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The Effect of Oversize Classes on EFL Teaching Process

Case study: Teachers of English at Chadli Benjdid University

**Dissertation Submitted to the Departement of English for the requirement of Master Degree in
Didactics of English**

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المخلص

في أي مرحلة دراسية حجم الصف له دور مهم في الجامعة حجم الصف مقبول رغم صغره أو كبره، لكن إذا كان حجمه زيادة عن اللزوم، عملية التعليم سوف تواجه تحديات مختلفة، بغض النظر عن حجم الصف، صغيراً كان أم كبيراً، الأساتذة يلزمهم أن يعملوا الطلاب وقيمهم بشكل فعال هكذا علمهم يزيد ويتحسن.

هدف هذه الدراسة هو دراسة تأثير تعليم اللغة الإنجليزية كلغة خارجية في صفوف المزدحمة جداً ولتشخيص المشاكل المختلفة التي تواجهها معلمو اللغة الإنجليزية خلال تعليمهم في الصفوف المزدحمة كثيراً في جامعة الشاذلي بن جديد الطارف، تم اختيار طلاب السنة الثالثة كنموذج لتنفيذ البحث، تم استخدام الطريقة التفصيلية لهذا للحصول على معلومات أعمق عن تأثير تعليم اللغة الإنجليزية كلغة خارجية في صفوف المزدحمة جداً، تم استخدام استفتاء مع ثمانية من أساتذة قسم الإنجليزية، نتيجة البحث أظهرت بأن الصفوف المزدحمة جداً تؤثر سلباً على عملية التعليم، أغلب الأساتذة ليسوا مرتاحين بنتائج البحث من كثير من طلابهم في صفوفهم.

الكلمات المفتاحية: الصفوف المزدحمة، تعليم اللغة الإنجليزية كلغة أجنبية، طلبة السنة الثالثة.

Abstract

The class size plays an important role in any educational level. At the University, the size of the class whether it is small or large is acceptable, but if the class is an oversized, the process of teaching will face different challenges. No matter what the size of the class is; small or large; the teachers have to teach and evaluate their students effectively; so that, the students' knowledge will be increased and improved. This study aims to investigate the effect of teaching English as a foreign language (EFL) in oversized classes, and to identify the different issues that teachers of English face while teaching in overcrowded classes at Chadli Bendjedid University of El Tarf. Third year students have been chosen as a sample. To conduct this research, a descriptive method has been used. So, to get deeper information about the effect of large classes EFL teaching, a questionnaire was given to eight teachers at the department of English. The results of the research showed that the oversize classes affect the teaching process negatively. Most of the teachers are not satisfied about the results of most of their students in those classes.

Key words: Teaching English as a foreign language (EFL), oversize classes, third year stude

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List of Abbreviations

CLT: Communicative Language Teaching

CBT: Content-Based Teaching

CLL: Cooperative Language Teaching

EFL: English as a Foreign Language

IWB: Interactive White Board

L2: Second language

List of Acronyms

%: percentage

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First of all, everyone knows that without the decision and the help of Allah, no one can give me the strength, the capacity and the patience to complete this work. Peace and blessing up on our prophet Mohamed, his families, his companies and his followers.

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Dedication

To my lovely mother and my great father

To my sweet sister

To my dear brothers

To all those who love me and believe in me

I dedicate this work

General Introduction

The process of teaching and learning EFL is not an easy task at all. This process depends completely on the instructor, the students and the classroom where the students study, and get knowledge. So, the atmosphere of the classroom is very necessary to the teaching process. Apparently, English teachers know that oversize classes cause difficulties for teaching English effectively. In most of the Universities, there is big number of students that causes a wide expansion of the oversized classes' problem. Teaching English in oversize classes is a big issue that caused a lot of difficulties has been observed in our Universities. Those classes affect the efforts of the teachers who are suffering from a lot of problems faced usually with the large number of learners. For example: talking to all the students, making groups to do the different activities assessing all students, making sure that every single student is participating and sharing knowledge.

Statement of the Problem

When the class is overcrowded; the interaction of the students with their teachers will be poor, and also, there will be a lack of management and a lack of disciplines that affect the process of teaching. For instance, teaching a class of 20 students is easier than teaching other one of 50 students.

Research Questions

- Does the size of the class effect the teaching process?
- To what extent does the class size influence the teachers' procedures?
- Does the oversize class affect the students' motivation?

Hypothesis

It has been hypothesized that when the size of the class is large, the teaching process will face many constraints. Then, the teachers will have a lot of problems while teaching EFL classes, and also, the students will be unmotivated to learn English.

Aims of the Study

This study aims to identify the effect of teaching EFL on oversize classes. Also, it seeks to use some current results to make the teachers know how they can deal with large classes, and thus, gives them the opportunity to improve their foreign language. Additionally, this study aims to give the teachers some solutions and suggestions to deal with oversize classes.

Research Methodology

The method of this study is a descriptive method because it describes the impact of large classes on the process of EFL teaching.

Tools of Research

In this study, a questionnaire was used to collect data because neither time nor conditions allow to use any other data collectionp. So, the questionnaire was given to teachers who are teaching at the department of English at Chadhli Bendjed University in El-Tarf.

Structure of the Dissertation

This research is divided into three main chapters: The first one is about the literature review. It begins with the definitions of the oversize classes. Then, it talks about disadvantages of large classes, and philosophies to manage an oversize class. Finally, this chapter contains also of the definition of the teaching process, the students' motivation, the classroom interaction and some approaches of teaching. The second one is about the practical part which includes the description and the analysis of the questionnaire and its discussion. Every single chapter starts with an introduction and ends with a conclusion.

Introduction

English instructors have a lot of problems while teaching oversized classes. Some examples of those problems are represented in few and enclosed methods of instructional system, embarrassing relations between the teacher and his students, and also, difficulties in the oversized classes' management.

The classroom is the consequence of class instruction method which is tagged with different training factors that are derived from different types of communication. The first job of the classroom management is to compare, regulate and combine these instruction factors and their aspect to form a whole regulation to secure training agility. But, in the last years, the size of the classroom becomes increasingly larger and equable oversized class which is a global topic in our days.

This chapter deals with two sections. The first one includes the definition of the oversized classes, some problems of large classes, philosophies to manage a large class, strategies of teaching a large class, students' motivation and the impact of the oversized classes on it, classroom interaction and its type and approaches of teaching.

Section One: The Phenomenon of Oversize Classes

1.1.1. Definition of the Oversize Classes

There is no international acknowledged meaning of an oversize class in the writing. However, a lot of writings have suggested what could be seen as a substantial meaning of an oversize class. For example, UNESCO (n.d) sorted out a report concentrated on the instruction and the learning process at University supported at Moi University in Kenya showed that numbers who were academic scholars could not concede to a unique meaning of an oversize class.

Ur (1996, p. 302) also claimed that “the exact number does not really matter, what matter is how you, the teacher, see the class size in your own specific situation”. Nolasco and Arthur (1988, p. 4) said: “teachers who are used to teach 12-14 students might find a group of 20 rather threatening. Others may be believed when they have only 40”. Baber and Westrup (2000, p. 2) reinforced this point of view by saying that “a large class can be any number of student, if the teacher feels there are too many students for them all to make progress”. The same idea is supported by Todd (2006, p. 2): “what is taught influences teachers’ judgments of the size of the classes”.

Coleman (1989) claimed that classes could be described differently according to the context and the learning grade, large in one, and small in another. Onwu (1999, p. 126) also provided a meaning for an oversize class by saying: “for one where the majority of characteristics and conditions present themselves as inter-related and collective constraints that impede meaningful teaching”. In Europe and North America for example, a class could be defined as a large sized class according to their contexts, but small in south Asia or vice versa. The variety of teaching context in each country causes the difference. Wang and zhang (2001) said that because teachers have different views about the size of the classes according to the contexts, size of the classes could not be defined by the number of the students. Thus, describing that a class is large or not differs by the difference of the contexts.

