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**MASTER**  
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**The Bans and the Boons of Large Number of Students on the  
Process of Teaching English as a Foreign Language:  
The Case of First and Third Year LMD Students at University of  
Mostaganem**

**Presented by:**

**BENZEKHROUFA Hanane**

**Board of examiners:**

**President: Mrs. BAHRAOUI**

**University of Mostaganem**

**Supervisor: Dr. M. BOUDJELAL**

**University of Mostaganem**

**Examiner: Mrs. HAIRECH Faiza**

**University of Mostaganem**

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## **Dedication**

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

My beloved mother and my dear father

My lovely sister and my two brothers

My family and my close friends

To all who supported me and pray Allah to help me

I dedicate this work.

## General Introduction

The process of teaching and learning English as a foreign language has always been a field of investigation since it has dealt with so many problems and conflicts about how it takes place. To reach an effective teaching and learning process, we should take into consideration the three main elements: the teacher, the students, and the physical environment which is the classroom where this process takes place. It is the class where both teachers should teach successfully and students feel at ease and comfortable to learn best.

The latter which is the class or the physical environment is a critical role in teaching and learning English as a foreign language. It is one of the main problems faced in this field; it represents a challenge for teachers. In other words, this problem lies in the big number of students found within a class.

The large number of students may affect the process of teaching and learning EFL in terms of making an obstacle for teachers and being a hurdle for students. So, the purpose of this study is to determine whether the large number of students affects the teachers' teaching and how it does. I try to know the factors that influence this phenomenon.

Observing the phenomenon of teaching large classes and presenting lectures, its impact on the teacher and the teaching process; it is necessary to ask some questions that need to be clarified. The first ambiguity is the classroom management and how the teacher will be able to manage the class successfully with the large number of students. Also, classifying the challenges that a teacher would face and to what extent this will affect his way of teaching is a major concern.

According to what had been asked before, it is hypothesized that managing large classes is a hard task to accomplish for teachers regarding the big number of students. Therefore, the teacher needs to perform actively and follow some instructions about classroom management. Teachers are more expected to have problems like difficulties giving instructions, and the possibility of not being able to control all the students which affects the teachers' teaching.

This present work consists of three chapters. The first chapter is a theoretical part that will deal with giving general ideas and hints about some basic elements like the definition of a large class and classroom management. It will also show the challenges and the difficulties faced by teachers when teaching large classes, and its advantages. On the other hand, it will show the role of both teachers and learners inside a class and the use of technology by teachers. The second chapter will present the data collection tools: the classroom observation

and the teachers' interview. It will contain a description of both of them and it will also describe the population and the university where the study took place. The final chapter shows the analysis of the findings, it analyses every item observed and every question asked. It gives a general view of the final results and mentions some suggested recommendations for teachers to use in order to avoid the problems faced.

In order to be able to collect effective and reliable information, I will choose as best data collection tools for this study to work on a classroom observation and a teachers' interview. The case study will be first and second year LMD students as a population to observe and I will interview teachers teaching large classes having an experience of more than five years.

**Chapter One:**  
**Large Classroom Management**

## **Introduction:**

Teaching English as a foreign language had always been facing so many problems across the world in the educational sector. Large class size in one important problem, all teachers believe that it is considered as an obstacle to deliver the message of English as a foreign language appropriately. In Algeria, large classes often exist in universities where a large number of students attend one class and the teacher gives the lecture. But, whether the class was big or small the teacher is more expected to perform effectively and create an appropriate learning environment.

This chapter will generally contain some notions about large classes and others that are related to it. First, it will clarify what is a large class, define it and limit the concepts given about it. It will also handle the characteristics of a large class, the advantages and the disadvantages of teaching in a large class. Second, the chapter will show the teachers' responsibility and the students' responsibility from another side which the classroom management. It will talk about its definition and some famous approaches of classroom management and its aims. Finally, it will show the role of both teachers and students and the use of technology inside the class.

### **1.1. Teaching English as a Foreign Language:**

Generally speaking, English is a vibrant and international language, with almost the half of the world's population speaking English as a native, second or foreign language.

The global use of English is growing for so many reasons where communication among speakers of other languages is the most important. This led to a remarkable increased teaching and learning English throughout the world during recent years which produces a new cadre of professionals: teachers of English as a foreign language. So, teaching English as a foreign language, or TEFL, as it is most commonly referred, involves teaching English as a foreign language in countries where English is not the first language just as the case in Algeria.

