunities to express yourself</li> <li>• Giving attention to individuals</li> <li>• Concentrate on the action zone</li> <li>• wide use of the mother tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Coleman (1989d) ; Hubbard et al. (1983); Ur (1996)</li> <li>• Coleman (1989d); Dudley-Evans &amp; St. John (1998); Hayes (1997); Peachey (1989); Ur (1996); Watson Todd (1999)</li> <li>• Shamim (1996)</li> <li>• Dudley-Evans &amp; St. John (1998); Woodward (2001)</li> <li>• Ur (1996)</li> </ul>

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<ul style="list-style-type: none"> <li>• Tedious lessons</li> </ul>	
<p>Feedback and evaluation</p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Providing feedback</li> <li>• Evaluation</li> <li>• Marking load</li> </ul>	<ul style="list-style-type: none"> <li>• LoCastro (1989); Peachey (1989)</li> <li>• Dudley-Evans &amp; St. John (1998); George (1991); LoCastro (1989)</li> <li>• Coleman (1989d); Dudley-Evans &amp; St. John (1998); Hayes (1997); Sabandar (1989)</li> <li>• LoCastro (1989); McLeod (1989); Peachey (1989); Ur (1996) Watson Todd (1999).</li> </ul>
<p>Miscellaneous</p> <ul style="list-style-type: none"> <li>• More mixed abilities</li> <li>• Getting feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>• Dudley-Evans &amp; St. John (1998)</li> <li>• Hayes (1997)</li> </ul>

**Table 1. 2 The Problems of Large Classes (Todd, 2006, p. 3)**

The previous table summarizes the common challenges faced in a large class according to researchers and teachers in the domain of education, in addition to its references so the reader can do his further readings. Briefly, the table divided those issues into five main portions they are: learning, manageable, physical/ practical, interactional, and feedback/ evaluation issues

### **1.5 Conclusion**

Absolutely, the crowded class is a significant issue that influences the two, instructors and learners. In such conditions, English teachers encounter several difficulties which hinder the teaching process, as well as learners, feel discouraged and depressed to learn in oversized class. Nevertheless, this does not prevent them from attempting to carry out their positions as precisely, as necessary. Teaching effectiveness cannot be determined by one variable which is class size. Teachers need to improve their inventive capacities and skills for creating a successful way of managing crowded classrooms in view of its attributes.

# **2 Chapter Two: The Educational Achievement**

## **Chapter Two: The Educational Achievement**

### **2.1 Introduction**

In the domain of education, class size has a strong relationship with the learners' academic attainment. Class size may affect their performance in the class, it depends on the student himself but the majority would not resist its influence. If there were a kind of negative influence, teachers are asked to implement innovative teaching skills and strategies to avoid low scores and manage their classes effectively besides facilitating the learning-teaching process as a whole. In the following parts, different strategies and principles are suggested to deal with such a place effectively.

### **2.2 Class Size and Students' Achievement**

Class size and learners' accomplishment is a disputable matter. Researchers found that average people and instructors assume that small classes promote students to perform better, and they feel excited to learn. It is also believed that class with few learners have a good impact on the achievement of the students. Very experienced teachers feel that crowded classes affect academic attainment negatively. In general, parents tend to enroll their children in small classes. Moreover, if their children fail achieving good results they pertain it to large classes, that is to say, they blame the learning atmosphere. On one hand, some researchers like Stern (1975) guarantee that class size does not affect language achievement at all. On the other hand, WANG Qiang and ZHANG Ning (2011), Harmer (2007b) claim that crowded classrooms impose a major challenge to instructors. It influences badly teaching-learning quality. As a result, learners end-up with low scores and non-achievement.

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### **2.3 Class Size and Classroom Management**

Several researchers such as Sakui (2007, p. 53) think that the large size of classrooms is a major factor that negatively affects classroom management and puts more pressure on teachers in controlling the learning-teaching process. Crowded classes also allow troublemakers to create disturbances and problems. Hayes (1997, p. 109), WANG Qiang and ZHANG Ning (2011, p. 2) state that big classes cause behavioural issues for both teachers and learners, issues of individual focus, the management of the classroom, and learning strategy.

The oversized classes badly affect classroom management in numerous viewpoints; above all else, instructors confront issues in managing discipline in the class. Particularly with first-year students who have lately moved to college or university with a school perspective, they are still trying to adapt to the new setting. Second, the challenge of coping with large numbers of learners with diversity in personalities and concerns, in addition, the complexity of planning successful and effective activities. Moreover, instructors in crowded classes encounter difficulties in offering students fair opportunities to take part in participation. More specifically, in crowded classes, teachers find it tough to provide immediate feedback or evaluation to their students. Large classes as reported in Bamba (2012, p. 11) could adversely affect classroom management. She declares that the current teaching methods are difficult to execute in such a place as the communicative approach. She notes also that is hard for the teacher to walk around the class and manage the activities “the problem of the space”. It is a bit hard to form harmonious groups and pairs taking into account some criteria for better performance. Littlewood (2007, p. 244) Confirms the previous argument by stating that teachers face obstacles applying the Communicative

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Language Leaching “CLT” approach. Despite all these problems that teachers and students face in oversized classes, there are some techniques and strategies that facilitate teaching and enable students to achieve good results.

### **2.4 Hess Principles of Dealing with Oversized Classrooms**

While the issues can be overwhelming the crowded classes, there are manageable techniques that reduce their effect. In other words, there must be always a way to deal with them. The problems faced by teachers in such classes can be turned into challenges that you can overcome, by applying different techniques and strategies. The following principles help teachers coping with large classes they are suggested by Hess (2001, pp. 7-15):

#### **2.4.1 Be optimistic about large classes:**

Well to remember it will be never simple for us to teach in crowded classes. But there will be many good days than bad ones. Teachers say that we regularly face difficulties in the workplace. Regardless of how excellent we get at the professional and the personal sides. There is no getting away from new challenges. All the instructors who are teaching in the oversized classes suffer from complexities and difficulties. But some issues can be solved. The following guidelines will allow us to make our job simpler and exciting.

#### **2.4.2 Diversity:**

In general, diversity in teaching is significant, it is one of the characteristics of large classes, hence different learning styles, levels, exercises, and techniques can be found. This diversity makes the learner more excited and motivated to be part of the class.

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### **2.4.3 Interest:**

We all as learners endured the unending tedium monotony lessons. Interest is significant in crowded classes. If learners are interested in the lesson they rarely get disturbed by what is happening around them. There are three main elements to get the learner's attention:

- Stimulate the learners' curiosity.
- Use existential meaningful questions.
- Touch the lives of learners.

An exciting subject only does not induce automatic attraction to learners. But it needs an exciting activity such as “a game-like” without forgetting to determine the objectives behind it and the motivating process you are going to use.

### **2.4.4 Cooperation:**

Overall, cooperation in teaching is recommended, but in crowded classes is required. It facilitates many things to the teacher in which he cannot be available there. There are different techniques to foster collaboration in the class:

- Group work.
- Pair works.
- Peer review.
- Group presentation.
- Group writings.

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Cooperation in both written and oral tasks is helpful for learners to be more concentrated on their lessons. The mentioned techniques shorten time and effort on both learners and teachers and make the learning-teaching process more effective.

### **2.4.5 Pace:**

Every class has its various requirements of pacing, and only cautious observation can show us what sort of pace to follow in a certain activity regarding the learners' abilities. Within the repeated practice in crowded classes, learners will be able to figure out which pace should be followed in a specific activity. Regarding the slow learners, additional time has to be added.

### **2.4.6 Involving the maximum of the students:**

Teachers tend to get the attention of as many learners as possible. There are ways to expand the scope of active attention. For instance:

- In the phase of participation, take a short time until multiple hands are lifted. Try to not choose the first one so you give the others the chance to participate.
- It is better to not walk near the learner who is speaking so he can carry-on on the same pitch sound and all his/her friends hear what is said.
- The question would be asked before we choose the one who will answer it and give him some time to think and respond.

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- Calling for learners in any activity with a certain order will surely reduce students' engagement. Call them randomly.
- Calling for shy learners to participate without letting them know is a bit harder and may cause other complications. Then it is better to let him/her know before that he/she will take part in the lesson.
- It is better to let learners initiate subjects and give them all your ears. They may arise an interesting topic or maybe even better what was planned for. Let them ask each other perhaps they benefit from it.

When we involve the majority of learners we are preventing numerous issues from occurring. Try to involve as many learners as you can.

### 2.4.7 What sort of questions we use:

It is necessary to ask questions in the class. But you have to pay attention to what kind of questions you will ask. Try to find motivating, interesting, and exciting ones, so you can keep them active most of the time. Here are some examples:

- Questions initiated with *why*.
- Start the questions with nice requests such as *could you, would you...*
- Try to spread the questions aroused by learners all over the class.

### 2.4.8 Personalization:

It is crucial for learners to believe that they are linked to each other as individuals and are not merely numbers on a list. In an atmosphere of forty students or more sooner they feel that they do not matter and their thoughts and opinions are unworthy. Therefore, it is very crucial to offer chances for

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learners to express their views, contribute planning for their future, discuss their thoughts on significant problems, take positions on debatable subjects, and contribute their unique understanding of the current problems. Here are some ideas that can be applied in large classes:

- Students can express future plans.
- Students can give their opinion on controversial topics.
- Students can speak about persons who are inspired by.

Adapting such suggestions may reinforce your learners' personalities and make their presence strong in the class.

### 2.4.9 Unconstrained exercises:

As you know that the majority of the class activities given by the teacher are limited to specific answers, for example; filling the gaps or grammar quizzes. In large classes from time to time teachers would give them open-ended activities. So they show their creativity and language capabilities. The following recommendations assist in implementing this technique:

- Provide questions that can be responded to in various ways.
- Provide several questions and ask the learner to choose one and answer it.
- Give them hints related to the answer and let them complete it.

The open-ended questions raise the learners' confidence; it also gives some room for learners to show their language style.

To communicate directly with every student, give individual attention, and plan an effective course is a challenge to large classes' instructors. Most notably, for

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novice teachers, in large classes can be very daunting. Yet there are some strategies that can be implemented in large classes. Hess (2001, pp. 16-183) provided some workable strategies:

### **2.5 Hess's strategies for better achievement:**

Despite the fact that the issues in crowded classes can be immense, they are not unmanageable; there are methods of adapting, just as useful principles and systems that can transform an issue into a challenge that can be overcome.

#### **2.5.1 Getting to know our students:**

##### **2.5.1.1 Learn the students' names:**

It is difficult to learn the students' names rapidly in a crowded classroom, however, it is significant because:

- It fosters student-teacher relationship health.
- It is useful when checking the learners' (presence, outcomes, assignments, and tests...)
- To call students by their names is a fundamental appreciation of being individuals as well as respected.
- To order students to do something, surely you need to call them by their names.
- As soon as we learn the names of our learners we start to feel more comfortable with the class.
- When students get to know their colleagues' names they feel comfortable.

Recognizing the students' names is significant, particularly in high education. Usually, students have deep emotional links with their names. For the sake

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of language learning, we profit from targeting some of those links. He suggested several ways to memorize the learners' names check pages Hess (2001, pp. 17-33).

### **2.5.2 Motivation and activation:**

Getting learners to communicate and reveal thoughts and opinions is one of the teachers' duties. Students in large classes sometimes feel confused in the crowd, many students are hesitant to share views, and to some extent due to the new language, they cannot do that effectively.

In crowded class students are often reluctant to talk because they think that they may say something inappropriate, irrelevant or they just do not have something useful to add before an unconcerned listener.

As language teachers, our task is to assist learners to develop language skills and offer help and encouragement that will reinforce their confidence and motivation. We shall tell them that their opinions and ideas are really important they need to express it.

The students' thoughts are worthy but we would persuade them that they are, through applying pre-planned activities that encourage a real discussion of views and great ideas. Usually, if learners are interested in expressing what they think and they have the right opportunity besides a comfortable environment and respectful audiences, surely, significant language items will be developed. Hess (2001, pp. 45-61) suggested different activities in order to activate the students' motivation. He set some principles to organize such activities, they are:

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- The teacher does not need to hear everything that is said or see whatever is being written.
- Permit students to discuss issues of genuine interest to them.
- Several expressive options would be provided by the activity.

### **2.5.3 Reviewing while maintaining interest and momentum:**

Teachers teach crowded classes different times per week, some of them every day, others one time a week, some others three or four times it depends on which level and specialty they are on. Each class or group has a set of courses and goals that should be covered in a certain period of time. Some teachers have enough time to do so while others do not. The latter, are racing against the clock to cover the needed materials. Generally, in crowded classes, students are not at the same level, intelligence, and most importantly, interest and involvement. At this point, the teacher is asked to provide activities that review the involvement of the ones who are involved and encourage the less involved students. This practice requires ample time to do so. Although, teachers should not hurry meeting the teaching goal.

In languages, it is a bit easier because teachers are trying to target the main four skills (listening, reading, speaking, and writing), unlike the other subject matters that aim for a certain theme. To keep such a kind of balance (reviewing while maintaining interest and momentum) some activities can be applied for the purpose of acquiring new knowledge while preserving the old one. Hess (2001, pp. 63-76) proposed different samples of activities.

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### **2.5.4 Working well in groups:**

#### **2.5.4.1 The group as a natural framework for learning:**

Overall, the group-work strategy is not used only in education but for many fields such as healthcare, economy...etc. People find the group-work more proficient than individual ones. Undoubtedly, teachers and learners are in need of such a fruitful strategy for better learning and teaching.