Table 1. Several Minimum Sizes of Oversize Classes.

Author	Minimum size of large class
Barker (1976)	55
Chimombo (1987)	50
Dixon (1986)	40
Finocchiaro (1989)	65
George (1991)	60
Hayes (1997)	50
Holliday (1996)	50
Hubbard et al. (1983)	45
Li (1998)	50
Long (1977)	60
Nolasco and Arthur (1986)	40
Samuda and Bruton (1981)	40
Touba (1999)	60

1.1.2. Problems of Oversize Classes

The increase of the number of students in the class reduces the chance of receiving information and also reduces the concentration of students especially students who sit in the back. They almost do not understand the lessons because of lack of interaction and participation, and also, lack of interest unlike their seatmates in the front; the teacher cannot give the same attention to all students in the classroom.

The difference in the level of students of English between beginners and advanced is another problem that the teachers and students face in large classes. After the end of the lesson, many students do not understand the lessons well while others have no difficulty in the understanding of the lessons. This difference in the cognitive levels in addition to the large number of the students in the classroom is a major obstacle to the teachers when teaching English. The teachers also suffer from the big number of the exam papers which take a lot of time to check and correct all of them.

Another problem is that the teachers are supposed to teach and care about that large number of students' disciplines. It is difficult to control all students if their number is large, as

well as, it is difficult for the teachers to identify all the students who meet them once or twice a week, and therefore, teachers cannot follow the progress of each students who originally did not know their names and characteristics. Then, they find it hard to help the weak and shy students to improve their levels in English, (Wekipidia).

1.1.3. Philosophies for Properly Management for Overcrowded Classes

- Making learners feel that classroom is a noble learning place: In this case, the teachers have to be well prepared to manage the classroom carefully. They also must have procedures for handling classroom events as good as possible. Students must be taught that coming lately, speaking when the teacher explains the lesson, looking at unrelated things, or leaving early is not possible. So, they also must be taught from the beginning that this place is a noble and sacred place, and every treatment in it must be compatible. So, if anyone behaves incompatibly, they will get noticed and embarrassed by the other classmates. In this case, the teachers are very expected to see the role of policemen, (Wekipidia).
- Making students feel that classroom is a learning place for rest and personal freedom: There is a lot of rest and freedom pursuing this idea. Instructors in this way of facilitating the classes should be so adaptable and easily react to any modifications. They plan the lesson, manage the classroom flexibly, and appraise their capability to respond any changes related to the students' behaviors, besides that, they should perform teaching through subjects and contexts in a well-prepared way. Teachers pursuing this way of class management are flexible with learners who read and speak while the teacher is speaking, and come lately or leave early, so, they create a comfortable and suitable environment for learning. Students, who attend early, normally take fore part seats, and instructor directs their speech to them.

- Choosing the middle way of management derived from both nobility of the classroom and having freedom in it: In order to manage the classroom properly, neither very loose nor very rigid, teachers choose this option. There will be a partial rigidity, controlling and using flexibility as well. Pursuing this philosophy, the students have their rights, times and limits for freedom and relaxation. They have also to behave respectfully, but if the student did not respect the rules, the instructor should advise in private not in front of his classmates. In addition, teachers can have a kind of flexibility with coming late and leaving early if they got a permit document.

1.1.4. Strategies of Teaching an Oversize Class

The first interest and the biggest obstacle in the English teacher path, is the lack of discipline of the students caused by boredom, anxiety, and the increase of disinterest. The first challenge for every language teacher is to teach his students the discipline inside and outside the class, and drag them to love the subject they are studying.

1.1.4.1. Encouraging Active Learning

It is not easy at all for any teacher to make all students binding 100% in the lesson, particularly, if the class contains a large number of learners. In order to gain student's attention despite their large number skipping the traditional way of education, and employ new ideas will encourage the students to concentrate and focus only on their studies. Also, to give them the chance in few minutes to remember what they have learned in the previous lessons is a very good idea.

Energizing low-level students is also a good idea from the teacher to motivate his students, to do that, the teacher needs to let his shy students post their own questions and

remarks on a paper in different ways than traditional one, and thus, give them the opportunity to show their capacities without any fear or shame.

The perfect idea to work in groups with the large number of students in the class is think-pair-share. At first, the teacher gives his students a question, so, he can get their attention. Next, he lets them think about the question from one to three minutes. Then, he divides them into pair groups. After revealing the groups, the teacher gives his students the chance to discuss their answers between them. At the end, the teacher asks them to share their answers with their classmates. Using this technique, can contribute to help the students to be more motivated to participate and share information.

In addition, one minute paper is a good strategy which is useful for students. In this technique, the instructor gathers all those papers, and analyzes them. So, he can see the flows. This method is a beneficial for the teacher to help him to communicate with his students easily.

1.1.4.2. The Use of Technology

Today, technology is related to our daily lives particularly, education and instruction. Using technology in language instruction is a necessary need, and a big advantage in large classes. Ur (2012) claimed that teaching will be easier if the interactive white board (IWB) is used with data projectors. So, the teacher can communicate easily in a funny way instead of the book. Pictures, videos, presentation and statistics can be shared on the IWB.

IWB is an easy tool to use, and less complicated. The teacher can use it, and also, invites his students to use it too. It attracts the students' attention, and increases their interest to learn and make more efforts. The gap between the student and the teacher with technology is not only in the class, it can be out of the class also. For instance, sharing E-mails between the students and their teachers make them en contact. The student can send his homework by E-mail, then, the teacher corrects it, and gives him the mark.

1.1.4.3. Encouraging of Pair and Group Works

Cooperative learning contains at least three students who are working together on the same topic, and sharing different ideas and solutions. Working in groups is an important task for the students because when students meet together in the same group to work on one idea, they can find many solutions together by themselves without the help of the teacher.

In order to persuade students about the importance of working in groups without forcing them is not an easy task. However, Renand et al. (2007) proposed several procedures to encourage students to work in groups. The first point is that the teacher should not give the students difficult activities, he should choose easy tasks. In order to make them familiar with the group work, the teacher should divide them into groups in which they feel comfortable, and thus, to encourage them to work with each other depending on themselves. Those groups need to be changed every week or every month, and every group should contain different levels of students. Also, the groups need to respect the time, and they should start and finish working when the teacher affirms that.

Section Two: The Process of Teaching EFL

1.2.1. The Definition of Teaching

Teaching is a complicated process that requires a special care and interaction for each student. As the number of students in a classroom grows their diversity increases, then the students will not learn very well but in middle, and the teachers must teach his students how to become more inspired from themselves, and practice well. Lazy students may be frightened and they may also don't succeed at all, but these treatments are wrong. Teachers must motivate clever and active students to practice what they learn, and also, lazy students to join and study better.

Sometimes, students learn and understand quickly, but sometimes for several reasons, they just get inactive. So, less motivation never refers to a failed student because everyone has a personal life that can affect negatively his path of learning. The student's daily life is influenced by his age, race, mentality, personality, religion, health, and his surroundings. In this case the teacher should encourage and guide him to be a successful one.

Brindley (1994) claimed that education is building chances to students to get knowledge, and finding recent information or explanation through which they add the understanding that they already have.

1.2.2. The Students' Motivation

Teaching EFL is not like any other type of teaching; the teacher of English has to provide more inspiration and willingness than the teacher of any other module. Language is a skill that is needs to be practiced by learners rather than memorization and expecting it.

1.2.2.1. Definition of Motivation

According to Spolsky and Sung (2014, p.17), "Motivation is classified as one the 74 conditions for success in L2 learning". Harmer (2001), also, defined motivation by saying that

“Motivation is some kind of internal drive that pushes someone to do things in order to achieve something”.