Teaching English as a foreign language does not always require being fluent. It involves being able to convey the English language in an articulate and interesting manner. TEFL teachers encourage students to improve their English skills through listening, speaking, reading, and writing. TEFL is always facilitated through the use of coursebooks, audio-visual aids, and technology based materials. In addition to formal instructions, informal exercises such as role playing and language games are often used. But in another way, it still represents a challenge to teach English as a foreign language regarding to other circumstances.

## **1.2. Teaching Large Classes:**

### **1.2.1. Definition of a Large Class:**

Before any discussion about teaching large classes can take place, it is first essential to discuss what is meant by a large class. There is no single agreed definition of a large class but it is perceived differently and dependent upon the person teaching the course.

According to Coleman (1989) what is defined as a large class in one context may be considered a small class in another context or even at different levels of education in the same context. Also, Bligh (1998) defines large classes as the environment where large amount of information is transmitted to large number of students.

This lack of shared definition is due to the fact that learners' numbers alone are not sufficient for defining a large class. A number of other variables influence teachers' and learners' perceptions of class size, this includes: physical space in the classroom, teachers' and learners' current and prior experience of class size, and teacher's preferred methodology and teaching style. There are some signs that the class is 'large': the class is significantly larger than we are used to and the resources can no longer cope with the number of students if one desires an individual attention for the student.

According to Coleman 1989:

The varying perspectives of teachers regarding class size also make it difficult to define large classes in terms of numerical value. Research evidence indicates that in order to fully understand the phenomenon of large classes, we need to look into other relevant contextual factors such as the teacher's previous experience of class size, the average class size in their context". (p.528)

Generally speaking, large classes represent a special challenge for institutions of higher education. There is no fixed number of students that define a large class but it is usually more than 100 students. It is one with more students than available facilities can support. To some teachers, a large class means too many students to learn their names even until the end of the term or the semester, if the class is large than they are used to teach in, and when the resources can no longer cope with an individual attention to every student.

### **1.2.2. Characteristics of Large Classes:**

A class is large if the teacher feels that there are too many students for them all to progress in English. So a large class can mean any number. However, the number of students is the

main reason that makes teaching difficult. In large classes, there may be huge differences in the students' ability. Many large classes also have the following characteristics:

- Desks and chairs are fixed or difficult to move.
- Students sit close together in rows.
- There is little space for the teacher to move around the classroom.
- There is not enough space for the students to move during the lesson.
- The walls between classrooms are thin, and any noise will disturb the classes.
- There are not enough textbooks for all students.
- Not every student has paper and pencil.
- The school has no copying facilities.
- Other teaching resources are limited.
- Less validity of materials.

### **1.2.3. Advantages of Teaching Large Classes:**

The idea about lectures in large classes in institutions of higher education is not efficient and should be avoided if possible. It is an idea that should be challenged. There has been no attention given to the advantages of teaching in large classes or identifying the opportunities that can be shown within a large class.

Teaching a large group of students is not as easy as teaching a small group but large classes do have advantages. They create a more competitive environment between students; there will be more ideas to exchange and more insights to learn from. Students would have a better experience at speaking in front of large groups with more students. The teacher will tend more to create efficiency in the use of educational resources. From another perspective, classes with many students will be noisy but also offer a high energy setting that is more fun and exciting. Lectures will go quickly, and lessons and activities will take longer time with no need of fillers.

Large lectures are used to provide students with an overview of the discipline and the concepts and phenomena that students are required to understand. They also represent experiences for students that motivate them by making a match between course materials, their own lives, and the challenges faced in the society. It is an important element to learn how to take notes in a large lecture.

The most significant advantages offered by large classes lie in exploiting the social dimensions of students in the classroom.



#### **1.2.4. Challenges of Teaching Large Classes:**

It does not take a rocket scientist or a poet laureate to know that teaching a large class is a very different set of challenges than we typically face in our other classes. This means that teachers face the following challenges:

- Management of the paperwork: handing out, collecting, and recording tests and other assignments, make-up work.
- Management of distractions: talking, late arrivals, early departures.
- Having difficulty to keep every one's attention.
- Perceived anonymity of the students: difficulty of learning names, of taking attendance, of getting students to come to class, of getting students to participate in class, of getting students to do assignments in a timely manner.
- Lack of flexibility in class activities: difficulty in varying activities, in doing group work, in enhancing critical thinking and writing skill.
- Diverse background and preparation of the students.
- There are few resources to make learning interesting.
- Attendance can be poor and irregular.