More specifically, the crowded classes' core element is the group-work, because it allows learners to learn from each other. Usually, group-work motivates students to practice their speaking skills, in addition, they are less anxious and feel more comfortable working with their friends. Through time they will be more harmonious and productive.

#### **2.5.4.2 Group- work complications:**

People agree that group-work is an advantageous learning-teaching strategy. But it is not too easy to implement in classrooms. There are difficulties you may meet such as the students are used to a certain process like individual works or teacher-fronted ones, it is hard for them to accept a new process and work with it. Or else, the weak and shy students find it a hiding place though it is for practice and participation; they think the group's advancement automatically is his/her own advancement. To build efficient groups, enough time, knowledge, and experience are needed.

#### **2.5.4.3 Training for group work:**

Group-work needs some regulations that teachers would set before forming groups so students will take into consideration. First, they should respect every

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member and listen to him. Second, make them feel responsible for the ones who are shy and hesitant students, so they motivate them to contribute to finishing the given task. Third, listen to people, people listen to you and respect the other groups' opinions. Lastly, the appropriate presentation of the group members' work and their participation in the group is required. Hess (2001, pp. 115-136) suggested numerous activities.

### **2.5.5 Making students responsible for their own learning:**

The student's readiness is the main factor behind his learning. As teachers, to reach this readiness make students feel responsible for their own learning. The large class is a suitable place to do so because teachers face difficulties supervising each student's progress. Therefore, it would be better if students take responsibility for their own progress. If there were any ambiguities, ask the teacher to help you fixing or reorganizing it. Like this, teachers are going to serve comfortably and look after their learners' progress. In conclusion, students are the most responsible ones of their learning; they should take this commitment and work hard to learn. As well as, the teacher is there for guidance and help. Again, Hess (2001, pp. 160-181) suggested many activities help students take responsibility for their own learning.

### **2.5.6 Establishing routines:**

Determining routines in large classes from the beginning of the academic year helps much in managing your class easily. One of its functions that it makes students follow instructions even if they are not uttered; setting up routines will enable students to know the way presence and home-works are

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checked. Also, they will be able to form groups and pairs on their own without even your intervention. Moreover, they will be aware of the way of assessment and which performance is expected from them. Once the routines are settled and followed regularly, many other manageable things are going to be quite easy and the classroom will run smoothly. Many routine examples and activities are offered by Hess (2001, pp. 182-193).

The famous researcher Harmer (2007b, pp. 125-127) also suggested some strategies for teachers to successfully manage their classes and achieve their objectives. Some of them are:

### **2.6 Harmer's strategies for better achievement:**

#### **2.6.1 Be organized:**

Teachers in crowded classes are required to be more organized than anyone else. Prepare well your courses before you start teaching, also, arrange your time and space so it will be easier to take control of the class. Moreover, organize small groups, they enable you to answer their questions, unlike each individual question, you cannot, simply because they are many.

#### **2.6.2 Use students:**

Actions like distributing worksheets and gathering home-works can be referred to students, it will be easier for teachers to work on other important things. You can even appoint group organizers and leaders; students who represent the group work. The only thing you should bear in mind, choose

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those students carefully so they will not offend their friends. Regarding the group represents it would be better if they are less anxious and calm.

### **2.6.3 Worksheets:**

Via distributing worksheets teachers can easily look at learners' responses, and they all will profit from it.

### **2.6.4 Maximize individual work:**

There are different ways to keep students concentrated on their own work such as individual reading and writing, and then they can provide their opinions to what they understood.

### **2.6.5 Use the group work to your advantage:**

Qualified teachers know that the oversized classes have advantages and they make use of it. The major benefit of it is that students usually are in a good mood and excited to learn.

### **2.6.6 Organizing the physical environment:**

Organizing classroom space is significant in large classes. As a teacher, you opt for the seating arrangement that enables you from seeing all students and move around them freely, also students are able to see each other. Researchers suggested many arrangements the most common ones are suggested by Harmer (2007a, pp. 40-43) they are:

#### **2.6.6.1 Orderly rows:**

Students are sitting in ordered rows and the teacher in front of them. Students can see the teacher clearly as well as the teacher. Keeping the eye

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contact in orderly rows arrangement is much easier than other arrangements.

It also enables the entire class to interact with the teacher. He mentioned that certain activities such as using board, explaining grammar, watching videos, etc. function better in this seating arrangement.

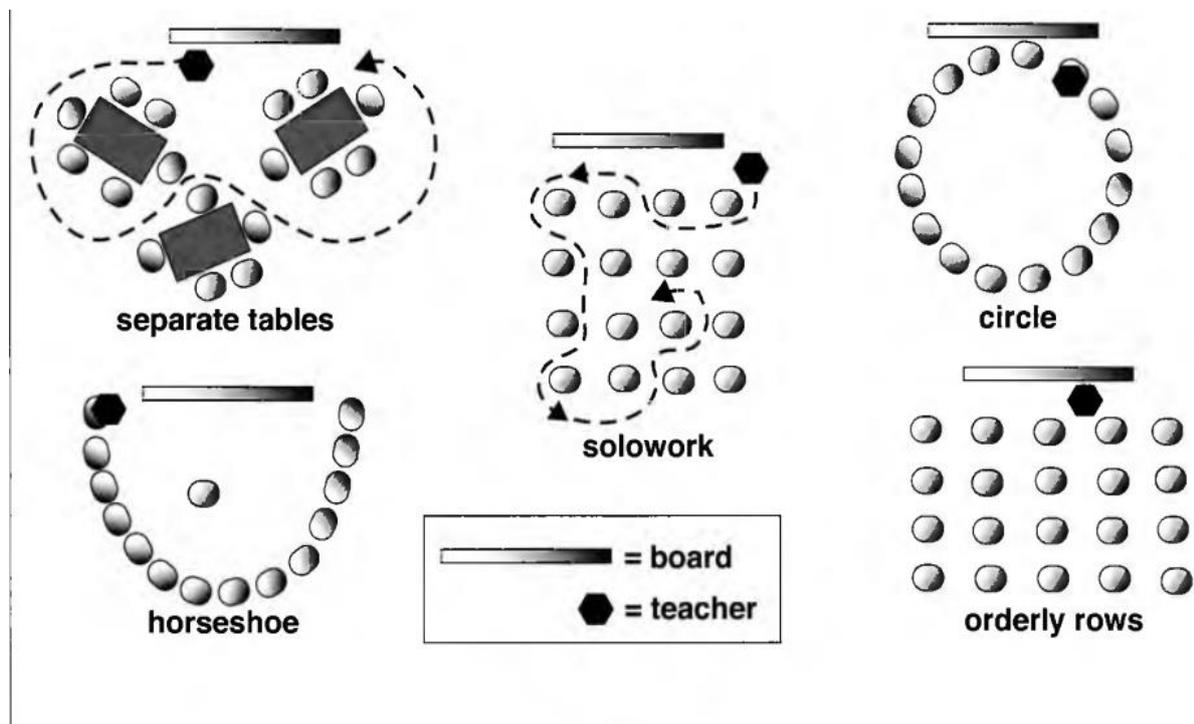
### **2.6.6.2 Circle and horseshoe:**

The horseshoe is almost similar to the semi-circle arrangement. Where the material (data-show, board...) used is in front of the students' eyes. The circle arrangement, students' tables form a circle and the teacher is near the board. In the circle, there is a much strong sense of equality with all students. In such arrangements, the instructor has a good chance of getting closer to the learner. Subsequently, a well-organized classroom will be more convenient to share knowledge, experiences, and other interesting things.

### **2.6.6.3 Separate tables:**

It is when learners are forming small groups at separate tables and working on their tasks, the instructor finds it easier to move around groups and review their works and motivate them.

To sum up, varying seating arrangements offer several advantages, such as pushing students to collaborate with each other; also it reduces stress, increases motivation, and breaks the monotony.



**Figure 2. 1. Different seating arrangements in class (Harmer, How to teach english, 2007a, p. 41)**

The following strategies are suggested by different researchers and scholars:

## **2.7 Different researchers' strategies:**

### **2.7.1 Managing discipline:**

Discipline is extremely necessary in all classes, though controlling it would not be an easy job unless there were clear classroom rules in order to keep it safe and comfortable. Kunkam, J., Ampia, T., & Rohini (2007) said that the established rules should be clear and basic so all learners understand it, for example, work quietly, you are allowed to speak but not loudly. Also, learners, who completed their activities they read something to keep them occupied.

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There are many steps teachers take to control and solve behaviour problems, but the first thing teachers do before start teaching, they set up rules that govern the class and make students aware of it so they avoid many disciplinary issues in the future.

### **2.7.2 Using ICTs:**

ICT is an acronym for the word (information communication technology). According to Sharndama (2013) that these ICTs include several technologies used to promote communication such as mobile phones, video, computers, satellites, radio, and others (p.34). Usually, the used ICTs in classrooms are data-show, tape recorder, etc. they are welcomed by students and appreciated by teachers due to its benefits. For instance, the ICTs attract the learners' interest and attention, they motivate learners to learn. Moreover, it will help teachers create a comfortable environment and learners feel at ease when they ask and answer questions. "ICTs enable the teacher to modify teaching and learning strategies in order to create a student-centered learning environment instead of the traditional teacher-centered persisted for long" (Sharndama, 2013, p. 34). Therefore, it is necessary to equip university classes with ICT facilities. Indeed, the implementation of new technology materials in teaching oversized classrooms facilitates lectures.

### **2.7.3 Managing teaching method:**

Management of teaching methods is a technique that may help English teachers maximize academic achievement and better their learning outcomes. Choosing the best method for teaching English as a foreign language in a large class may

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prevent teachers from suffering from many problems related to overcrowded classrooms. As an example, Richards (2001) stated that remembering the characteristics of some of the worst lectures that teachers had as they were students and tries not to repeat them. These might include reading from the text or taking material straight from the assigned text only, 60 minutes of non-stop lecturing, out-dated or incorrect information presented, etc. moreover, the use of audio-visual aids should be presented in a pleasant way that keeps students focused on the lesson. At the end of the class, summarize the important points which were covered during the lecture and give the students some idea of what to look forward to for the next time.

The following table sums up some teaching principles and strategies that foster the teaching-learning process WANG Qiang and ZHANG Ning (2011, pp. 4-6):

	<b>Teaching Principles and Strategies in Large Class</b>
<b>Affective</b>	<p>1) Recognize your students well (Shao Ying 2010)</p> <p style="text-align: center;">e.g.</p> <ul style="list-style-type: none"> <li>● Via portfolio, collect student personal information.</li> <li>● Use the students' names, asking them to answer the question.</li> </ul> <p>2) Build a strong rapport with learners (Huang Qiang 2006, Xiao Li 2005)</p> <p style="text-align: center;">e.g.</p>

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	<ul style="list-style-type: none"><li>● Keep in touch with your students.</li><li>● Give immediate feedback.</li><li>● Create a relaxed and safe atmosphere.</li></ul> <p>3) Show interest for all learners (weak and strong) (Pu Xiaoyan 2008)</p> <p>e.g.</p> <ul style="list-style-type: none"><li>● Take into consideration the learners’ levels and give them suitable assignments and tasks.</li></ul> <p>4) Attract the students’ concerns (Hui Caixia and Jiang Lan 2008, Xie Hui 2007, Xu Aijun 2007)</p> <p>e.g.</p> <ul style="list-style-type: none"><li>● Use pleasant facial expressions.</li><li>● Utilize several teaching materials as pictures, music, movies, etc.</li><li>● Use different teaching activities such as games, role plays, and contests, etc.</li></ul>
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<b>Management - related</b>	<p>1) Manage discipline in the class (Zhang Min 2008) e.g.</p> <ul style="list-style-type: none"><li>● Reduce noise in the class.</li><li>● Move around during the lesson.</li><li>● Establish a class standard practice.</li></ul> <p>2) Organize groups in different ways (He Lin 2007, Huang Yuehua 2008, Zhong Yulian 2008)</p> <p>e.g.</p> <ul style="list-style-type: none"><li>● Group students by interesting names.</li><li>● Group students with mixed abilities.</li></ul> <p>3) Check homework assignments in various ways (Yang Xingsheng 2008)</p> <p>e.g.</p> <ul style="list-style-type: none"><li>● Encourage students to check their assignments by themselves.</li><li>● Encourage students to check their assignments in groups.</li><li>● Pick up randomly the students' assignments you are going to correct.</li><li>● Give them back their assignments and give group feedback.</li></ul>
<b>Pedagogical</b>	<p>1) Focus on student-centered teaching philosophy (Yao Yanju and Yang Ruizhi 2006, Wang Xiaojun and Yu Haixia 2003)</p> <p>e.g.</p> <ul style="list-style-type: none"><li>● Offer more opportunities for students to participate by means of</li></ul>

	<p>individual work, pair work, group work and whole-class work ( Zhong Yulian 2008);</p> <ul style="list-style-type: none"><li>● Encourage learners’ autonomy (Lv Fang and Wang Lan 2003, Tan Qin and Qiu Jing 2008, Yin Jing, Xu Ming and Yang Haili 2003)</li></ul> <p>2) Use innovative teaching methods (Chen Jun, Zeng Xiangfa and Wang Jie 2006, Yan Zhijuan 2006)</p> <p style="text-align: center;">e.g.</p> <ul style="list-style-type: none"><li>● Establish several teaching objectives and give various home-works for different students (level) (Meng Mei and Liu Qinliang 2007)</li><li>● improve students’ use of language through implementing the communicative and task-based language teaching methods (Su Juan 2007, Wen Jian 2003, Yang Jianping 2002)</li><li>● Create cooperative, collaborative learning atmosphere via activities such as think-pair-share,three-step interview, and jigsaw to develop students’ comprehensive language competence and cooperative skills (Wang Xiaoyan, Wang Qiuling and Zeng Weiwei 2007, Zhao Yanning 2008)</li><li>● Develop activity-based (particularly group activity) language teaching (He Lin 2007, Huang Yuehua 2008)</li></ul> <p>3) Take advantage of modern teaching materials (many research can be referred to such as Ma Gang and Hu Anqi 2007, Wang Li 2009,</p>
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	<p>Wang Zhongxiang 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"><li>● Use ICT facilities.</li><li>● Use the internet.</li></ul> <p>4) Implement multi-evaluation systems (Gao Yan 2009, Wang Peng and Jiang Dayu 2009)</p> <p>e.g.</p> <ul style="list-style-type: none"><li>● Use various types of evaluation.</li><li>● Utilize both summative and formative evaluation.</li><li>● Combine teacher's evaluation, peer evaluation, and self-evaluation.</li></ul>
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**Table 2. 1 Teaching Principles and Strategies in Large Classes (WANG Qiang and ZHANG Ning, 2011, pp. 4-6)**

## 2.8 Conclusion:

Most English teachers do not prefer teaching oversized classes, due to the multiple challenges it poses. The foremost is that it affects the students' performance negatively. Despite the challenges, there are plenty of strategies and methods suggested by experts like Harmer, Hess, and others that facilitate the learning-teaching process and enhance the students' academic attainment. It is advisable for teachers to look for the strategies and the methods that fit their class or create one, why not. However, the students' cooperation is still needed to crown the teacher's efforts with success.