1.2.2.2.Types of Motivation

Language practice is enriched with external and internal motivation for learners. Students that value the beneficial aspects of language learning are very inspired internally, while students don't think in this way. Their mind should be motivated more about the future of successful students. If literature, for instance, is a main discipline in a learning medium, learners are basically more motivated to master reading poems, stories and novels. Otherwise, students are more motivated by their future business and job success. Students also can work as interpreters if they get fluency in English, be able to visit the other countries via their jobs, and find a tourism related job. So, a main aspect of inspiring students is to remind them of their future works if they become fluent speakers of English.

Awarding students is a good example for external motivation. Students could also be motivated through providing them extraneous texts to read, videos that facilitate learning challenging subjects, or by making a native speaker join the class as a guest in order to provide the right practice of the language. Sometimes awarding becomes dominant stops entertainment (Van Lier, 1996). Aggressive argument is expected during reward competing on solving problems and answering questions because participants go beyond the tasks or games' educational goal.

Students could be motivated with hardship to practice English if the class used one language for learning. Here are some successful ideas to be practiced in various class sizes and countries:

- Pretending to be a native speaker, and respond to various questions.
- Practicing friendship through writing messages by hand or electronically.
- Presentations prepared by teams after studying a case.

- Discussions among the students.

1.2.2.3.The Interference of Oversize Classes on Learners' Motivation

Harmer (1991) claimed that the large number of students in the classroom clearly impedes learners' educational inspiration. Students' arrangement in the classroom interferes with their motivation. Students will have a limited inspiration when they are forced, for example, to attend classrooms with too large number of students and too little space in it. (Wimolmas, 2013). Learners' inspiration is affected by instructors' behavior as well. Students will lack inspiration if teachers' behavior annoys them. Having said that, while practicing learning and teaching, the instructor and the learners must exchange trust because students inspiration will be very exposed to vanish in case of lacking balance in the confidence.

1.2.3. Classroom Interaction

1.2.3.1.Definition of Interaction

Learning primarily requires teacher and students in a classroom to react and communicate. Classes always have activities which make teacher and students interact. When two or more things or actions happen mutually; this is called interaction. In order to an interaction happen; these things and actions must affect each other (Wanger, 1994, p. 8). Two sides are essential to make interactions and communications happen, teachers give messages and understandable results and learners will receive and react. The activity in which two things or more affect each another is called interaction.

According to Allwright and Baily (1991), in order to accomplish the idea of interaction, it's necessary to have two sides, rather than a restricted independent result. While the idea of interaction is critical for learning and teaching, it apparently becomes critical in classrooms as well. Interaction is an action that people cannot do it until they mutually and

collectively perform it. Classroom interaction apparently should be controlled by teachers in choosing the target talker, the target audience, the target subject and the target language.

Besides these facts, students must cooperate in the classroom in order to interaction happen.

1.2.3.2. Types of Classroom Interaction

According to Thutmond (2003, p.4), interaction is when students become involved and engaged in the content of the study, classmates, the teacher and discipline's technology. In order to students interact this way, they must exchange information mutually. Their classroom learning could be improved through exchanging information.

➤ Teacher-learner Interaction

Coulthard (1997), teachers of the majority of the subjects are very concerned about the interaction between teacher and students. This interaction takes place when the teacher is involved with a student or a number of them. Teachers' role will be discussing program materials, questioning and answering, receiving learners' information, teaching, consulting, and reacting to learners' reaction. Having said that if the teachers treat and handle the class most perfectly and share his/her experience with the learners, they will be benefited.

In this type of interaction, teachers must be aware of their interaction manner which is very important in the teaching-learning process, through it, learners try to show the teachers how good they speak and understand. For speaking with the learners, there are three points teachers must focus on:

1. Teachers must speak understandably and take the level of learners in understanding the language into consideration.
2. Teachers saying will be a base for the students, that is why they should choose suitable words when they speak.

3. Sounds, tones, and intonation are crucial for teachers to be well emphasized.

➤ **Learner-learner Interaction**

Johnson(1995), a number of learning ideas discusses when students interact among themselves; they will develop their abilities and gain information more effectively. Students can mutually improve and achieve information and become more aware socially through interacting among themselves if it's created and instructed well. Eventually, with a developed learning community and less isolated classroom, students can make better friendship via this type of interaction.

Naegle (2002, p.128), mentioned that by letting learners share the subject materials with their classmates orally, they will effectively ameliorate their knowledge. The interaction between students themselves should be inspired for it which is one of the shortest methods of improving successful instruction and increasing learners will and ability.

1.2.4. Approaches of Teaching EFL

Civilizations' accomplishments could be characterized by their languages. The teacher need to be free to choose methods or texts, and always finds new ways, so as, to teach English. The term "how" is the most important case while teaching a language, what are step by step the instructions to educate languages? All teachers who teach classes with huge number of students must go on specific strategies.

Ghana (2015) said that higher education means and mainly overcrowded classes' gives lectures as way of teaching. In this way, students will be related to lecture rather than the students themselves. Rechards and Rodgers (2001) claimed that if the teacher use communication, tasks, cooperation and instructions based on the content as a means to teaching languages, they will provide the most modern and successful way of teaching.

1.2.4.1. Communicative Language Teaching (CLT)

Over the most recent three years, related to CLT, according to Richards (2006, p.2), many writing has been CLT defined as a group of standards related to language teaching aims, ways through them students learn a language, the types of classroom actions that make learning easy in the best way, and the duties of teachers and students in the classroom. It means that CLT is a very modern way of teaching that is why if you ask teachers, not all of them appear to be aware of it or do not know it sufficiently.

There are many activities in CLT which are different from each other. For example : puzzles playing, reading maps, conversation, role plays, jigsaws activities, plus a lot of actions besides these. Richards and Rodgers (2002) claimed that Teachers' role will be supervising and easing the communicative progress after dividing students into groups that tend to teach and learn languages at the same time. Then, they will involve in teaching and learning activities like students. Richards and Rodgers (2002, p.166) proposed that classroom group work seems to be critical in CLT even if the cooperative method probably not the accustomed way of learning for students because it is not individual based. The weak point in large classes is that the group work is not applicable.

According to Little Wood (1981), in CLT practical, means of learning are focused on well besides text-based approaches. This is one of its distinguishing characteristics. This refers to giving a good focus on realistic features of communication besides structural features. Some teachers till think that it refers to classroom activities in which students have to engage in the form of the groups or pairs. This is a challenge to be done in crowded classes.

1.2.4.2. Task-Based Language Teaching

At first, according to Nunan (2004, p.4), the term "task" can be described as small classroom language learning activities where students interact with several types of activities

such as getting, using, making and cooperate using the target language and their goals improving what they know basically, to show meaning.

Harmer (2001, p.86) said that in order to teach based on tasks, teachers provide students with tasks of questions and they try to conduct it or give answers. It means that teachers focus on actual teaching through tasks instead of the text only training which based on tasks have the structure that mainly consists these stages: “pre-task”, “task cycle” and “language focus”.

As a “pre-task” face, learners are provided with an intro to the subject via the variety of methods, for instance reading a piece of text as an intro to a task. Then, in “task cycle” step, tasks are done by pairs or small groups of students. Afterwards; each group or pair must prepare for sharing the results. Consequently, the share of the results is with the rest of classmates in a written form or orally. The third and the final face is the language focus. In this step, some particular characteristics of conducted tasks are analyzed by learner or there will be practiced to emphasize some language aspect. Tasks require some time and cause difficulty for teachers to go through. That is why emphasizing tasks may be visible weak point of task based interaction. In overcrowded classes teachers are not able to check the performance of all learners because of time, and give them less opportunity to evaluate them one by one.

1.2.4.3.Content-Based Instruction

Content-based instruction according to Crandall and Tucker (1999, p.187), is a method of teaching language through providing other classes topic or tasks such as, math or social studies materials. So, this method gives important to the content and the subject, so as, to teach the language indirectly.