On the other hand, students in large classes are also experiencing significant challenges to their learning, especially if they are new to the college experience. These include:

- Not knowing what is relevant or important information.
- Hesitation in asking questions or in other ways indicating a lack of knowledge.
- Hesitation in appearing "smart" to their peers (the nerd curse).
- Lack of experience with time management, studying, or other skills necessary for success in college.
- Perceived anonymity which allows them to challenge authority and to push boundaries.
- There are few resources to make learning interesting.

### **1.3. Classroom Management:**

#### **1.3.1. Definition of Classroom Management:**

Classroom management had been defined differently according to different points of view.

Everstone & Weinstein define classroom management:

The actions teachers take to create an environment that supports and facilitates both academic and social emotional learning ... it not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student's social and moral growth. (p.04)

Classroom management is the most essential teaching skill, inwhich it is all about creating the appropriate environment that allows students learn more effectively in order to enhance their academic and social performance. The teacher should practice the skill by providing activities that lead to students self control. They spend less time dealing with miss-behavior and more time on meaningful academic instructions with much attention given to them by the students.

Also, Doyle said: "*classroom management refers to the actions and strategies teachers use to solve the problem of order in classrooms.*" (p.06)

Here, classroom management is more related to classroom discipline which means the treatment of miss-behavior. The teacher should be able to well control the class to gain students' cooperation and to establish order. He must include a variety of activities such as: good planning, establishing routines while avoiding repetition, organizing activities, monitoring students and motivating them ..., etc.

Generally speaking, classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. It also implies the prevention of the disruptive behavior. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. And it is one of the most feared parts for novice teachers.

### **1.3.2. Approaches of Classroom Management:**

It is believed that in order to teach, the teacher must be able to manage the students under his control. No matter how much potential or capacities one has as a teacher, if he cannot control his students' behavior there will be no effective learning. Classroom management is a very integral part in the process of teaching and acquiring the different techniques and approaches of managing the class must be achieved by the teacher. Effective learning cannot happen and the classroom cannot function well without the teacher. The

success of the translation of the information and the activities used in the lecture depends on the ability of the teacher as a classroom manager.

When managing a classroom, each teacher has his own way to achieve the task; this may result from his previous experience or a beginner learning from other teachers. Ornstein (1990 p.180-189) defines the following different approaches to classroom management related to each teacher's personality, philosophy and teaching style.

#### **1.3.2.1. The Assertive Approach:**

The assertive approach to classroom management expects teachers to clarify rules of behavior and consequences for not obeying those rules. This approach believes that the teacher is the main responsible leader of the class and the students should not forget that, they should follow rules or they will be punished. Here, the teacher has knowledge of how to manage and guide students. He needs to know the main principles of managing a classroom in different aspects and how to follow these principles and use them effectively. In addition, he should know how to guide his students successfully. As suggestions to use applying this approach, the teacher should be severe saying 'no' without feeling guilty and using a firm tone, gain confidence and skills in working with chronic behavior problems, use eye contact, gestures and touches to avoid verbal messages ..., etc.

#### **1.3.2.2. The Business Academic Approach :**

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

#### **1.3.2.3. The Behavioral Modification Approach :**

This particular approach does not have any interest on the personal history of the student and it does not give any attention to the psychological behavior of that student. However, it deals with the notion of reward and punishment in terms of that a good behavior from the student is accepted, then rewarded. Conversely, a bad behavior is refused, and then the student is punished. Its main believes is that behavior is shaped by its consequences not by the historical personal background of the student. It says that positive attitude from the teacher

like reward or praise makes the student more motivated to learn and the negative one is used to reduce inappropriate behavior. This approach is applicable to classroom management; it builds limits and consequences into behavior and employ rules, rewards and punishments. The main aim of this approach is to control the student's behavior according to certain standards in terms of acceptance and refusal, the teacher, being the best model.