# **3 Chapter Three: Data Analysis and Interpretation**

## **Chapter Three: Data Analysis and Interpretation**

### **3.1 Introduction:**

The present study is about eliciting students' and teachers' views about the oversized classrooms and its impact on students' achievement and which strategies are recommended to facilitate the learning-teaching process as much as possible for both teachers and students. Their feedback about this phenomenon is crucial to test the mentioned hypothesis; the researcher has addressed two questionnaires for both teachers and students. This chapter is committed to the analysis of both students' and teachers' questionnaires. First, we will describe both questionnaires, then we will explain how the questionnaire was managed, after that we analyze the results and finally we interpret and discuss those results, lastly, we finish with a small conclusion to the chapter.

### **3.2 Students' Questionnaire**

The students here are asked a set of questions to recognize their attitudes on the oversized classroom, and if it affects their academic achievement and what they can suggest ameliorating the learning-teaching process in such a setting.

#### **3.2.1 Management of the Questionnaire**

The questionnaire was written in English and shared on a Facebook group of the students of Moulay-Tahar University; twenty-six students answered it from different levels for two days since it is an online one, some students may not access to the internet. We tried to get the maximum answers.

## **Chapter Three: Data Analysis and Interpretation**

### **3.2.2 Description of the Questionnaire**

This questionnaire is simple, clear, and straightforward so that it can be answered by every student. It consists of 13 main questions and 3 follow-up questions. They are divided into two sections, the researcher has mainly used the technique of multiple-choice questions because they are easy to answer and no room left to subjectivity. In this kind of questions, respondents are asked to choose the right answer along with follow-up questions for better explanations such as “why” “how”. The researcher avoided open-ended questions because students may not concentrate on it or feel boring about it and let in unanswered especially by lazy ones.

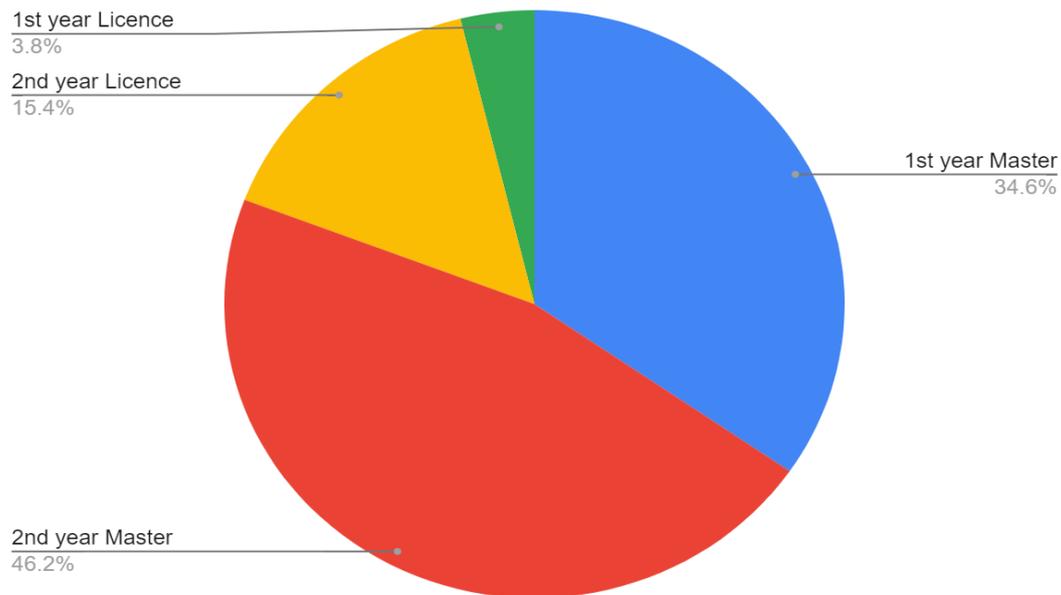
### **3.2.3 Analysis of Students' Questionnaire**

The questionnaire of students consists of 16 questions divided into two sections: section one is the oversized classrooms and section two is the educational achievement.

#### **Introductory Question:**

**Which University Year Are you on?**

## Chapter Three: Data Analysis and Interpretation



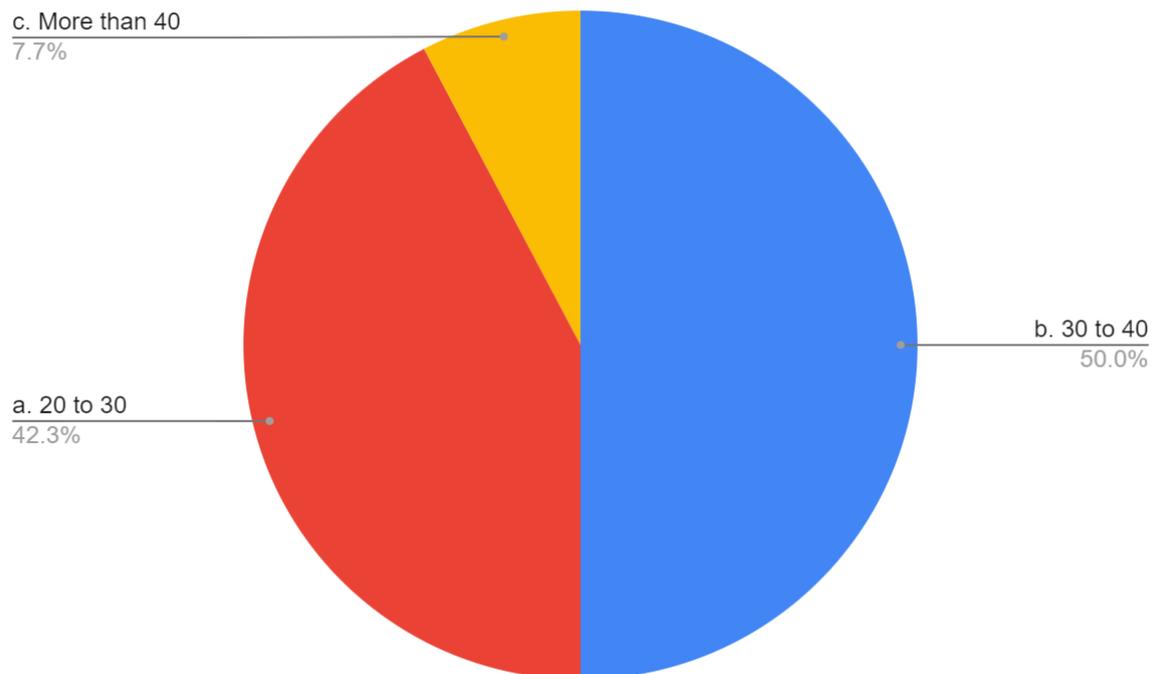
**Figure 3. 1 University Year**

The first question is devoted to organize the study, and see the diversity of which students are coming from. As it is shown in the graph above, the highest percentage of participation goes with second-year master students by 46.2% which is twelve students. Then, the second-highest percentage of participation is by first-year master students by 34.6% which is nine students. The second-year licence students are four (15.4%). The remaining student who represents 3.8%. He/she is a first-year student. Finally, as you can see the third year licence did not participate at all.

### **Section One: The Overcrowded Classrooms**

#### **Q.1 How Many Students you are in the Classroom?**

## Chapter Three: Data Analysis and Interpretation

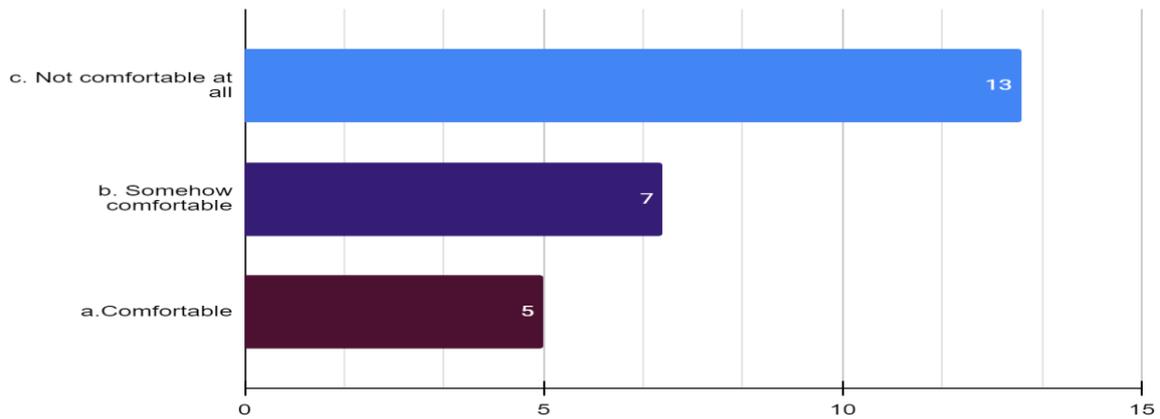


**Figure 3. 2 Number of Students in The Class**

The figure shows that 50% of students claim that there are between 30 to 40 students in their classes which is remarkably a huge number for EFL classes, while 42.3% of students stated that there are 20 to 30 students in their classes. The rest of them (7.7%) argued that they are more than 40 which is extremely a huge number to an EFL class.

### **Q.2 How Do you Feel Comfortable in Oversized Classes?**

## Chapter Three: Data Analysis and Interpretation

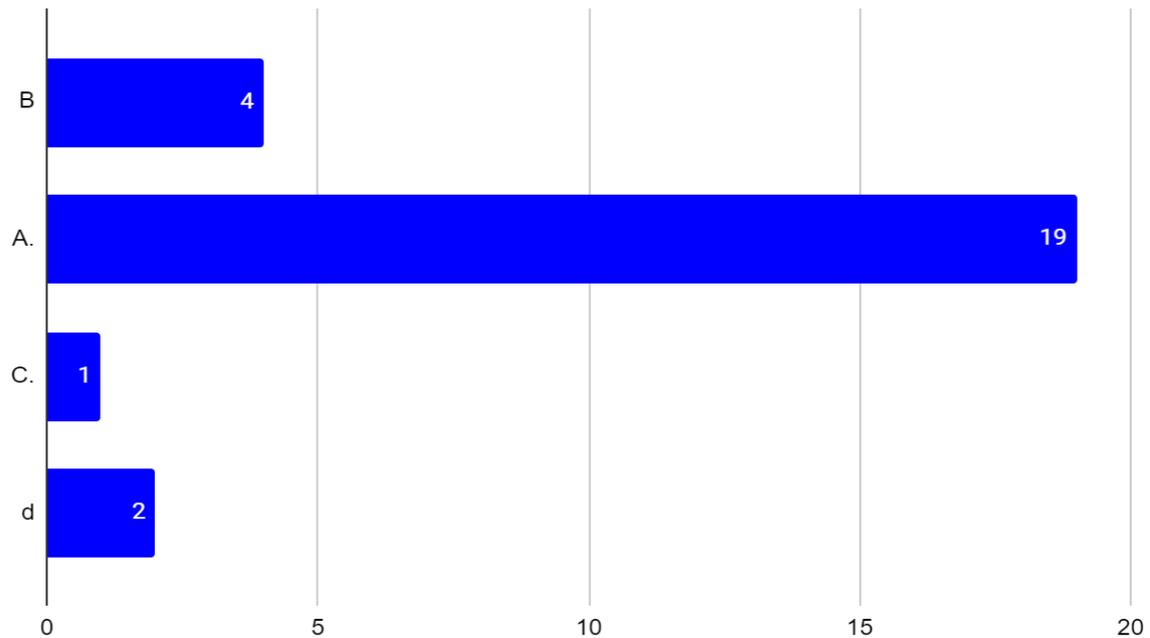


**Figure 3. 3 Students' Attitudes on Large Classes**

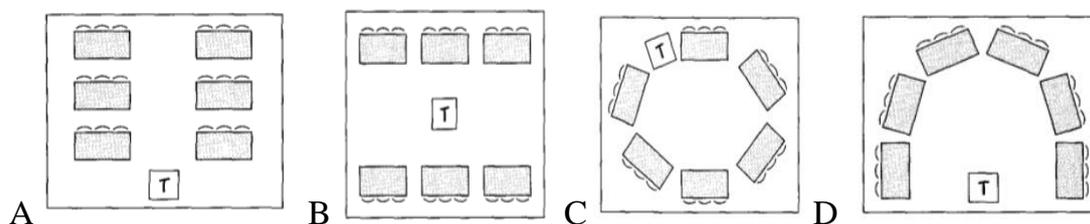
As the graph shows, only 5 students out of 26 (19.2%) feel comfortable in their classes, some of them are supporting their answers that they feel excited and have fun, some others said that it is not necessary to focus on the crowd and their opinions, the remaining students who claim that they feel comfortable did not understand the question right. While 8 students (30.8%) argued that they feel somehow comfortable in large classes. Whereas the rest of the students and the highest percentage (50%) 13 learner supported the idea that the oversized classes are not comfortable at all; most of the follow-up answers stated that due to the noise, less concentration, and teachers are unable to control the whole class, these are the most repeated answers and that are the reasons behind this disturbance.