Rechards and Rodgers (2002) described how languages are taught in CBT:

- Language is a means of oral and written communication and establishing of knowledge and meaning because it is based on text and discourse.
- Language works with union of skills. Consequently, tasks could be performed by students using all their skills. CBI focuses on grammatical relations, as well as, to work with the other approaches.
- Language is used for international and definite aims; it could be used to a variety of purposes, such as, earning a degree or a job, or basically learning a language.

Rechards and Rodgers (2002, p.215) claimed that trough CBI method, there will be more challenging for oversize classes because students lose inspiration in this medium. Strong focusing on educational entertainment is also one of the typical features of CBI methods. This may affect learners positively, but in oversize classes, that have limited resources, this will not happen. CBI is still anticipated to be one of the best language teaching programs regardless of its weak points and though.

1.2.4.4.Cooperative Language Learning (CLL)

Zhang (2010) claims that when learners share instructional targets to get through the standardized teaching program. This is called cooperative learning. Rechards and Rodgers (2002, p.196) said that the basic idea of CLL is to distribute students to groups and pairs to work on exchanging ideas and beliefs. Whenever group work have a suitable and well organized nature, CLL will be necessarily more effective.

The majority of oversize classes are known by heaving restricted space inside classroom. This leads to small groups be unable to work effectively. The level of noise and badly organized groups are also selecting the success of group works. Having this problems in large classes: monitoring, checking and evaluating all groups requires a lot of time. Rechards and Rodgers (2002) said that besides, CLL adds additional accountabilities on teachers

themselves probably could difficultly be able to makes students get used to the new required rules.

Taking everything in mind, what has been mentioned above are the newest and the last updated approaches. For getting a suitable harmony with learners, teachers can easily choose one of these approaches. While each of them gives necessity of giving adequate time and attention for each student individually. For these reasons, teachers are encouraged to fit the situation of approaching various suitable activities in classes with large number of students.

Conclusion

There is almost no concord determining the essence of classes with big number of students because the size of class depends on many things and determining it convincingly is still not easy. Many teachers make many chances and attempts to have encouragement in pursuing ways of management that improves students' assimilation of knowledge in overcrowded classes, all these to eliminating the resulted problems and impedances in front of instructors work.

In many countries, as in China for instance, teachers tried a number of these techniques and find out that they assist instruction and education process successfully.

When a good portion of students are helped to be self-directed, the classroom is reached its goal. Teachers can produce successful students via motivating them frequently, making them join the activities and beautifying the taken subject. But many teachers in large classes are unable to accomplish these features. If teachers focus on paying attention to each student and giving them enough chance to have their try, they will be able to teach them successfully.

Introduction

In order to achieve our goals and to validate of the hypotheses which assume that the large size of the class impedes the process of EFL teaching. A questionnaire was used as a main tool of the research. This chapter is devoted to analyze the teachers' questionnaire. There are three main parts: The first one contains the description of the questionnaire. The second part is about the analyses of this questionnaire and the third one is about the discussion of the results of the questionnaire.

2.1. Sample of the Questionnaire

The sample population of this study consists of eight teachers of English language at the department of English at El-Tarf University. The questions were given to teachers of different modules. Most of the teachers answered the questionnaire quickly in a short period, others asked to give them a period to answer it.

2.2. Description and Analysis of the Questionnaire

This questionnaire contains three main sections. The first one is about general information to get teachers background information. The second section consists of questions about the perceptions of oversize classes. The last part is about some suggestions and important points related to the size of the class and its effects on the teaching process.

Section One: Personal Information

Question 1: What is your qualification?

Options	Number	Percentage
License	0	0%
Magister	8	100%
Doctorate	0	0%

Table 2. The Teachers' Qualifications

The results of this question showed that all teachers have a Magister degree. The reason of this question is to get information about the teachers' levels and qualifications.

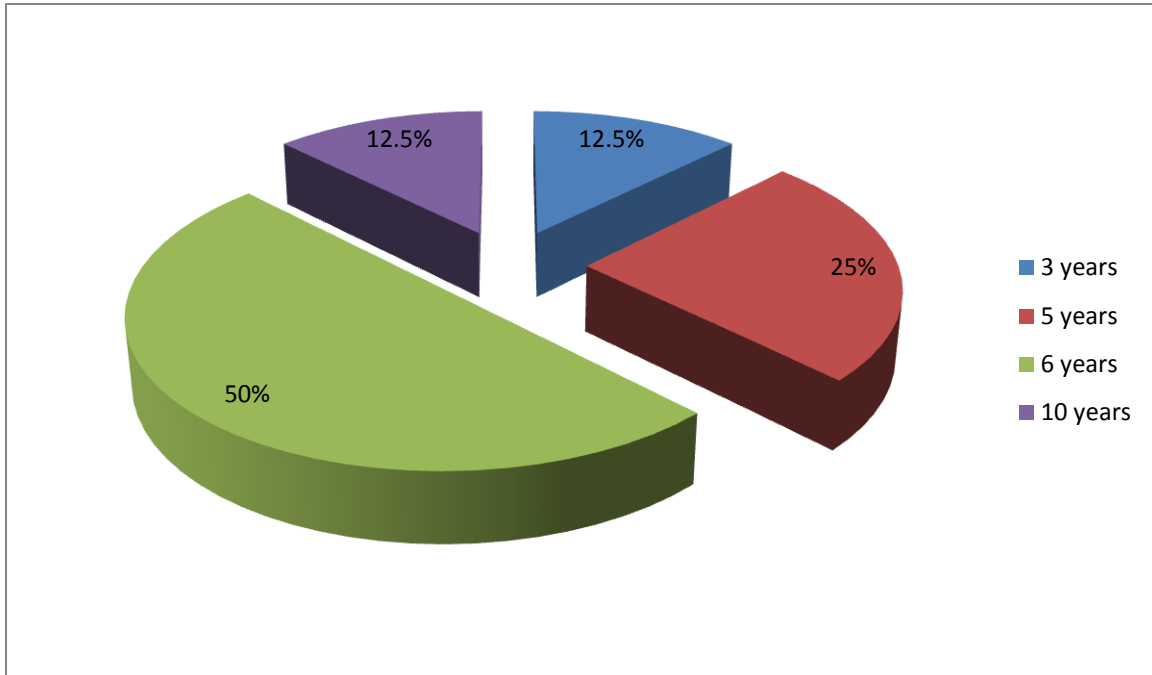
Question 2: what are the modules you are teaching?

From the result of this question, it has been observed that most of the teachers teach at least three modules. This means that most of them have sufficient experience and many good strategies about teaching English in case of large or small classes, and how to manage them. In addition, this enables them to deal with different levels of students either students who have advanced or a medium level. This also, means that they have enough knowledge to teach more than one subject in EFL teaching.

Question 3: how long have you been teaching at University?

Option	Number	Percentage
3 years	1	12.5%
5 years	2	25%
6 years	4	50%
10 years	1	12.5%

Table 3. Number of Years of Teaching English at University



Graph 1. The Number of Years of Teaching English at University.