#### **1.3.2.4. The Group Managerial Approach:**

This approach of classroom management deals with grouping students inside the class which can be an inappropriate or undesirable behavior from the teacher to be held because of the disruptive behavior made by students. It is to develop the notion of supporting a group of students among others, which is called 'allegiance to the group'. As a result, it minimizes the probability of the disruptive behavior to be raised. So, as far as students are supported among the other groups, the probability of students' making noise in the classroom is less found and the teacher will be able to maintain discipline. This approach gives interest to the seating arrangement of the class, taking class attendances, collecting and distributing papers ..., etc. It believes that work performance and smoothness in the work are enhanced by structural techniques taken by the teacher to enhance and facilitate learning.

#### **1.3.2.5. The Group Guidance Approach:**

Since teachers inside large classes have few opportunities to work individually with every student, they are more likely to work with groups of students, this approach is more appropriate to be used to avoid the inappropriate behavior made by the groups. Teachers must know how to deal with groups and how to maintain focus on the content and the tasks. In other words, this approach aims at preventing the disruptive behavior of a single student by holding that responsibility on the whole group. So, it means that individual student's behavior is considered to be as a result from the whole group and a solution of that problem will be responsible of that mistake where it is required from all of them.

#### **1.3.2.6. The Acceptance Approach:**

On the other hand, this approach believes in the psychology of the student. It says that every person has a prime need for acceptance; students have the desire to belong to others and be like them more than the desire to learn. This is based on that the students' misbehavior is an urgent request for acceptance. This means that any disruptive behavior done by the student or mistake is in fact a signal for his request of acceptance. This approach is also based on a

democratic teaching, in which the teacher takes leadership in establishing rules and consequences and at the same time allows the students make choices and participate in decisions.

#### **1.3.2.7. The Success Approach:**

It is also rooted in the humanistic psychology and the democratic model of teaching. However, instead of dealing with appropriate or inappropriate behavior, it deals with general psychological and social conditions. The important thing in this approach is the notion of success that teachers, through an effective classroom management, lead the students to feel successful and build self concept. They help them to make good choices that result from a good behavior where bad behavior leads to bad choices. Thus, applying an effective classroom management makes students feel successful as the teacher succeeded in managing the class.

#### **1.3.3. Aims of Classroom Management:**

Classroom management skills are considered a critical part of a teacher's training since it is an important feature to deal with when teaching. The main objective of classroom management is for the students to gain behavioral, social, and academic success in a structured environment that leads to tolerance, perfect behavior and effective learning. A good classroom management means implementing strategies as mentioned before to create a safe, comfortable and rule-based learning environment for students to learn best.

The main goal of classroom management is students' academic achievement. Teachers help students' achievement through upholding high expectations by alerting students to the quality of behavior and work that is accepted within a class. Also, well managing time gives the teacher the ability to convey information according to the students' mental abilities. It aims at minimizing the classroom time that hinders the process of teaching and learning which means not wasting time in doing activities that is not appropriate of a classroom context like: irrelevant conversations with peers, making noise, moving around the class ..., etc. Mainly, teachers aim at controlling the class in terms of behavior and trying to reduce the disruptive behavior as possible as they can to have a comfortable and well managed learning environment.

#### **1.4. The Role of the Teacher:**

Teachers play vital roles in the lives of the students in their classrooms. They are best known for the role of educating the students that are placed for their care. Beyond that, teachers serve many other roles in the classroom, they set the tone for their classrooms, build an appropriate environment, mentor and motivate students, become role models, and listen and look for signs of trouble. Although many people consider the role of the teacher an important component of efficient classroom management, some researchers regard it as part of the methodology or the approach used. As Richards and Rodgers (1986) said: “*teachers’ roles ... are related ultimately both to assumptions about language and language learning at the level of approach...*” (p.99)

#### **1.4.1. The Teacher as an Information Provider:**

The things that a teacher does before, during and after the class and the degree to which he does these things reflects his assumptions about the roles teachers should play in language teaching. First of all, the teacher is planner, he plans what to teach, how to teach, and what aims or objectives to achieve by the end. This is considered as an introduction to the main procedure which is providing learners with information. It is the job of the teacher most expected by his learners, he is seen as a source of information. He has to explain things and different tasks about language to his learners regarding different levels and different learning abilities; he has to explain to all kinds of learners. The teacher contributes in the comprehension of his learners, he directs them to what they are going to learn and how. He is also considered as a controller where an appropriate degree of control inside the class plays a vital role in language teaching so that the information will be understood and grasped easily.

#### **1.4.2. The Teacher as a Facilitator:**

Although an important part of the teachers’ role is to provide learners with information, the teacher should resist the urge of spoon-feeding his learners so they become over reliant on him; he can only be a facilitator of the information given.