### **Q.3 What Is your Seating Arrangement?**

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**Figure 3. 4 Students' Seating Arrangement**



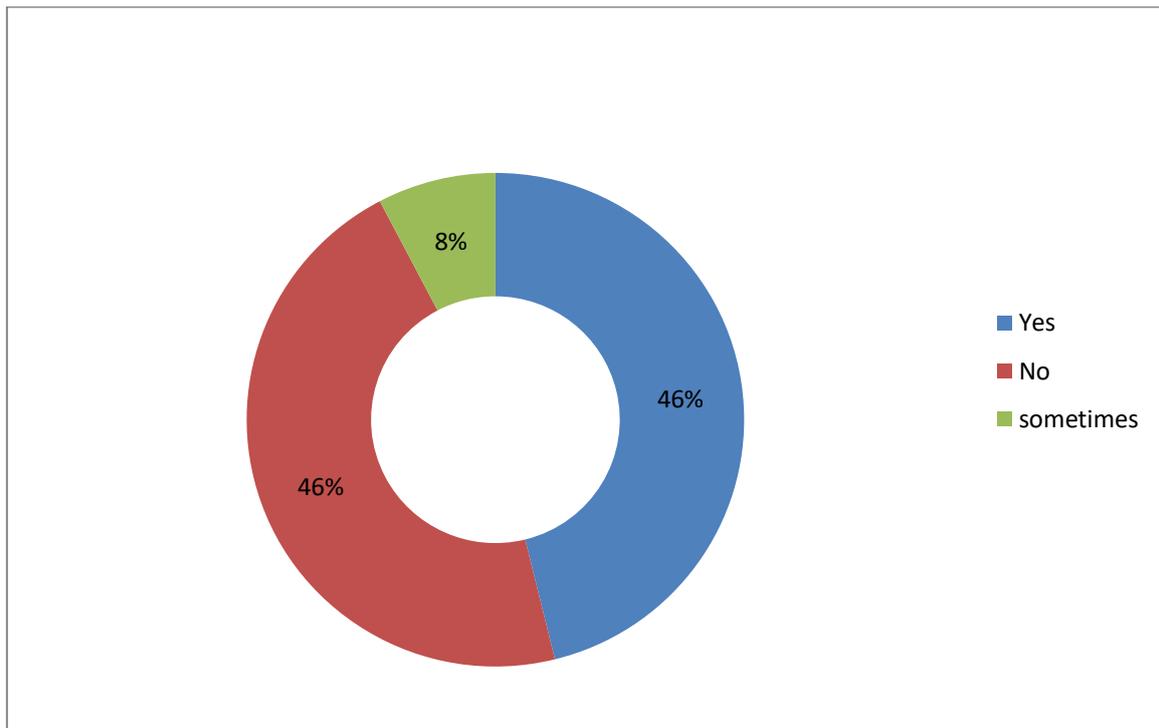
**Figure 3. 5 Different Seating Arrangements (Scrivener, 2005, p. 88)**

As it is displayed in the graph and the seating arrangement types images, that most of the students are seating usually as in A image its percentage is the highest one by 73.1%; most of them find it comfortable to sit in such a way. Whereas, four students said that they are sitting as in B arrangement where they all find it comfortable. While only one student declared that he is seating in the circle arrangement (C) with a percentage of 3.8% and he considers it as a comfortable one.

### Chapter Three: Data Analysis and Interpretation

The last two students choose the U-shape or the horseshoe arrangement and they said that is acceptable.

#### Q.4 Do you Change your Seating Arrangement from Time to Time? if yes why?

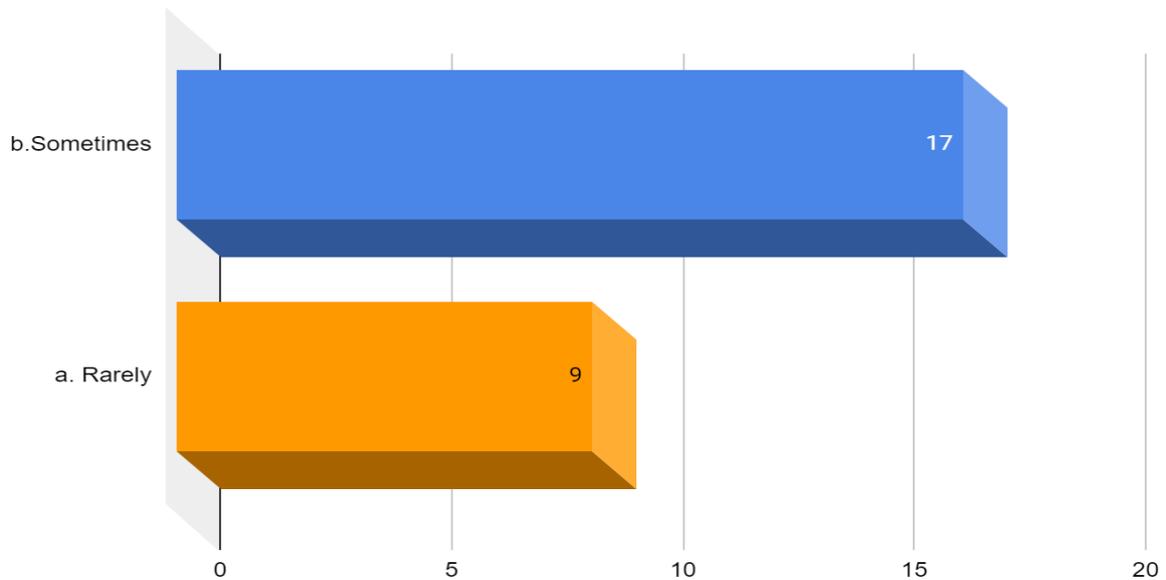


**Figure 3. 6 Changing Seating Arrangements**

It can be seen from the figure above, 46% of students claim that they change their seating arrangement from time to time. It is one of the remarkable percentages in the chart. Similarly, the students who claim that they do not change their arrangement 46%. While the students who represent the remaining percentage 8% state that they change it sometimes.

#### Q.5 Is your Class Noisy?

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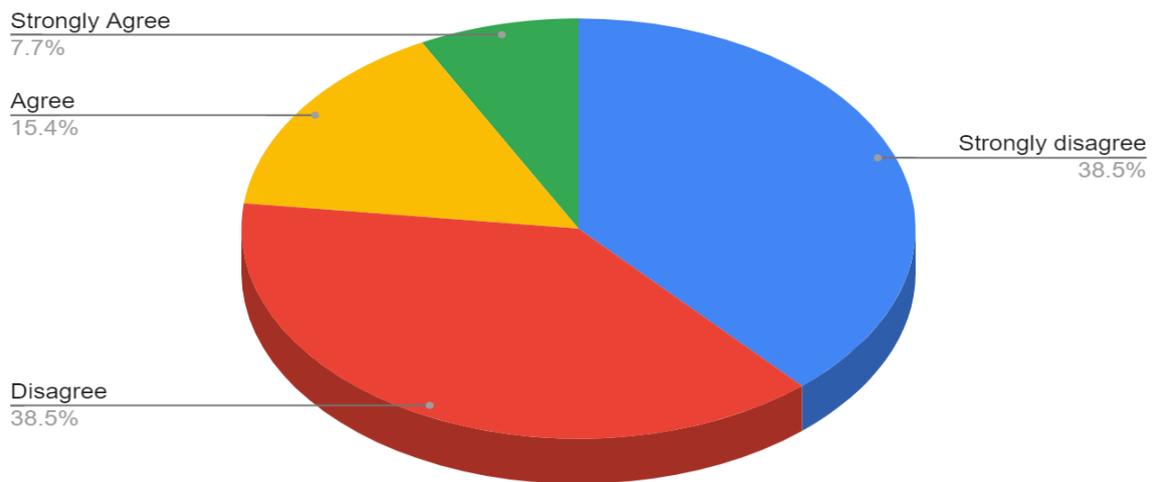


**Figure 3. 7 Students' Perceptions of Noise in Class**

As it is shown in the graph above, the majority of the participants (65.4%) said that their classes are sometimes noisy. The others (34.6%) claim that their classrooms are rarely noisy. Whereas no one said that the class is always noisy, this is a good thing in such an uncomfortable setting. But the first-mentioned percentage is huge and it should be decreased.

### **Q.6 Crowded Classes Are More Disciplined.**

### Chapter Three: Data Analysis and Interpretation

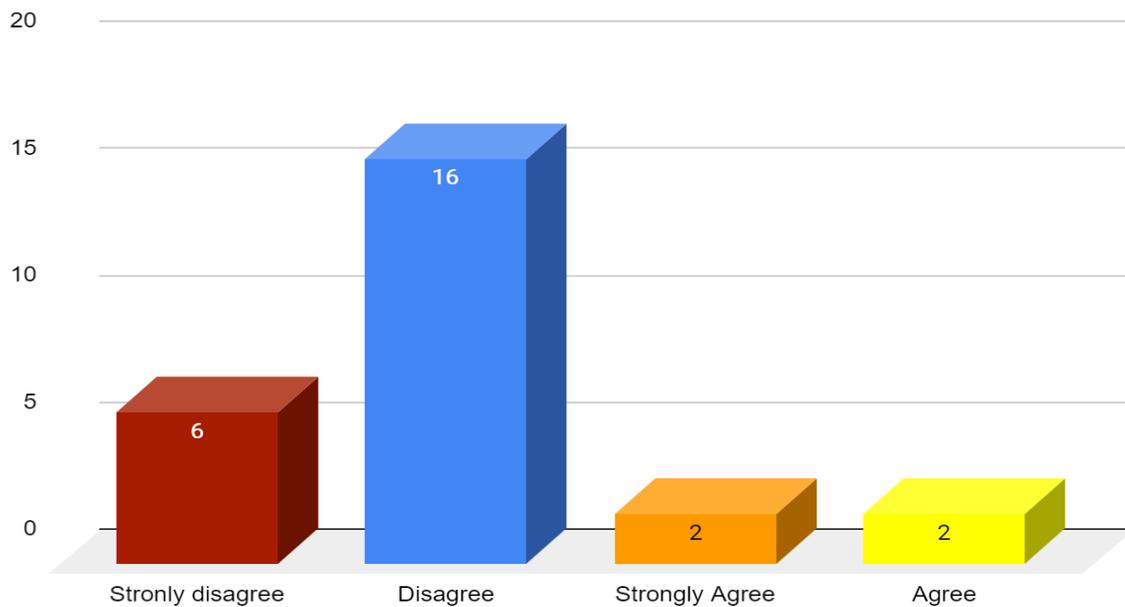


**Figure 3. 8 Students' Degree of Agreement**

The pie chart above represents the statistics to what extent the classes of Moulay-Tahar University are disciplined on its students' lips. 38.5% of students strongly disagree with the statement of crowded classes are more disciplined ones. Moreover, 38.5% disagree with the mentioned idea before whereas, 15.4% of the students agree with it, while, 7.7% strongly agree with the statement.