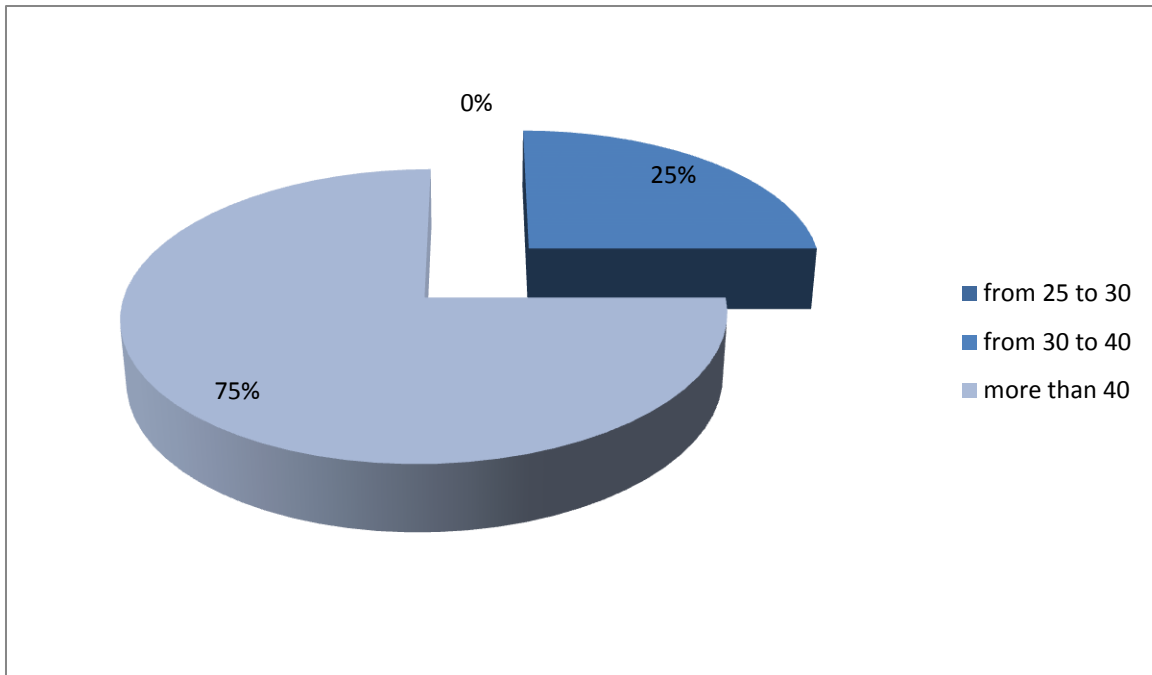
As the graph above shows, most of the teachers do not have a long experience in English instruction at University. Only one of them is an ancient teacher. This reflexes on the students education and levels.

Section Two: The Perception of Oversize Classes

Question 4: How many students do you have in your class?

Options	Number	Percentage
From 25 to 30	0	0%
From 30 to 40	2	25%
More than 40	6	75%

Table 4. Students' Number in the Class



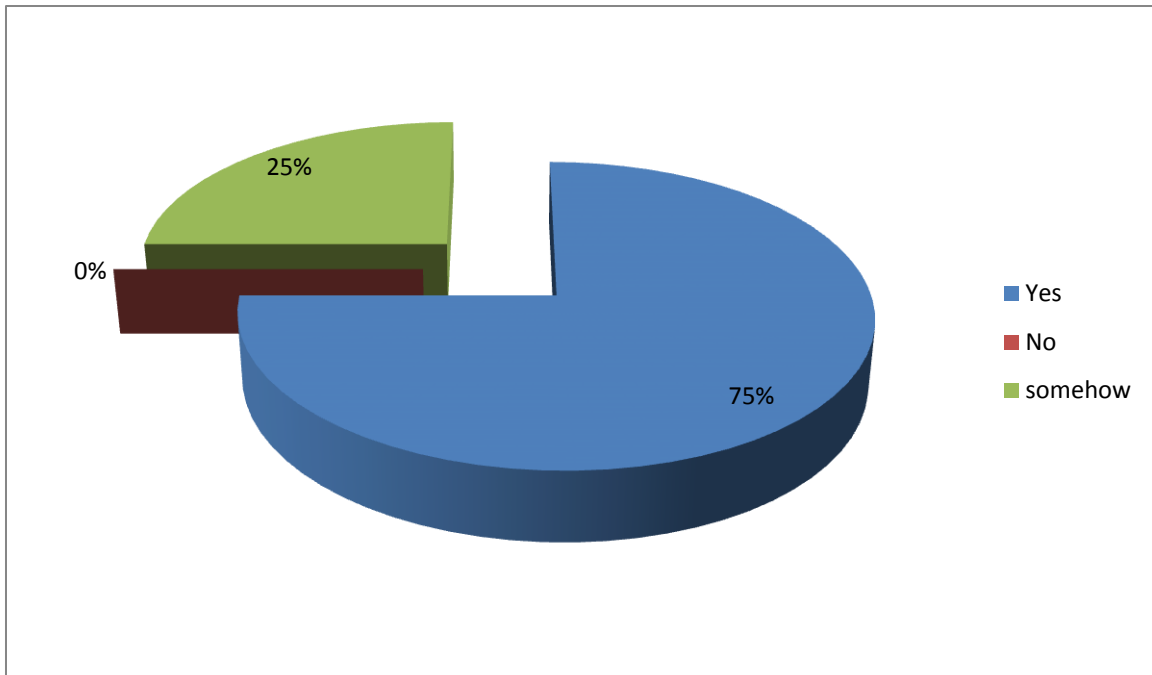
Graph 2. Students' Number in the Class

The answer of this question shows that 75% of the teachers are teaching 40 students or more in their classes. In the other hand, 25% of teachers said that there are between 30 to 40 students. This means that all teachers have large number of students which is a huge number for an English class because it affects the process of teaching in those classes.

Question 5: Do you think that this number is considered as a large class?

Options	Number	Percentage
Yes	6	75%
No	0	0%
Somehow	2	25%

Table 5. Teachers' Considerations of Large Classes



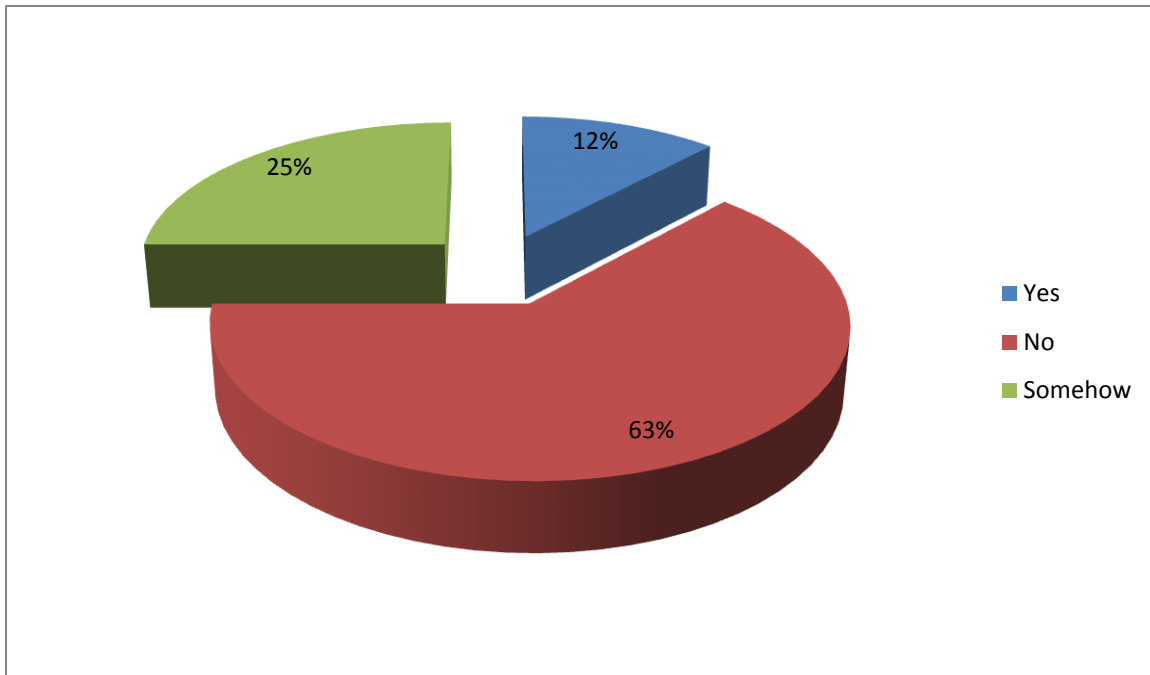
Graph3 . Teachers' Considerations of Large Classes

It have been seen from the graph that 75% of the teachers considered the number of students they teach as an overcrowded class, and 25% of them said that the number is somehow a large number of students. This means that they are familiar with the huge amount of students, and how to deal with this number.