The teacher is just a guide. He would neither give the students the information nor explain it, but he would give his learners the chance to identify the information and explain it by their own selves. It is a kind of an elicitation for the data. He is also a monitor; he listens to

his learners when they talk individually or in pairs or groups. He evaluates their language and corrects it.

Another important part is the teacher being a motivator who creates a safe learning environment and an appropriate atmosphere to motivate learners to learning. He is a support system; he moves around the class and gives help to his learners by checking their comprehension and giving suggestions so as to assist in their learning and improvement. He is a feedback giver; he evaluates his learners by identifying the errors and correcting them. He should give them the suitable feedback which contributes with their level of amelioration.

### **1.5. The Role of The Learner:**

Students, first of all, should be active participants in their education. By active, this means that students should contribute to classroom discussions by not only answering direct questions posed by the teacher, but answers questions posed by their peers. This again, is not all that the student should do. Students should feel free to ask questions, or express their own ideas about a subject, not only to their teacher, but also their peers. This allows students to construct their own knowledge about their learning, and apply it to their education.

A student's role is also to be motivated about their learning. This role is also tied to a teacher's role as well. However, if students are truly interested in learning, it is their job to think. When thinking, students should be able to find some prior experience or knowledge to apply this new learning. When doing so, they should mentally prepare themselves to learn more about this new concept or idea. Now, this does not always happen, but a student who wants to be actively involved in their education, should think.

As the teacher's role is now a facilitator (or should be), the student's role is to take given information or instructions and coordinate that task for himself or group members, and begin the task. The student must be a task monitor by checking himself in terms of a task study time, noise level, and quality work. He should be responsible for gathering materials needed for an assignment, when given directions to where resources can be found. He should also put back materials when finished. These are simplistic roles, but there are other rules to create a cooperative learning. Students take on the roles of coordinators, task master, noise monitor, and clean-up/maintenance. While all students take on different main roles, all students are still required to take part in the assignment and learning itself. For example, just because one student is the noise monitor, does not mean that his sole role is to tell their team to keep an appropriate noise level in the classroom. He must also be involved in the task that

the coordinator has assigned to him, and cooperate with team members to accomplish that task.

### **1.6. The Use of Technology in Large Classes:**

The effective use of technology in education has changed the way the process of teaching and learning is held and it has created more educational opportunities. Both teachers and learners have benefits from devices of technology, teachers have learnt how to integrate technology in their teaching inside classrooms and learners are getting more interested and motivated when learning with technology. This has removed educational boundaries and it is reflected in improved academic achievement.

### **Conclusion:**

Throughout this chapter, the focus was to give general hints and ideas related to teaching English as a foreign language inside large classes. It aims at understanding what a large class is, showing varieties from different points of view and clarifying things related to it. Then, it refers to classroom management, defining it and showing teachers different approaches to be used in order to reach the level desired of creating appropriate learning environment where effective learning takes place.



**Chapter Two:**  
**Description of Data Collection Tools**

## **Introduction:**

In order to examine whether the suggested hypothesis is true or not, this chapter is made as a plan to show the data collection tools, its description and aim, and the way it has been done.

### **2.1. University Education in Algeria:**

The university Algerian educational system is organized in terms of several departments; each department is specialized in a certain field of study. And what is known about learning in a university of Algeria is that lectures are given in a large class with a big number of students which our main concern in this research.

### **2.2. Hypothesis:**

According to what had been asked before and having a previous experience of studying in large classes, it is hypothesized that managing large classes is a hard task to accomplish for teachers regarding to the big number of students. Therefore, the teacher needs to perform actively and follow some instructions about classroom management. Teachers are more expected to have problems like difficulty to give instructions, and the possibility of not being able to control all the students which affects the teachers' teaching.

Also, students learning in large classes would have fewer opportunities to interact and get interesting and engaged with teachers in the lecture which in turn will confuse the teacher and make him unable to finish the lecture. Teachers will find difficulty in motivating students and giving them instructions.

Generally speaking, in sum, it is hypothesized that the big number of students in large classed affects the process of teaching and learning English as foreign language negatively.

### **2.3. Research Methodology:**

To accomplish this study, the choice of the methods used to collect data was determined by the nature of this study. Its nature is a descriptive one where it can give present facts about the actual situations in the educational system of Algeria which is whether the big number of students in a large classes influence the process of teaching and learning English as a foreign language.