#### **Q.7 Students Are Involved Within The Course in an Oversized Classroom.**

## Chapter Three: Data Analysis and Interpretation

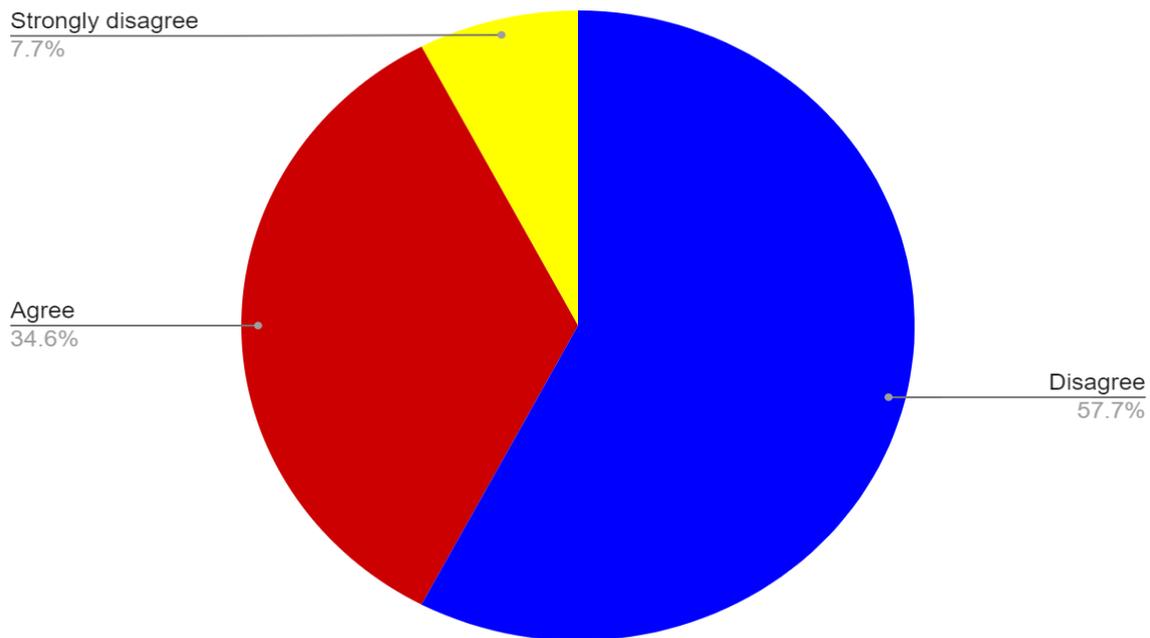


**Figure 3. 9 Students' Involvement in Crowded Classes**

From the chart, we notice that (6) students claim that the oversized classrooms decrease strongly their involvement in the class. While (16) students and they are the majority who disagree with the claim. However, (2) students strongly disagree with it .similarly, (2) students agree with the statement above.

### **Q.8 Students Have Enough Time to Participate.**

### Chapter Three: Data Analysis and Interpretation

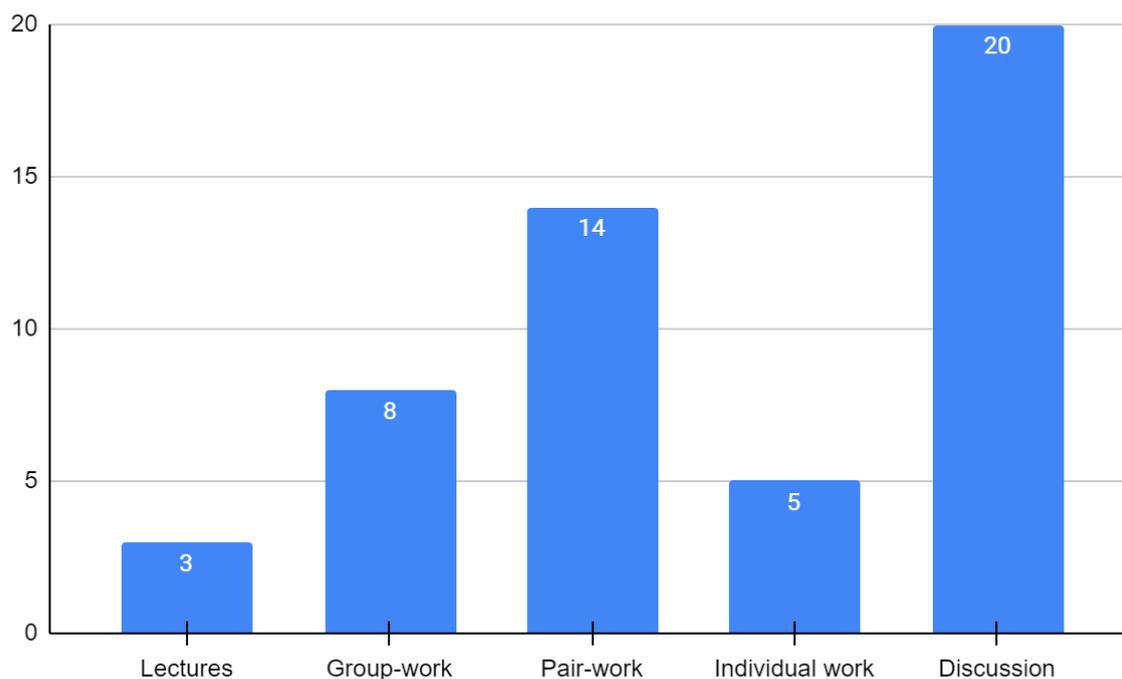


**Figure 3. 10 Students' Degree of Agreement**

As it is illustrated by the pie chart, (57.7%) are the students who disagree with the idea that students have enough time to participate in large classes. Nevertheless, (34.6%) see that there is enough time to participate in a crowded class, while the lowest percentage (7.7%) is the one who strongly disagrees with the statement.

**Q.9 Select the Strategies you Think Are The Most Effective in a Large Classroom (you can select more than one)**

## Chapter Three: Data Analysis and Interpretation



**Figure 3. 11 Strategies of Teaching Large Classes**

The graph demonstrates the statistics of the multiple-choice question in addition to the option of choosing different strategies. The most chosen strategy is “Discussion” with (40%) which seems it suits the students a lot. The next highest percentage goes with “The pair-work” strategy by (28%). “The group-work” also has got a significant percentage of fans (16%). The following strategy is supported by (10%) of the participants. The last strategy comes with (6%) of students who think that “The lecture” strategy is the most appropriate one for the oversized.

### **Q.10 What Do you Suggest to Ameliorate Learning in Large Classes?**

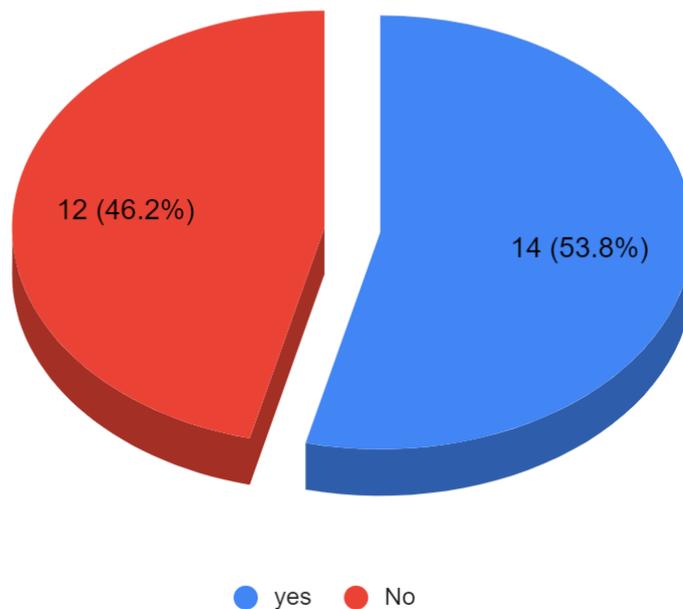
The researcher tended to ask an open-ended question to collect rich various opinions and give them some freedom to answer. First, the majority of participants

## Chapter Three: Data Analysis and Interpretation

suggest “The Group work” strategy to improve learning in large classes with different expressions. Some of them see that the seating arrangement plays an important role to better the learning process. Finally, some of them get confused and have no idea about how can we foster the learning process.

### Section Two: Educational Achievement

#### Q.1 Do The Crowded Classes Affect your Grades Negatively?

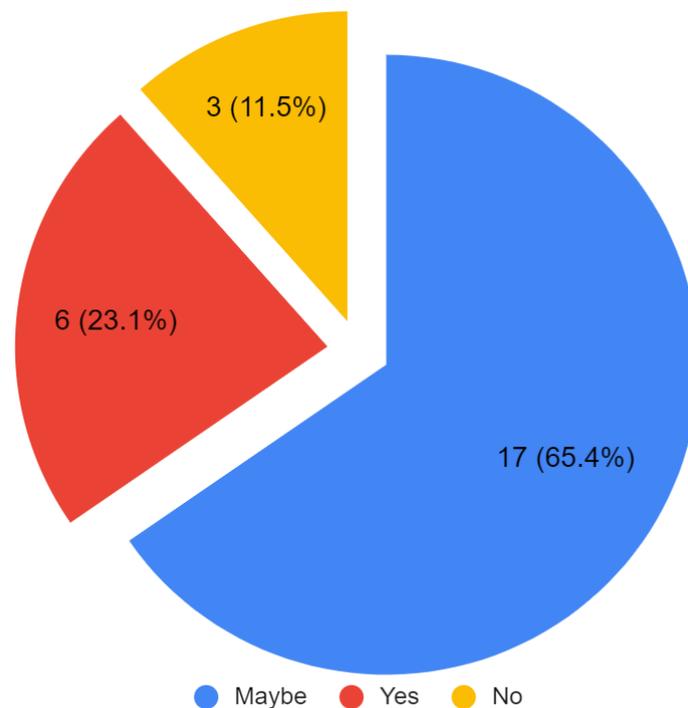


**Figure 3. 12 Large Classes Effect on Students' Grades**

The mentioned multiple-choice question tended to know whether the oversized classes influence the students' outcomes negatively or not. 14 (53.8%) students declared that the large classes affect their grades negatively. However, the other remaining students 12 (46.2%) claim that it does not impact their results negatively.

### Chapter Three: Data Analysis and Interpretation

#### Q.2 Does the Improper Instructional Process Weaken your Achievements?

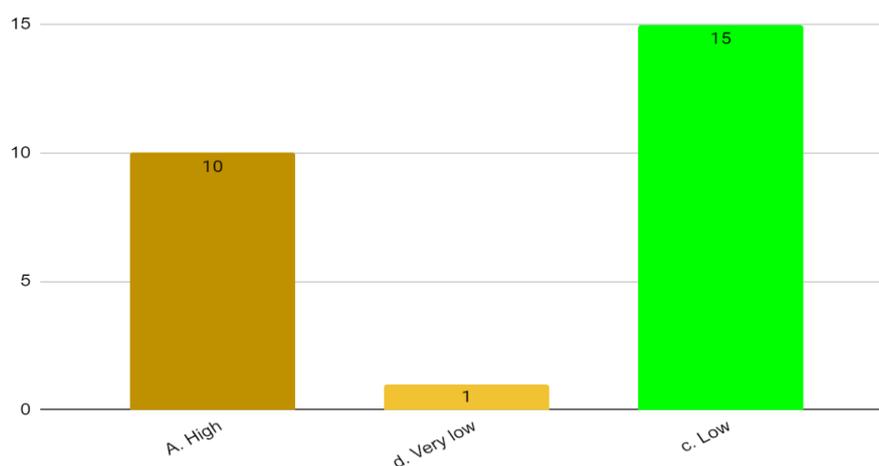


**Figure 3. 13 The Effect of The Instructional Method on Students' Achievements**

The pie chart above demonstrates if the teaching process or method weakens the students' academic attainment or not. Most of the students (65.4%) are not sure about the claim but they doubt it. There are participants (23.1%) who are sure about the statement and they reveal that the teaching method contributes to weakening their results. Despite that, there are learners (11.5%) who said that it does not affect their achievement negatively.

#### Q.3 How Do you Find your Educational Achievement in a Crowded Class?

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**Figure 3. 14 The Educational Achievement in Large Classes**

As displayed in the graph above, more than half of participants (15) claim that their educational achievement decreases till it becomes low in the crowded classrooms. Approximately the same, one (1) learner declares that his achievement becomes very low when he studies in a large class. However (10) students see that their outcome is high in such a place. No one selected the very high choice because is a bit hard to achieve it in such a setting.

### 3.2.4 Discussion of The Results

The introductory question is designed to organize the study, and also to know which university level are encountering the phenomenon of crowded classes the most in Moulay-Tahar university. The results of this question show that second-year master students are more cooperative and know that this step is necessary to accomplish the study; they are 12 out of 26 participants which is a significant number. Also, first-year master students know about the research tools and that they need the population of study' help achieving the research work; they are representing (34.6%) of the

### **Chapter Three: Data Analysis and Interpretation**

participants. Moreover, the second year licence students who answered the questionnaire are 4 (15.4%). While the first year licence only 1 student (3.8%) answered the questionnaire whereas the third year students did not contribute to accomplishing the study which is considered the less collaborative group in the research maybe because it is an online one and they do not have access to the internet. The first question of section one, the investigator have asked the students how many learners are there in the classroom, the findings show that that there are 50% of the students are studying in classes that are between 30 and 40 students. Therefore we assume that is a large number for an EFL class. (7.7%) state that they are more than 40 in the class which is really a serious issue that affects the learning-teaching process. Whereas, (42.3%) said that are 20 to 30 in a class which is an acceptable number for languages classes. Generally, we deduce from the first question that our university encounters the problem of the oversized classrooms since there are more than half of respondents claims that they are more than 30 in the class. In the second question, we have asked them about how they feel in large classes. Their answers were as follows: only (19.2%) feel comfortable but the majority of them understood the question wrongly by thinking that the large class is the one with more space than smaller ones but they are maybe right by mentioning that tight classes are unsuitable for more than 15 students. We think that in Moulay-Tahar University we have such small classes like room 16. Normally it does not accommodate more than 15 students but they are teaching in it even more than 30 students which is an abnormal thing. Next, (50%) claim that it is uncomfortable at all to study in large classes besides that (30.8%) said that is somehow comfortable. They justified their answers that they lose