Question 6: Are you comfortable in those classes?

Options	Number	Percentage
Yes	1	12%
No	5	63%
Somehow	2	25%

Table 6. Teachers' Comfort in Oversize Classes



Graph 4. Teachers' Comfort in Oversize Classes

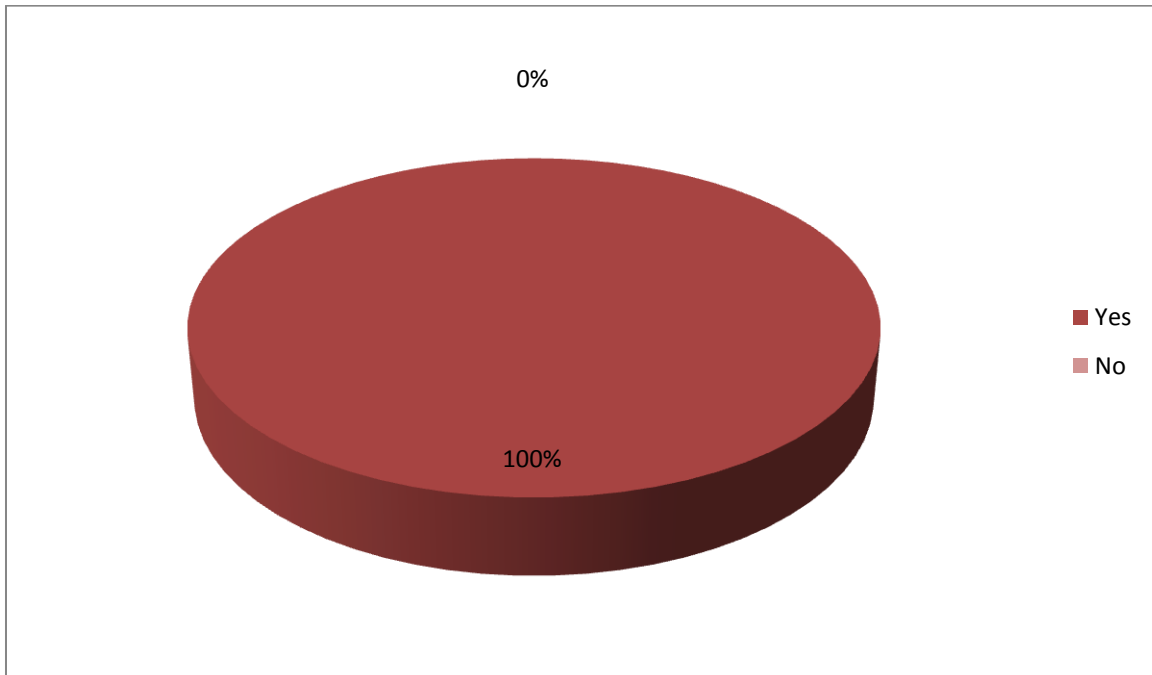
The graph demonstrates that there are various responses about the comfort of each teacher in the oversize classes. The big number of the teachers (63%) does not feel comfortable at all in those classes. However, 25% of them sometimes feel that they are comfortable, and the rest of the teachers (12%) are comfortable in those classes.

Some teachers argued that they do not feel comfortable in the oversized classes because they are so noisy which make them not able to concentrate while teaching English. The teachers also cannot control the huge number of students and make sure that all of them have understood the lesson.

Question 7: In your opinion, does the class size affect EFL teaching?

Option	number	Percentage
Yes	8	100%
No	0	0%

Table 7. Teachers' Opinions about the Effect of the Oversize Classes



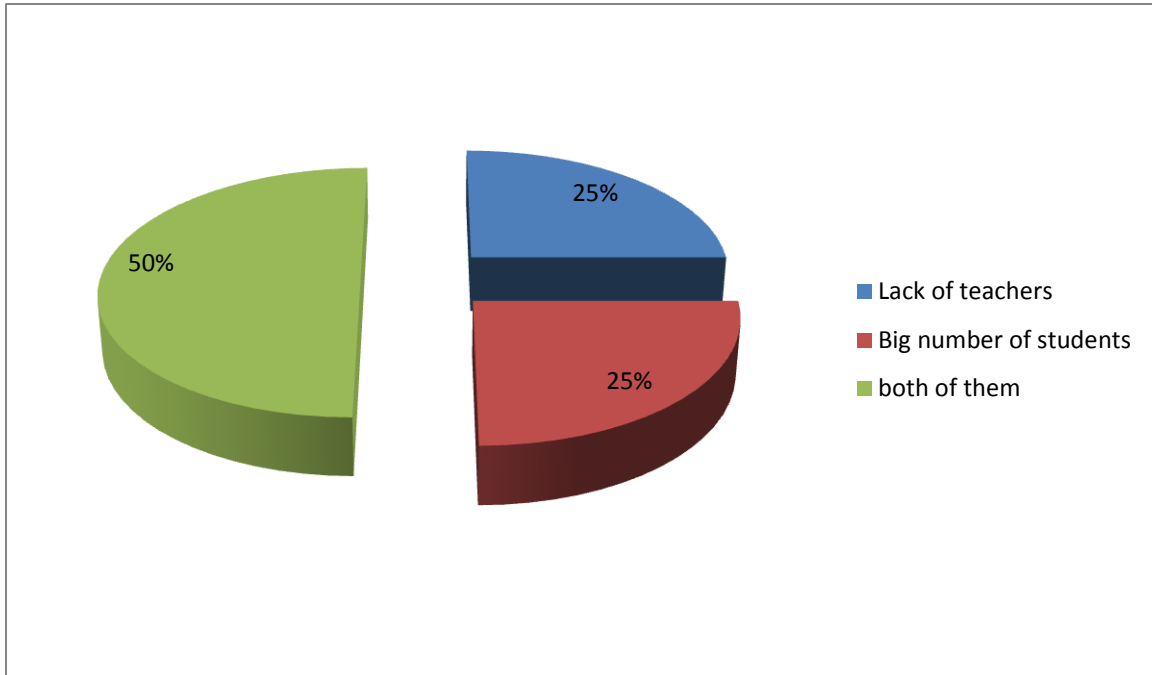
Graph 5. Teachers' Opinions About the Effect of the Oversize Classes

As the graph above shows, all the teachers (8) agree that oversize classes affect the process of instruction. On the other hand, no one of them disagree with this, which means that teachers in those classes face a lot of difficulties while teaching EFL classes.

Question: Do you think that the phenomenon of large classes is due to?

Options	Number	Percentage
Lack of teachers	2	25%
Big number of students	2	25%
Both of them	4	50%

Table 8. The Reason Behind Large Classes



Graph 6. The Reason Behind Large Classes

It has been seen that the highest numbers of the teachers (50%) claimed that both of lack of teachers and the huge number of students is the first cause behind the problem the oversized classrooms. However, 25% of them answered that the big number of students is the reason behind the existence of the overcrowded classes. Whereas, the other 25% of the instructors shared a different opinion, they believed that the phenomenon of the oversize classes is due to the lack of teachers.

Question 9: are large classes noisy?