This present study will be a combination between qualitative and quantitative approaches of study where they are regarded as the perfect and the suitable technique to

clarify the ambiguity and give a clear comprehension about the research questions asked and the answers suggested.

The present case study used to accomplish this work dealt with English as a foreign language, students and teachers of the University of Abdelhamid Ibn Badis to get reliable and valid results where the data collected can give a full picture about the influence of large classes on teaching.

## **2.4. Data Collection:**

### **2.4.1. Setting:**

The main setting where this present work took place was in the University of Abdelhamid Ibn Badis, the department of foreign languages, the English section, and the academic year of 2016/2017.

The research of this dissertation deals with both EFL teachers and students as a case of study or a sample of population. It aims at drawing the attention of teachers to minimize the problems that exist within large classes.

### **2.4.2. Participants' Profile:**

#### **Teachers:**

To accomplish this present work, we dealt with teachers of English as a foreign language since they are the target element to get information from about the influence of the big number of students in large classes on the process of teaching and learning EFL. However, the sample consists of seven teachers from the department of English in the University of Mostaganem Abd El Hamid Ibn Badis who were used to teach large classes with an experience of more than five years. The selection of this sample was based on the information that would be given.

#### **Students:**

The other part of the present study, which is another important element in the research, it dealt with LMD English students as another sample or a case study. The sample consists of first and third year LMD students learning in large classes. The choice was made like that to observe the different attitude and how teachers act toward those two different levels.

## **2.5. Data Instruments:**

Generally speaking, every research is based on how and where the data or the information mentioned came from. All scholars and researchers believe that the data collection tools are the backbone of any research.

This present research dealt with two data collection tools: the classroom observation and the teachers' interview:

### **2.5.1. Observation :**

In order to test whether the large number of students in a class will affect the teacher's teaching English as a foreign language, we have done an observation at the level of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year LMD classes in order to collect effective data that would help this survey to go on.

#### **2.5.1.1. Description of the Observation:**

The observation took place at the University of Abd El Hamid Ibn Badis in Mostaganem, Department of English during the second semester of the academic year 2016/2017. This observation involves two sections, each section from a different level. The observation of those sections was made by observing them into two different sessions with different teachers and at different times. Each course consists of one hour and a half. The first group of 1<sup>st</sup> year LMD students was characterized with a huge attendance, but the other group, 3<sup>rd</sup> year LMD students was characterized with less attendance.

The observation took a form of a checklist that contains eighteen items; they were divided into two sections. The first section is a general observation of the class which includes eight items. In this section, we tried to take a general point of view of the class size, how it is arranged, the number of students attending, the materials used within a lecture, and the classroom management. In other words, we tried to observe elements that may be found within large classes, and also to observe the interaction of students sitting in different situations inside the class.

The second section includes other ten items about the teacher's attitude inside the big class size. We tried to observe the teacher's actions and reactions in a big class size. We tend to know the materials used by the teacher in different courses, whether if he talks all the time or there is a chance for students to react and answer questions, if he knows all his students' names and if he checks their understanding, how he assigned home works and activities, and how can he manage the classroom and take control of the disruptive behavior. Generally

speaking, we tried to observe how the big class size affects the teacher's way of teaching and how he would react to the situation.

### **2.5.1.2. Aim of the observation:**

The observation was held on to take a general idea about our survey which is about the influence of a large number of students on the process of teaching English as a foreign language.

The first section was done to see the characteristics of a large class and the number of students; how they sit and what this has to do with their interaction with the teacher. Also, it was done to observe which effective materials were used in English courses.

However, the second section aimed at observing the teacher's attitude toward a large number of students. Here, we seek to know to what extent the teacher can manage a large number of students and how he can take control over the disruptive behavior of students. It aimed to know how much individual attention was given from the teacher to the students and how home works and activities are assigned, and to what extent the students' understanding can occur. Finally, the purpose of this section from the observation is to know to what extent the teacher can handle and take care of a large number of students.

### **2.5.2.3. Administration of the Observation:**

The classroom observation took place in the second semester of the academic year 2016/2017 starting from the end of the month March until the end of the month April with two English classes: first year English LMD students and third year English LMD students, observing two different sessions for each class under the permission of the department of English. The observation was in the form of check list that contains different items besides the personal observation, directly putting a tick close to every item observed. During each session, the observation was held on what the researcher can observe and mark.