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concentration, larger classes are noisy also teachers lose control and find difficulty in organizing time and space. To sum up, crowded classes are usually uncomfortable. For the next question, we gave them different seating arrangements, we told them to choose the one they usually use. Most of them (19 students) chose the ordinary ordered rows arrangement because it the most common one, the majority find it comfortable and they see that the most suitable one in large classes. While (4 students) chose the one with two rows facing each other and the teacher in the middle, all of them find it comfortable. However, the circle and the semi-circle arrangement only a few (3 students) chose that option and they claim that is specialized for oral expression sessions they find those arrangements are entertaining. The researcher asked them if they change their seating arrangement from time to time, the results are as follows: 12 students said “No”. On the contrary, 12 students said that they change their arrangement from time to time up to the subject matter or the teacher’s will if there is enough space. While only 2 students said that sometimes they change it. In question five, the participants were asked if their classes are noisy and we gave them three options (Rarely, Sometimes, and Always) 65.4% said that their classes are sometimes noisy and 34.6% said they rarely make noise. And no one chose the “Always” option which seems a good thing. We assume that there is not a serious noise issue but it still needs some requiring strategies to minimize noise the maximum. For the sixth question, a multiple-choice question was provided to interrogate students about the crowded classes, are they disciplined? Their answers show that there are different views and the two highest ones with the same percentage (38.5%) disagree and strongly disagree with the statement. Nevertheless, (15.4%) of

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respondents agree with the mentioned idea. Whereas (7.7%) strongly agree with the idea that crowded classes are disciplined. We presume from the previous results that the crowded classes experience disciplinary issues though it is possible to reduce them through implementing some techniques and strategies that are mentioned before. In the seventh question, again it is a multiple-choice question that investigates the students' involvement in large classes by choosing one option among the four (Disagree, Strongly disagree, Agree, and strongly agree) 16 responses disagree with the argument that students are involved with the course in oversized classes while 6 students strongly disagree with it. On the other side, 2 students strongly disagree with the claim and 2 other participants disagree with it. We infer from the seventh question that the majority of respondents meet difficulties to stay focused and involved with the lesson in large classes. The researcher has designed a question to investigate participation in crowded classes and if they have enough time to participate or not. The results show that (57.7%) disagree with "students have enough time to participate". Similarly, (7.7%) strongly disagree with it. In contrast, (34.6%) agree with the stated claim. We see clearly that the majority of participants do not have enough time to participate. Simply due to a large number of understudies in the class. The group work strategy helps much to make them all participate through appointing a student who represents his mates' thoughts; also it becomes more organized participation. The discussion strategy took the highest percentage as the most effective strategy in crowded classes by (40%) it seems that discussion is supported by students and it seems more effective to them while the group-work strategy is favoured by (28%) of participants. Also (16%) chose the group-work strategy as the more efficient

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one. Whereas (10%) of participants selected the individual work strategy and (6%) claim that the lecture method is the suitable one for teaching in large classes. We deduce from that question that there is diversity in choosing strategies. These results indicate that learners like the variety of strategies and changing it from time to time it seems also a significant thing to break the monotony and stay focused. The tenth question (open-ended) is dedicated to the participants' suggestions about what we can do to improve learning in large classes. Their answers were as follows: the group-work is the most overwhelming response by (9) students, then (4) learners have no idea about how to foster learning in such classes. The better involvement, discussion, and taking control over discipline and noise, each strategy is suggested by (2) students. Three of them said that it is better to organize time and setting for better learning. The others claim that creating a cooperative competitive atmosphere between students. The last student suggests using data-show, games, and role-plays for better performance. In brief, we assume that all their suggestions are helpful to take control of large classes and enhance learning in them. The second section sheds the light on educational achievement and the crowded classes. So the researcher asked; do the crowded classes affect the students' grades negatively or not. 14 students said that it decreases their outcome. In contrast, 12 respondents claim that it does not affect their classes negatively. We assume that this kind of class affects more than half of learners' grades negatively in this university which seems a serious issue that requires certain teaching strategies to fix it. In the second question, respondents were questioned if the teaching method affects their achievement, we gave them three choices (Yes, No or Maybe). On one hand, (65.4%) said maybe. On the other hand,

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(23.1%) said that it affects their achievement while (11.5%) said no. In conclusion, it appears that the majority are not certain if the instructional process affects their achievement or not. It is a confusing result; students should know the factors that affect their performance so they can control their performance. In the following question, they were asked whether their achievement is very high, high, or very low, low. 57.7% stated that their achievement in crowded classrooms is low. While 3.8% claim that it is very low in such a place. However, 38.5% said that their achievement is high in large classes. We deduce that the ones whose achievement is low or very low they would cooperate with teachers to boost it the maximum.

### **3.3 Teachers' Questionnaire**

To get the maximum benefit from teachers' experiences in teaching and to know clearly how they think about the crowded classes along with the educational achievement, and how large classes affect students' achievement. The questionnaire is sent to the majority of English language teachers via their e-mails, only (8) teachers answered it

#### **3.3.1 Administration of the Questionnaire**

As mentioned before, the questionnaire was answered by eight teachers of English at (Saida) university. It is an online questionnaire sent through emails to the majority of English language teachers. Eight of them answered it. Some teachers answered it in the same day, others took some time to do so. We have stopped receiving answers after two days from publishing them.

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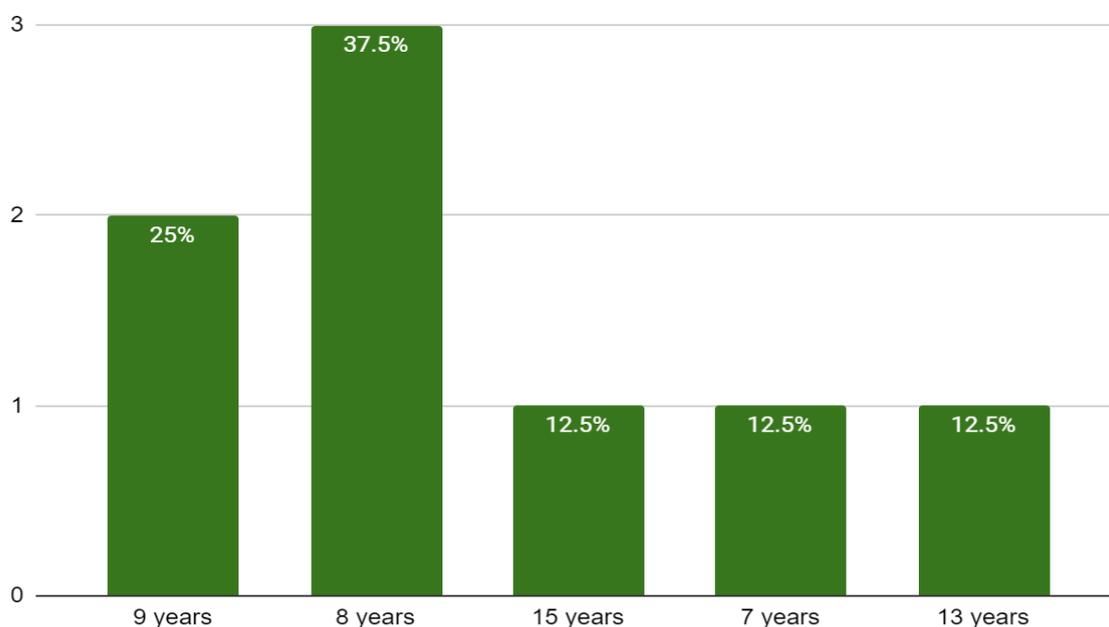
### 3.3.2 Description of the Questionnaire

This questionnaire consists of 13 main questions and 6 follow-up questions. They were divided into three sections; in section one we aim to organise and have a background on the teachers we are asking. In section two the researcher targets the teachers' perceptions of oversized classrooms. The third section tends to investigate their points of view on educational achievement and its relation with crowded classes. The questionnaire is a mixture of multiple-choice questions and "Yes" or "No" questions in addition to the follow-up questions so they can justify their answers.

### 3.3.3 Analysis of Teachers' Questionnaire

#### Section one: Background Information

#### Q.1 How Long Have you Been Teaching at University?

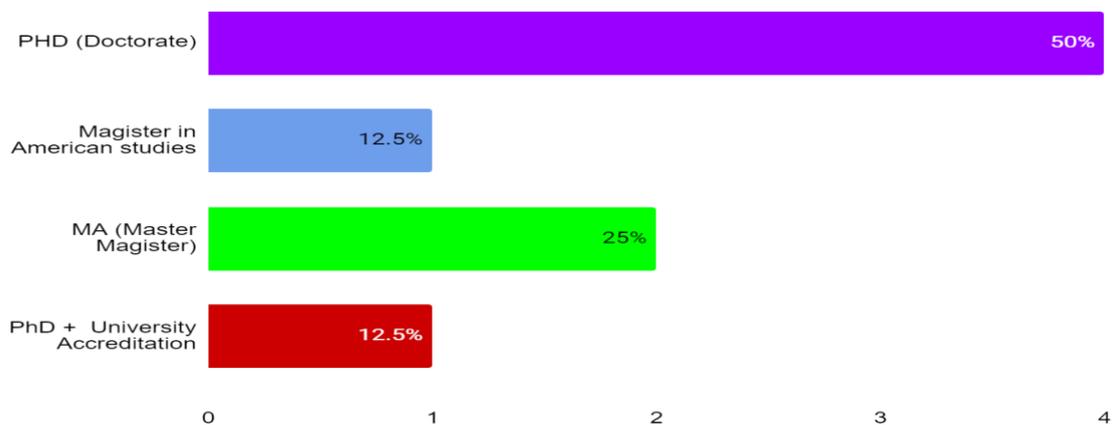


**Figure 3. 15 Teachers' Experience**

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The second question is also designed to organize the work at the same time to know the teachers if the teaching experience can make a difference in their attitudes towards crowded classes and the way they deal with it. It can be seen from the graph that (3) teachers have teaching experience of 8 years while the two others reached 9 years and one who is 7 years' experience. The most experienced teachers are two one is 13 years and the other is 15 years' experience in the field of teaching.

### Q.2 Degree(s) Held:



**Figure 3. 16 Teachers' Degrees**

The third question is mainly asked to see if teachers' degrees can make a difference in perspectives or even the way they deal with large classes. The graph above displays that the majority of teachers (50%) got a Ph.D. degree. Additionally, one teacher (12.5%) got a Ph.D. plus university accreditation. Two teachers (25%) got the MA degree, while the remaining teacher (12.5%) got Magister in American studies.

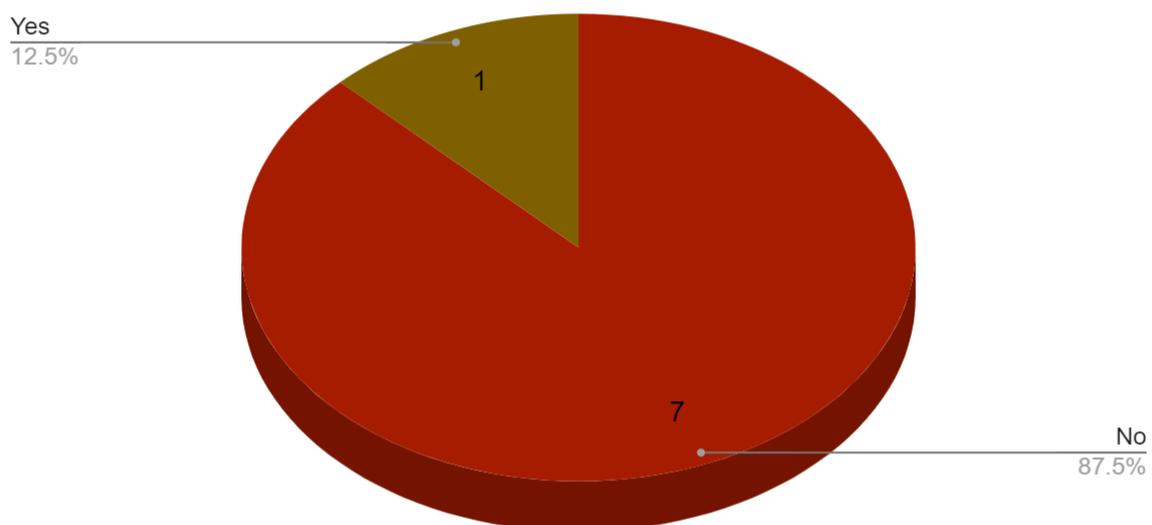
## Chapter Three: Data Analysis and Interpretation

### Section two: The Overcrowded Classrooms

#### Q.1 What Does an Oversized Classroom Mean to you?

The first question of section two tended to explore what does crowded classes mean to the respondents. Some of them said that is an unsuccessful learning/teaching process. Whereas, others it means to them a large number of students. While others see that it is a real teaching obstacle. Also, some consider it as a messy classroom.

#### Q.2 Do you Feel Comfortable in Large Classes?



**Figure 3. 17 Teachers' Attitudes on Large Classes**

### **Chapter Three: Data Analysis and Interpretation**

It can be seen from the pie chart above that the majority of teachers feel uncomfortable in crowded classrooms (87.5%). However, (12.5%) of them feel comfortable.

The ones who answered no, they explained why and their justifications were as the following: some of them said that is hard to manage and the process of teaching and assessing students becomes more difficult in this place. Some others claim that those classes are noisy and students get distracted easily so they lose concentration. Others said that some modules require a limited number of students such as written expression; so the teacher can correct each student's errors in the class.