Option	number	Percentage
Yes	8	100%
No	0	0%

Table 9. The Level of Noise in the Oversize Classes

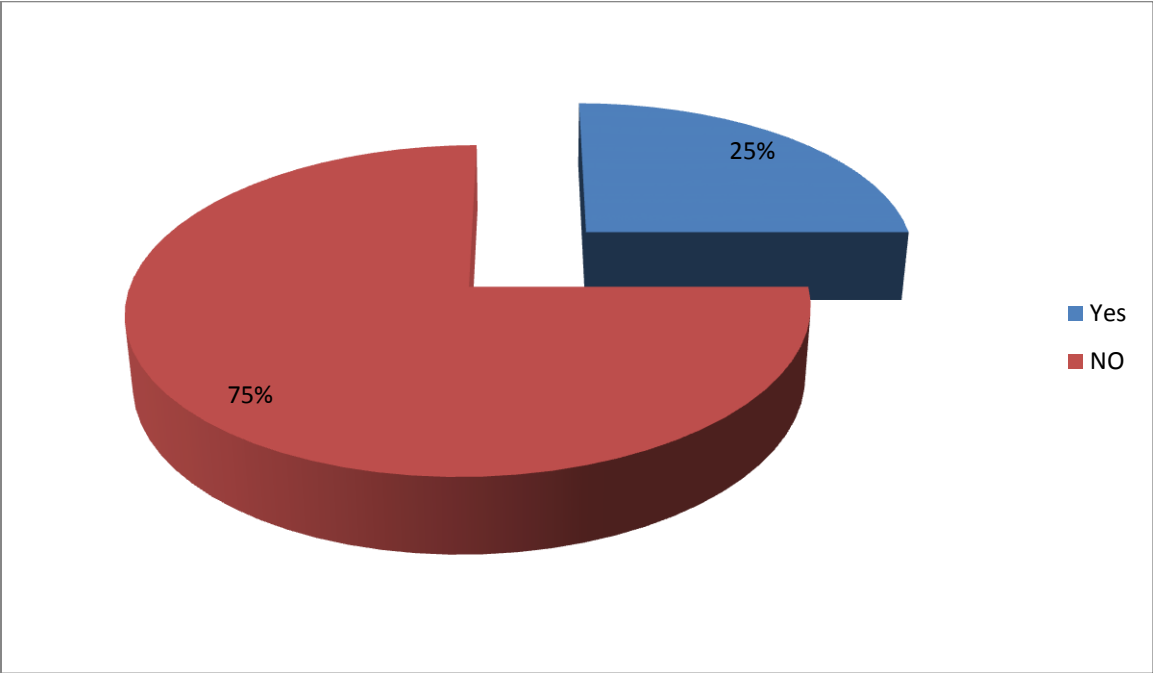
The common shared answer between the teachers is that students in oversize classes are noisy. This is due to the large number of learners that causes many difficulties for the teacher who cannot concentrate in those classes because of the students' noise. In addition,

students are not able to hear the teacher especially those who sit at the back, also, teachers in those classes suffer from lack of organization in those classes.

Question 10: According to your experience, are students in those classes motivated?

Option	number	Percentage
Yes	2	25%
No	6	75%

Table 10. Students' Motivation in Large Classes



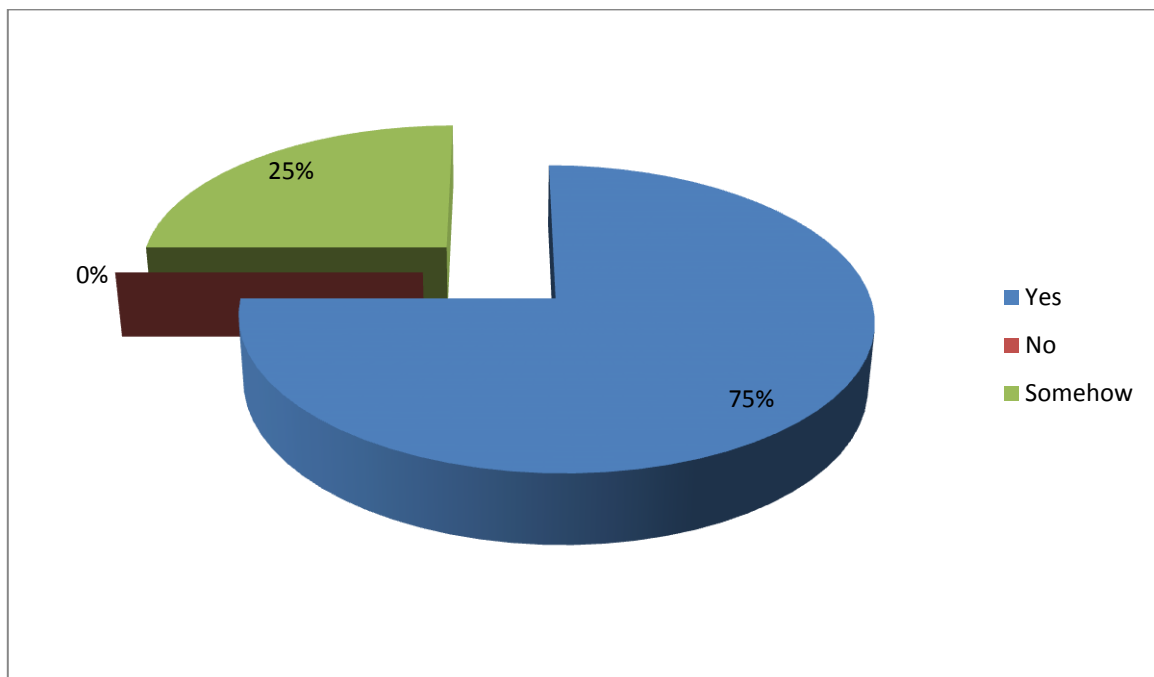
Graph 7. Students' Motivation in Large Classes

As shown by the graph, most of the teachers (75%) agree that oversize classes influence the students' motivation in a negative way. 25% of them remarked that many students are motivated to learn in those classes.

Question 11: Is it difficult to teach an oversize class?

Options	Number	Percentage
Yes	6	75%
No	0	0%
Somehow	2	25%

Table 11. The Level of Difficulties of Teaching a Large Class



Graph 8. The Level of Difficulties of Teaching a Large Class

The graph illustrates that the majority of teachers (75%) claimed that teaching an oversize class is not an easy task because of many constraints while 25% of the teachers find it somehow an easy task.

The 75% of the teachers justified their responses by:

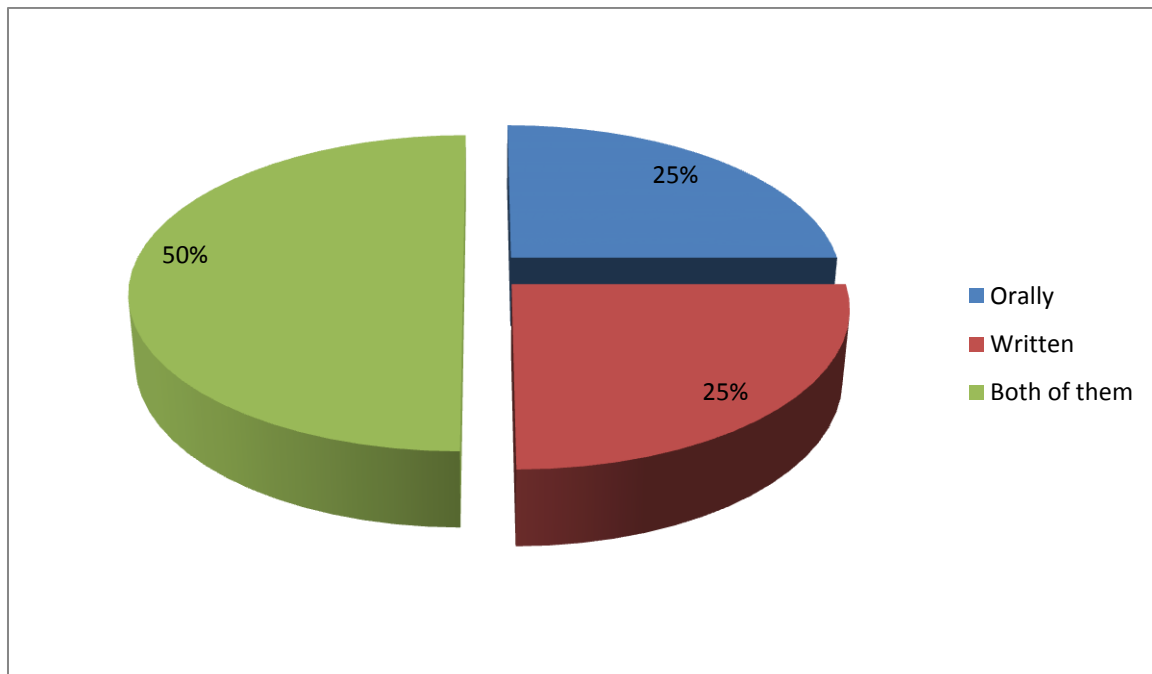
- Difficulties in controlling
- Lack of concentration
- Cannot give attention for all the students especially, the weaker students
- Cannot question every one

- Cannot know the needs of every learner

Question 12: How do you assess your students in those classes?