### **2.5.2. The Teacher's Interview:**

As a second tool for collecting data about whether the large class affects teaching, we used an interview with teachers in order to know their experience of teaching, what they think about teaching a large class and how this affects the process of teaching and learning English as a foreign language from their own point of view.

### **2.5.2.1. Description of the Teacher's Interview:**

This interview is addressed to teachers of the English department of the University of Abd El Hamid Ibn Badis in Mostaganem. The interview consists of sixteen open-ended questions. First, the main subject of the questions in the beginning was to clarify the experience of teachers along their period of work. We tried to ask those teachers about how long they have been teaching, and also ask them if they taught large classes to address our main interest.

By interviewing those teachers, we tried to know from them what do they think about large classes; what is the number that would make a class large and if they consider teaching small classes easier and more effective than teaching large classes.

The interview contains questions about the obstacles if existed when teaching large classes, we asked teachers about the difficulties they encounter when teaching a large class and if they have problems maintaining discipline or disruptive behavior. In order to avoid those problems, we asked them about the particular classroom management techniques they use.

Another part in the interview dealt with the interaction of the students and teachers inside the large class. We tried to know if the teacher gets all the students attention, to what extent the students cooperate when taught in a large class, and if the teacher uses different methods to vary the process of teaching and learning.

We tried to know from those teachers how the large class can make students learn best or the opposite. We asked them how they can motivate students to learn and make them more interactive and if they use technology or different materials. Finally, we tried to know what are the advantages and the disadvantages of a large class according to them.

### **2.5.2.2. Aims of the Teachers' Interview:**

The interview was chosen as a second tool of collecting data to have direct information in order to back up the data already collected from the observation and give more arguments to prove the hypothesis suggested.

It was directed to English teachers who teach large classes with an experience of more than five years to get reliable information.

### **2.5.2.3. Administration of the Teachers' Interview:**

The interview was designed for English teachers working under the department of English in the University of Abd El Hamid Ibn Badis and more precisely to teachers teaching large classes with an experience of more than five years to make sure of the information taken.

The interview was made in a period of a week from the month May, starting from the 7<sup>th</sup> of May until the 11<sup>th</sup> of May, 2017. The target population which is teachers consists of seven teachers. The interview was held in a friendly environment where teachers were not that much cooperative because the timing of the interview was not appropriate for them because they were very busy with LMD students' exams, otherwise they were helpful.

## **Conclusion:**

The main aim of this research is to explore how the big number of students in a large class influences the process of teaching and learning English as a foreign language. It is an experiment to precise this influence if it is negative or positive. To accomplish this there was a choice of two data collection tools: the classroom observation and the teachers' interview where this dissertation shed light to some important elements that would show the nature of this influence.

## **Chapter Three:**

# **Data Analysis and Recommendations**



## Introduction:

In the previous two chapters, it was presented a general review of large classes and the notion of classroom management showing the role of both teachers and students in the first chapter. While the second one dealt with the data collection tools; the observation and the teacher's interview. However, this chapter will present the data analysis and the interpretation of the information collected. The results will serve at helping us to diagnose the hypothesis suggested at first. It aims at addressing the effects of large classes on the process of teaching and learning English as a foreign language.

### 3.1. The Classroom Observation:

In order to test whether the large number of students affects teachers in their teaching English as a foreign language or affects students in their way of learning, I tend to observe some different English LMD classes to collect data about that.

#### 3.1.1. Analysis of the classroom observation:

##### Section one:

**Level:** First Year LMD students.

**The first part:** General Observation of the Large Class Size.

**Item one:** The size of the class

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	2	0	0	0
Percentage	100%	0%	0%	0%

**Table 01: The Size of the Class**

What I have noticed during the observation is that the class is big enough to carry a large number of students.

**Item two:** The number of students attending is more than 150

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	1	1	0	0

<b>Percentage</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>
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**Table 02: The Number of Students**

As I have observed the class of first year LMD students, I have noticed that the number of students attending is more than 100 students.

**Item three:** Desk and chairs are fixed

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

**Table 03: The Seating Arrangements**

In this classroom, desks and chairs are always fixed. Students and teachers should sit according to the seating arrangement of the classroom.