#### **Q.3 What Are the Hindrances you Face While Teaching in a Large Classroom?**

The researcher tended to ask this kind of question (open-ended) to not limit their answers and see the rich diversity of answers and different hindrances faced by teachers in large classes. Some of them said that they witness too much noise while others claim that they are unable to assess students properly along with the practice of their language in their classes. Some are afraid that the lesson was not well understood by students. Whereas others said that they face difficulty attracting the learners' attention and lack of participation. Few others stated those classes are hard to manage, answer all students' questions, and give further information.

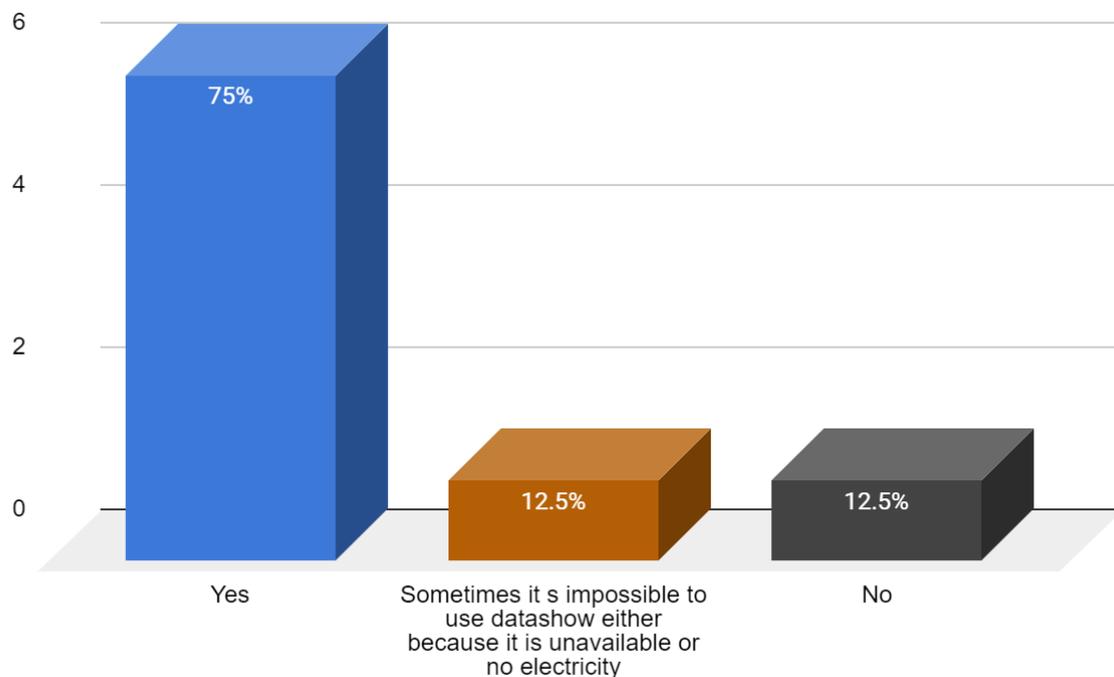
#### **a) Q.4 Which Techniques or Strategies you Use in Such a Setting?**

The stated question above is open-ended with two follow-up questions that aim to recognize the strategies teachers apply in crowded classes and see if they are

### Chapter Three: Data Analysis and Interpretation

workable besides to an explanation “How is that?” the more frequent answer is that they use group-work strategy in addition to data-show, presentations, and hand-outs.

#### b) Are they Workable (Techniques)?



**Figure 3. 18 The Efficacy of the Used Techniques**

The majority (75%) said that their strategies are workable in large classes. However, only (12.5%) answered no while one teacher (12.5%) stated that he is unable to use data-show because it is not available or there is no electricity.

#### c) If Yes, How Is that?

More than half of the responses contained focus and attention. In other words, the mentioned strategies can make students more focused on their tasks; they are excited and cooperating with each other. While others said that when you succeed

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engaging and triggering interesting topics, noise and misbehaviour problems will disappear gradually.

#### Q.5 Which Materials or Resources Do you Use Usually in a Crowded Classroom?

In this question, we tried to identify the materials and resources used by teachers in crowded classrooms. Most of the answers listed audio-visual materials such as data-show, some others said hand-outs, and short stories. Nevertheless, some believe that materials will not be helpful in such a setting.

#### Q.6 Do you Think that Overcrowded Classrooms Have Advantages?

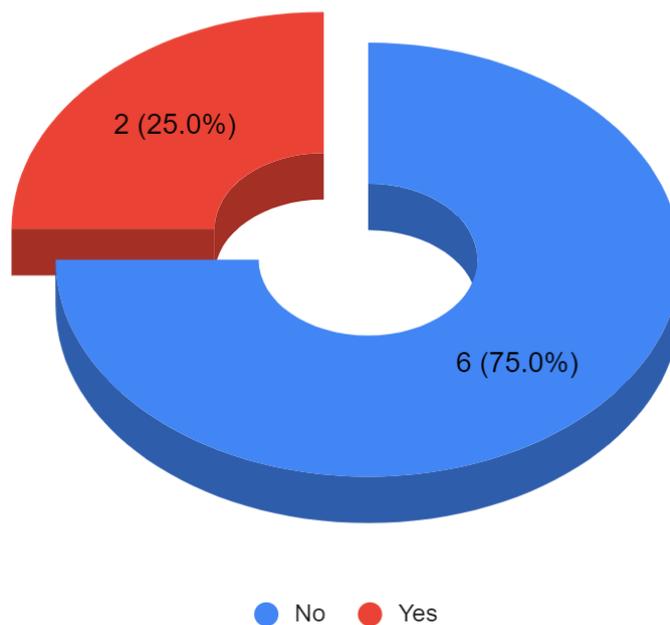


Figure 3. 19 Teachers' States in Large Classes

## **Chapter Three: Data Analysis and Interpretation**

In the sixth question, most of the respondents (75%) believe that the overcrowded classes have no advantages. Whereas, (25%) teachers think that it has advantages. Those teachers justified their answers by saying that large classes have a variety of students and opinions. Moreover, some activities require a significant number of students.

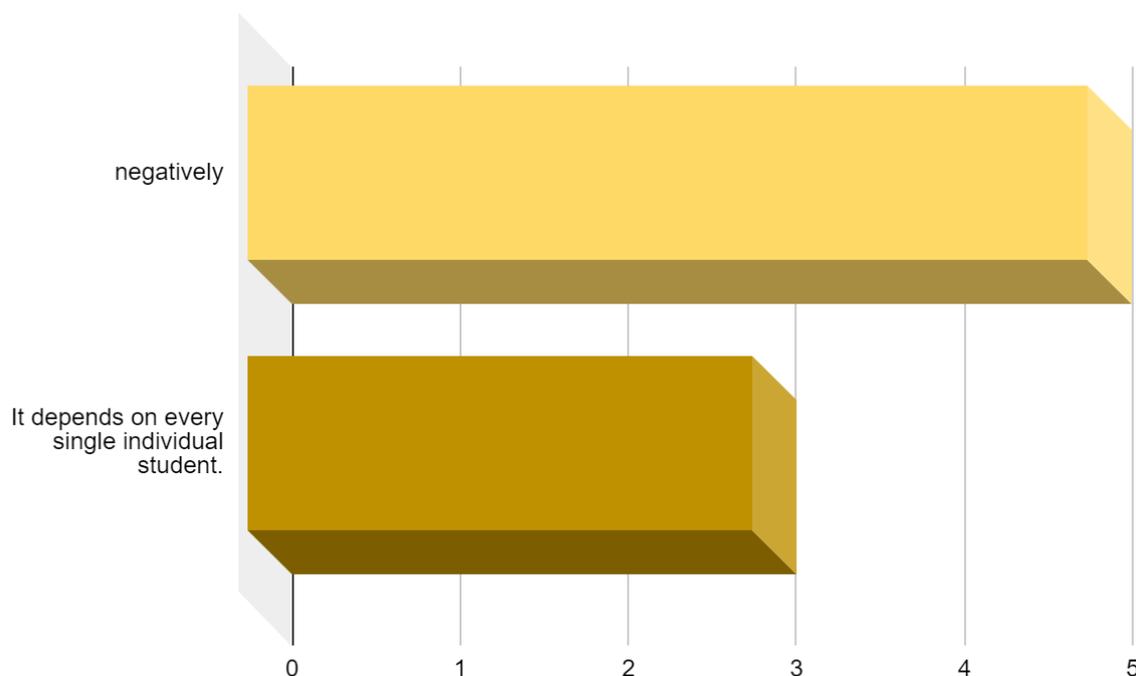
### **Q.7 How Can you Motivate Learners in Crowded Classrooms?**

Teachers answered this question differently, some said that they trigger the thing that entertains them they claim that it is a good way. Some said through giving them extra homework. Others stated that they send lessons in advance. Some others claimed that they choose carefully materials, texts, and activities that suit their interests. Few others said that they grade the students' participation to motivate them.

## **Section three: Educational Achievement**

### **Q.1 Do the Oversized Classrooms Affect the Students' Educational Achievement?**

## Chapter Three: Data Analysis and Interpretation

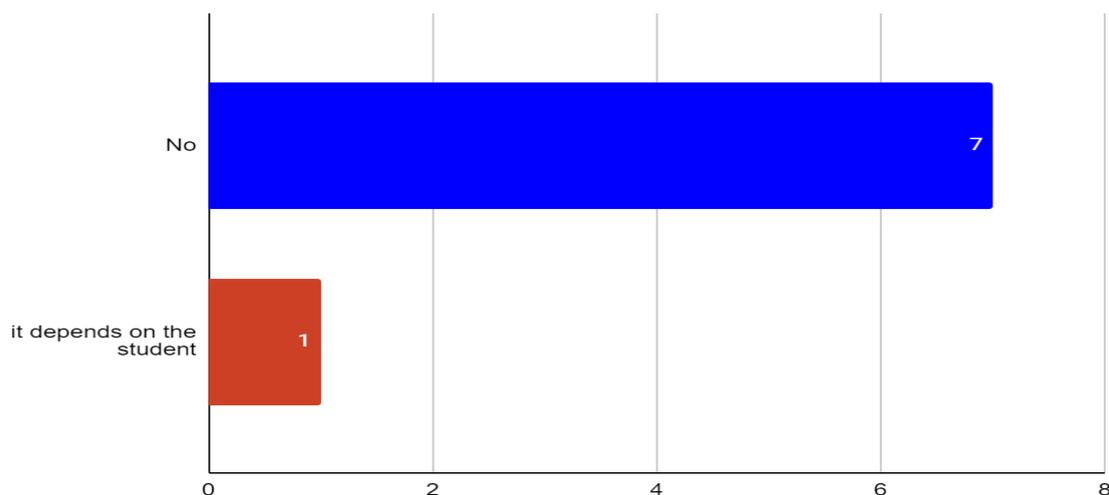


**Figure 3. 20 The Effect of Large Classes on Students' Achievement**

As you can notice in the graph above, on one hand, 5 teachers said the oversized classroom influences the students' academic attainment negatively. On the other hand, 3 teachers said that it depends on each individual student while no one has chosen the "Positive" option. The ones who said it affects it negatively justified their answers by stating that in large classes there is not sufficient time to understand lessons and practice language. Some said because of the lack of concentration since large classes are characterized by disturbances and noise, while others are referring to anxiety in crowded classes.

### **Q2. Do Students Reach Satisfactory Results in a Large Class?**

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**Figure 3. 21 Students Results in Large Classes**

As it is shown in the graph above, the overwhelming majority (87.5%) claim that students do not reach satisfactory results. While only one teacher (12.5%) said that it depends on the student himself. The first group justified their answers differently; some said that other students who are not interested start creating disturbances so they affect others negatively and their outcomes are unsatisfactory. Others stated that in small classes the chances of understanding lessons and practicing language are high, unlike the large ones. Also, they stated that those factors contribute to students' results. The remaining ones claimed that because of the large classes' anxiety the students' outcomes decrease progressively.

### **Q.3 What Is the First Thing you Do After Noticing Unpleasant Results?**

The third question investigates the way teachers deal with bad results; some said that they encourage and tell the students to be cooperative with the teacher so they enhance their results. Other teacher stated that he implies some remedial works and peer assessment. Some others claim that they review their teaching practice

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while others said that they start with a revision to the previous lesson. Although, other teacher said that he does nothing because it is not a problem of teaching but it is an infrastructure issue in our university.

#### **Q.4 What Do you Suggest to Ameliorate Teaching in Large Classes?**

In this question different suggestions were proposed, some suggested modernizing the classrooms and making them more equipped while others suggested minimizing the number of students and recruit more teachers. Also, they proposed to divide students into groups and trigger their interests. While others said that you need to be a good teacher and have a good interrelationship with learners.

#### **Q.5 Any Other Comments?**

Only one teacher added a comment that says when the teacher loves his job and cares about students' success and gains their respect then you can do with large classes.