Options	Number	Percentage
Orally	2	25%
written	2	25%
Both of them	4	50%

Table 12. The Type of Evaluation



Graph 9. The Type of Evaluation

As the graph shows, most of the answers (50%) were that the teachers evaluate their students in different ways. It can be orally or in a written form while 25% of them prefer to assess their learners in a written form because of the huge amount of the students. In the other hand, 25% of the Instructors claimed that they evaluate their students orally. So that, the difference in assessing makes students' motivation to learn and get more degrees ameliorated and increased, also, they will be more focused.

Question 13: Does the class size affect the classroom management?

Option	number	Percentage
Yes	8	100%
No	0	0%

Table 13. The Effect of Oversize Classes on Classroom Management

All the teachers remarked that classroom management was influenced by the number of the students. If the size of the class is too large they cannot be able to manage the classroom in an effective way. This make the teachers suffer from different issues whhile teaching large classes.

Section Three: Some Suggestions and Necessary Points

Question 14: if you have any other suggestions or any necessary points about oversize classes that you want to add?

In the final question, most of the teachers gave some suggestions and necessary points they see that they can help to reduce the problem of the oversize classes:

- Asking the help from other teachers even if they are apprentices, this will help to reduce the problem of the oversize classes
- Preparing tasks and activities that are appropriate for large classes because there is no other solution for this problems
- Seeking for ways and good strategies to encourage students to be interested to learn English.

2.3. Discussion of Results

The questionnaire uncovered many points about the perception of the instructors about the oversize classes. The majority of the instructors face a lot of problems while teaching English in those classes. They found it so difficult to teach a big number of students in the same class; there is a list of reasons that face the teacher, and impede educational success:

- Many teachers cannot teach well because they are stressed to be preoccupied more with controlling students' disruptive behavior.
- The opportunity and time for validating what learners provide orally or in written is very difficult in large classes.
- The chance of checking and rating learners' answers, knowledge, and consulting is reduced.
- Teachers of large classes are exposed to mind and body tiredness too hardly in the result of heavy stress and confuse.
- Teachers' care for all learners individually in crowded classes is less comparing to less crowded classes, this leads to make less active students feel that they are ignored.
- When the instructors' assistance to the learners decrease or is missing in classes with increased number of learners, learners loss inspiration and eventually dislike what the instructor talking about and the tasks performed.
- Instructors face difficulty in observing, paying attention and getting to all learners when there's an activity in the classroom because of having few area for reaching every place.
- Learners will be no longer interested in learning language if they can't join classroom activities and task or games because of having too many learners and less opportunity.

The results showed that the class size plays a big and important role in the process of teaching, and most of the teachers have taught in large classes those teachers are teaching students to learn English for long period of time.

Conclusion

To conclude, the teachers' answers to the questionnaire affirmed that the size of the class impedes the teaching process, and cause many problems to the EFL teachers. So, the hypothesis of this study was confirmed.

Introduction

This research describes the process of EFL teaching classes and its challenges in increased sized classrooms. It also tries to state the success behind shrinking the size of language classrooms which improves education medium by giving more chances for interaction.

3.1. Implications of the results

Information has been collected from the results of the questionnaire in order to check the validity of this study illustrated that teacher-learner interaction is impeded by abundant number of challenges, disturbing sounds and not having enough area for instance, in classes with increased number of students.

In addition, learning becomes impeded by many factors in large classes, such as lacking enough area and providing less individual care. So, learners become less satisfied, and feel that they are marginalized. In this case, they lose their motivation and love for the target language.

The research also shows that having no enough teachers creates overcrowded classes and eventually, affects the goodness of teaching process, and also, learners' participation and learning. So, the frame of learning English as a foreign language requires having few numbers of students in a classroom. The hypothesis of large classes' challenges and weak points are taken into account.

The results confirm the hypothesis of this research that when the size of the class is large, the process of teaching EFL effectively is going to be impeded by many constraints.

3.2. Limitation of the Study

The first limitation is that the findings of this research cannot be generalized because the chosen population is just the third year students of Chadli benjedid University which is a

limited number, and the problem of overcrowded classes handles all the educational levels not just the third year students. In addition, there is no sufficient time to conduct the experimental method which is needed in this study to deal with real facts. So, a descriptive method was used instead of. Another limitation is that there are teachers refused to answer the questionnaire and they justified their refusing by saying that they have no time to respond to the questionnaire.

3.3. Suggestions and Recommendations

The fact is that the problem of the large number of students in classrooms is a big problem in our University. Therefore, some solutions and recommendations may help to eliminate this problem have been proposed:

- The teacher may form the students in groups that can help them to study, understand, and gives them more desire to learn. Using small groups, the students can encourage more each other and enhance their abilities.
- To eliminate the cognitive differences between students, the teacher must know the name and the level of each student in order to avoid embarrassing the weak and shy students in front of their colleagues while asking questions.
- A good choice of topics and texts taught by the teacher also will contribute to increase students' desire to learn.
- Not all students refuse the idea of overcrowded classes; in this case, the teacher needs to be more active to know his students' characters that could solve some teaching problems.
- Technology can be so handily in oversize classes.
- In large classes, teachers should be always on alert to deal with any problems, therefore, the teachers should be always in a good mood and well prepared.
- Lessons should be attractive not boring, because long lessons could cause problems.

- The teacher should build a good gap with his students and share respect with them.
- The instructor should not stay in one place while talking and avoid sitting down, he/she should move around the class in order to get more attention from the students.

Conclusion

To conclude with this chapter, the oversized classrooms obstruct the effectiveness of the instruction process. So, teachers are suffering from many problems while teaching English.

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Appendix

The Questionnaire

Dear teachers,

This questionnaire is a part of my dissertation to clarify your procedures about **The Effect of Teaching English in Oversize Classes** at Chadli Bendjedid University of El Tarf, department of English. I would be appreciating if you give me your interest by taking few minutes to answer these questions. The results of this research will help me to complete this work:

Section one: Personal Information

I. Q1. What is your qualification?

Licence D Magister D Doctorate D

Q2. What are the subjects you are teaching?

.....
.....

Q3. How long have you been teaching at university?

.....
.....years

Section Two: The Perceptions of Oversize Classes

II. Q4. How many students do you have in your class?

a) From 25 to 30

b) From 30 to 40

c) More than 40

Q5. Do you think that this number is considered as a large class?

Yes No Somehow

Q6. Are you comfortable in those classes?

Yes No Somehow

Why?

.....

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.....

.....

.....

Q7. In your opinion, does the class size affect EFL teaching?

Yes No

Q8. Do you think that the phenomenon of large classes is due to?

Lack of teachers Big number of students Both of them

Q9. Are large classes noisy?

Yes No Sometimes

Q10. According to your experience, are students in large classes motivated?

Yes No

Q11. Is it difficult to teach a large class?

Yes No Somehow

Q12. How do you assess your students in those classes?

Orally Written Both of them

Q13. Does class size effect the classroom management?

Yes No

Section Three: Some Suggestion and Necessary Points

III. Q14. If you have any others suggestions or any necessary points about oversize classes that you want to add?

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Thank you very much