### **3.3.4 Discussion of The Results**

The first three introductory questions of section one are dedicated to organising the work and to what extent teaching experience and the degree held can make difference in the way teachers deal with a large class and their attitudes towards it. First, it seems that female teachers (62.5%) are more than male teachers (37.5%) in our university. We deduce that females are more interested in learning languages; they are really proficient at, while males lean to be in the scientific stream, and they are brilliant to do so. Second, English teachers at Moulay-Tahar University are significantly experienced teachers as it is shown in the description

### **Chapter Three: Data Analysis and Interpretation**

part, the less experienced teacher has 7 years of experience, only at the university. The rest vary in the number of years of experience some are 8 some others are 9 years, few others reached 13, and 15 years of experience. Third, the majority (50%) are Ph.D. teachers and the rest are master and magister teachers. In section two the researcher tried to elicit the teachers' attitudes on the overcrowded classrooms. In the first question, we asked them what an oversized classroom means to them. They answered that it is a teaching obstacle and some said that it is a large number of understudies in a single class. Some described it as a messy class while others said that large classes lead to an unsuccessful learning-teaching process. In the second question, teachers are asked if the crowded classes are comfortable or not most of them (87.5%) stated that it is an uncomfortable setting to teach at, while the rest said that it is comfortable. It seems that the results are reasonable due to the issues that teachers encounter in large classes in which they mentioned in the follow-up question that asks for justification. They justified their answers by listing some issues they face in large classes such as (noise, discipline, less concentration...). The third question in this section is about: which hindrances teachers face while instructing in crowded classrooms. Almost the same issues that were stated in the previous answers they were repeated plus the inappropriate assessment and evaluation in addition to lack of participation and engagement. Next, in the fourth question, the researcher asks teachers which strategies they use in crowded classes. Their answers were as follows; the majority suggested the group work as a significant strategy to teach in large classes they added to that; presentations, entertaining activities, and hand-outs. The plurality (75%) said that they are

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workable strategies whereas some said it is not due to the lack of equipment at the university. In addition to that, they explained how they are workable by saying groups help much to motivate, involve, and get students focused on their tasks. Others said engaging your students well by stimulating their interests then hindrances like noise, misbehaviour will disappear gradually. We deduce that teachers are really working hard trying to implement some innovative strategies to enhance the learning-teaching process in crowded classes. Yet there are still some infrastructure problems that should be solved. In question five, we wanted to know which materials and resources they use in crowded classes. Some of them said that they use the following materials: ICT techs, hand-outs, data-show and short stories. Others think that materials are unhelpful in large classes while others said that sometimes there is no need for materials only good presence in addition to solid teaching skills and mastery of the subject matter is enough to get the job done. It seems from their answers that they are using several materials which seems quite helpful to facilitate learning in large classes. Teachers in question nine are asked do crowded classrooms have advantages or not. Most of them (75%) claim that crowded classes do not have advantages. Yet, few others said that it has advantages, they listed some of them in the justification section which were: the variety of students and motivation. Additionally, some activities require a significant number of learners. We deduce that the majority of teachers think that large classes do not have advantages but it has as the others mentioned. It is a good thing that teachers would use them to their advantage. In the last question of section two, we tended to know how teachers motivate their learners in crowded classrooms. Their answers

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were as follows: some said that they turn everything to an entertaining session so to attract students' attention. Whereas some said that they would choose the suitable materials, texts, and activities that fit the students' interests. Others claim that by grading their participation in the class. One of the teachers said that he motivates them by giving them extra home works; we think that this point is unwelcomed by learners because they always lean to entertainment such as game-like activities and documentaries. The remaining teacher had explained in details how you can motivate learners. He said that first provide them with what they really need. Second, show them that their contribution and performance really matter then establish good interrelationship with your students then engage them through interesting tasks. The most important point is to show respect and interest to the students so you may motivate them. All their techniques seem to be very interesting but the one who explained in detail looks brilliant and experienced teacher (Ph.D. degree plus 13 years of experience) besides his knowledge about educational psychology and classroom management. Section three is dedicated to the oversized classes and educational achievement. The first question investigates the way educational achievement is affected by the crowded classes, positively, or negatively or something else. The plurality (5 teachers) said that it affects the students' academic performance negatively while the rest (3 teachers) see that it depends on the student himself. On the contrary, no one declared that large classes influence the students' achievement positively. The teachers explained how educational achievement is affected. Most of them said if they lack concentration in the class due to the large number their achievement automatically is going to be low. Some others

### **Chapter Three: Data Analysis and Interpretation**

stated because of the time constraints they lack participation and understanding. We assume that some students' results are affected by large classes; regarding this, some remedial works and strategies are required to increase their outcomes. Next, do students reach satisfactory results or not. Most of their (87.5%) answers were no and they mentioned the reasons why. They said because of the lack of practice as well as the deficient understanding of the lesson or the large number anxiety. Hence, they fail achieving good results. In the following question's answers, they suggested strategies to improve students' achievements. They suggested encouraging and motivating them to do their best next time. Also, peer assessment and remedial works are necessary besides revising lessons. Most importantly teachers would review their own teaching practice. In the last question, teachers are asked to suggest something that can help to ameliorate teaching in large classes. They suggested minimizing the number of understudies in each class and recruiting more teachers to diminish this phenomenon. They also recommended dividing students into groups. Moreover, they asked to modernize and equip with the necessary equipment along with all these administrative improvements they also asked to be good teachers and master what they are doing. We deduce from this entire questionnaire that teachers encounter infrastructure issues more than the way of instructing.

#### **3.4 Conclusion**

This chapter focuses on obtaining real data about students' attitudes and viewpoints about crowded classes and their relation to the educational achievement. Moreover, the teachers' perceptions regarding the significance of the academic achievement, and which strategies and techniques are used to sustain a comfortable

### **Chapter Three: Data Analysis and Interpretation**

learning atmosphere. Also, trying to find potential solutions for better achievements since the academic attainment is one of the bases of teaching and learning. After the data analysis, it is noticeable that teachers and students are facing obstacles improving the educational achievement due to the large classes (lack of concentration, noise, management, discipline problems and they are less equipped...) which impact the students' outcomes negatively. Therefore the research hypothesizes have been confirmed by the questionnaires. In conclusion, arguably that the class is well managed and arranged, it would be very easy to minimize the impacts of the oversized classrooms and avoid discipline and noise problems and preserve a comfortable environment that encourages the students' performance despite the large number of students in a single classroom.

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### Suggestions and Recommendations:

An increase in university enrolments is due to population growth and free education in Algeria. For this reason, many enrolments are each year, certainly, small classes are more comfortable and their learning-teaching quality is high. The recommendations below are for aid teachers and the education system get adequate classroom management techniques knowledge for efficient learning and teaching processes:

- As the population/students' enrolment increases so also the government establishes and builds additional classes, equip them, for effective teaching-learning.
- The government and ministry staff has the role to treat this problem by increasing the graduation average for accessing EFL learning in higher education.
- It is up to administrative staff to manage the problem by increasing the number of groups and classes as well.
- Organizing conferences and seminars to share ideas and experiences with other universities especially foreign ones to benefit and exchange successful experiences and adopt them locally.

### **Chapter Three: Data Analysis and Interpretation**

- Involving learners and encourage students by forming pairs/groups, so the students are given opportunities to learn from each other and through meaningful feedback, and for saving time and effort as well.
- The creation of a good teacher-student relationship is essential, because successful classroom learning depends on teachers' ability to establish a good relationship with students, and keep in contact with them even outside of the classroom.
- Teachers would be open to all points of view and be wholehearted.
- Reorganizing the class seating shape, so it would be easy to be close to every individual like a circle, semi-circle C, the U shape; and moving around talking to involve the learners within their lessons.
- Introducing ICT's techs to promote effective learning and teaching.

## **General Conclusion**

To teach languages effectively, teachers are required to be familiar with teaching techniques and strategies in order to create a comfortable and supportive learning environment, specifically in classrooms where the number of students exceeds the optimum level. According to the current research, Moulay-Tahar University (Saida) encounters the phenomenon of crowded classes, particularly the English language department due to the language benefits since it is used for science, also due to its huge popularity. The research attempted to investigate if the oversized classes affect the learners' achievement negatively or not.

The research devoted three main chapters to describe, investigate, and analyse the large classes phenomenon. The first chapter deals with the definitions, comparison between small classes and large ones and the common challenges teachers face in such a setting. The second chapter investigated the relation between large classes and classroom management in addition to the educational achievement of the students. The third chapter is dedicated to the analysis and investigation of the questionnaires. Also, the researcher tries to validate the previous hypotheses. The current results show that the oversized classes pose several challenges such as noise, lack of concentration, and understanding lessons. Most importantly, the assumption that large classes may affect the students' achievement negatively is confirmed by the majority of students of English (Moulay-Tahar University). The findings indicate that their performance in large classes is low. Also, most teachers affirmed the previous hypothesis. Moreover, teachers mentioned some problems they encounter in large classes like disturbances,

disciplinary issues and they feel uncomfortable in it. They also mentioned that Moulay-Tahar University struggle infrastructure shortcomings and the unavailability of materials such as (data-show, equipped languages laboratory ...).

Therefore, the present research aimed to provide various teaching strategies to enhance the learners' academic attainment and facilitate the teaching process to teachers. There are plenty of them that can be implemented, the teacher needs to know which one will fit his class, he is the master of it. Surely, the researcher faced some limitations that hindered the realization of the aimed objectives. They are the limited sample of the study, the inaccessibility to significant resources. Furthermore, the risk of failure of the strategies since they are applied in several societies except ours.

The previous researches have made our investigations easier as the current one hopes to set grounds to the forthcoming ones, to have a clear view of the overcrowded classrooms and how teachers would cope with it.

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**Appendices**

**Appendix A:**

**Student's Questionnaire**

**Dear students,**

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

**Section one: overcrowded classrooms**

**Introductory Question:**

**Q.** which university year you are on?

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**Q1.** How many students you are in the classroom?

a. 20 to 30

b. 30 to 40

c. More than 40

**Q2.** How do you feel in oversized classes?

a. Comfortable

b. Somehow comfortable

c. Not comfortable at all

Why?

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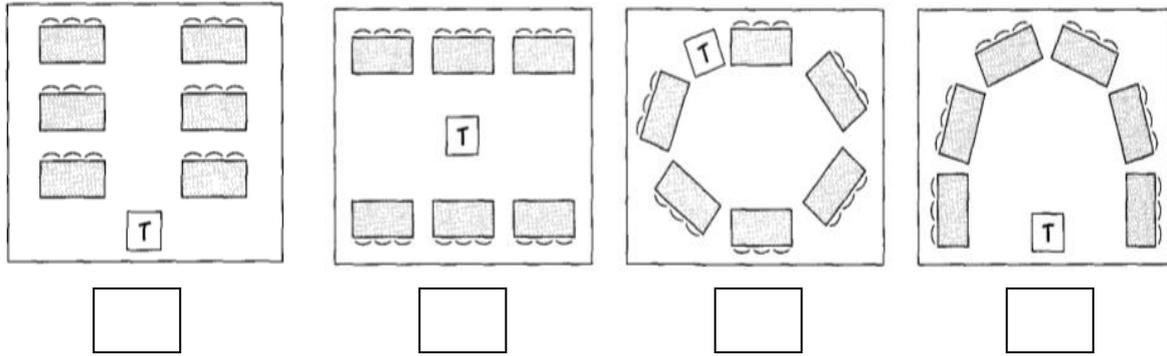
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**Q3.** What is your seating arrangement? Tick (✓) the right box



**Figure 3. 22 Different Seating Plans (Scrivener, 2005, p. 88)**

**Q4.** Do you find it comfortable?

Yes  No

**Q5.** Do you change your seating arrangement from time to time? If yes why?

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**Q6.** Is your class noisy?

a. Rarely

b. Sometimes

c. Always

**Q7.** Please tick the response that you agree with most

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1.</b> Crowded classes are more disciplined.				
<b>2.</b> Students are involved within the course in oversized classroom.				
<b>3.</b> Students have enough time to participate.				

**Q8.** Select the Strategies you Think Are The Most Effective in a Large Classroom  
(you can select more than one)

<b>N°</b>	<b>Teaching strategies</b>			
1	Individual work			
2	Pair-work			
3	Group-work			

4	Discussion			
5	ICT devices			
6	Lectures			

**Q9.** What do you suggest to ameliorate learning in large classes?

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**Section two: Educational achievement**

**Q1.** Does the crowded classes affect your grades negatively ?

Yes  No

**Q2.** Does the improper instructional process weaken your achievements?

Yes  No

If yes, how?

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**Q3.** How do you find your educational achievement in crowded class ?

a. Very high

b. High

c. Low

d. Very low

Any other comments concerning the topic:

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**Thanks for your time and your collaboration.**

**Appendix B:**

**Teacher's questionnaire**

Dear teacher,

This questionnaire was designed as a part of investigation carried out for a master degree in Didactics. Its purpose is to determine your attitudes towards **The Oversized Classroom and the Educational Achievement**. You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Please answer each statement by marking the box that reflects your opinion. Your response will be treated as confidential and will be used for the purpose of this survey only.

**Section one: Background Information**

1-Specify your gender:

a- Female

b- Male

2-How long have you been teaching English at University?

- .....years

3-Degree(s) held:

a- BA (Licence)

b- b- MA (Master Magister)

c- c- PHD (Doctorate)

**Section tow: The overcrowded classrooms**

1. What does an oversized classroom mean to you?

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2. Do you feel comfortable in large classes?

Yes

No

If not, why?

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3. What are the hindrances you face while teaching in a large classroom?

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4. Which techniques or strategies you use in such a setting?

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5. Are they workable (techniques)? If yes how is that?

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6. Which materials or resources do you use usually in crowded classroom?

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7. Do you think that the overcrowded classrooms have advantages?

Yes  No

If yes what are they?

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8. How can you motivate learners in crowded classrooms?

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**Section three: The Educational Achievement**

1. Do the oversized classrooms affect the students' educational achievement?

Positively

Negatively

How is that?

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4. What do you suggest to ameliorate teaching in large classes?

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5. Any other comments.

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**Thanks for time and collaboration.**