**Item four:** Students sit close to each other

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions(2)</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>

**Table 04: The Students' Way of Sitting**

Since the number of students is not that huge, students generally sit in the front but not always close to each other. They sit in the form of groups.

**Item five:** Teacher moves around over the class

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Percentage</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>

**Table 05: The Teacher's Movements**

In the process of observing this class, I have noticed that the teacher rarely moves around the class, rather, he is fixed to his desk and gives the lecture or instructions about some tasks. The teacher moves sometimes when he feels it is necessary mostly to decrease the disruptive behavior.

**Item six:** Technology is available

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
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<b>Sessions (2)</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Percentage</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>

**Table 06: The Availability of Technology**

What I have noticed in this class is that technology is not always available. Some teachers try to use it but with difficult circumstances. They tend to use handouts more.

**Item seven:** Back zone students interact actively

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>

**Table 07: Students' Interaction**

Observing this class, I have seen that there is not much students sitting in the back; they all prefer to sit close to the teacher. Somehow, they interact actively according different tasks.

**Item eight:** Front zone students interact actively

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

**Table 08: Students' Interaction**

In this class, most of the students sit in the front of it. They like to sit close to the teacher and interact actively with his instructions.

**The second part:** Observation of the Teacher's Attitude in the Class

**Item one:** The teacher talks during the whole session

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>

**Table 09: The Teacher's Talk during the Session**

As I observed the two sessions I attended, I found that the teacher is the most active element in the class. He almost talks during the whole session, trying to explain, give

instructions, and managing the class. Students take less time to agree or disagree with the information given.

**Item two:** The teacher knows most of his students' names

Rating scales	Always	Sometimes	Never	Rarely
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

**Table 10: The Teacher Knowing his Students' Names**

As doing the observation, I knew that teacher does not know most of his students. He knows few names of the students who always interact with him.

**Item three:** The teacher gives each student an individual attention and the chance to ask questions

Rating scales	Always	Sometimes	Never	Rarely
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

**Table 11: The Teacher's Giving Individual Attention to each Student**

In this class, the teacher does not give an individual attention to each student. Most of them can talk and interact but not always all of them. The teacher always gives attention only to those who interact and speak more.

**Item four:** The teacher sees all the students as well as do the students

Rating scales	Always	Sometimes	Never	Rarely
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

**Table 12: The Teacher's Sight to all his Students**

In this class the teacher is always able to see all of his students as well as do the students since their number is not huge.

**Item five:** The teacher checks the student's comprehension

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	1	1	0	0

<b>Percentage</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>
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**Table 13: The Teacher's Checks of Understanding**

As I observed this class, I found that every time the teacher gives new information, he explained it then asks his students about their comprehension using direct questions or some other questions about the information itself. Sometimes, he repeats explaining without asking about the level of understanding of his students.

**Item six:** The teacher can manage the disruptive behavior

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Percentage</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>

**Table 14: The Teacher's Management of Behavior**

In this class, I have noticed that managing the disruptive behavior is one of the most difficult sides of the job of teaching. The teacher can manage the bad behavior and noise only if he was severe or he will rarely take control.

**Item seven:** The teacher uses technology (PPT)

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>

**Table 15: The Use of Technology**

Observing this class, not all teachers use technology since it is not always available. They tend to use handouts rather than technology or only explain.

**Item eight:** The teacher gives handouts

<b>Rating scales</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Rarely</b>
<b>Sessions (2)</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>

**Table 16: The Use of Handouts**

Teachers of this class use handouts a lot.

**Item nine:** The teacher assigns home works

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	0	1	1
Percentage	0%	0%	50%	50%

**Table 17: Assignment of Home Works**

In both sessions that I have attended, I noticed that teachers do not give home works. They explain the lecture during the whole session without assigning tasks or activities.

**Item ten:** The teacher finishes the lesson in time

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	1	0	1
Percentage	0%	50%	0%	50%

**Table 18: The Time of the Lesson**

During the observation, I found that the teacher does not always finish the lesson in time because of the noise and the disruptive behavior and the hard management of the class.

**Section two:**

**Level:** Third Year LMD students.

**The first part:** General Observation of the Large Class Size.

**Item one:** The size of the class

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	2	0	0	0
Percentage	100%	0%	0%	0%

**Table 19: The Size of the Class**

As I observed this class for the first time, the class is big.

**Item two:** The number of students attending is more than 150

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	1	0	1
Percentage	0%	50%	0%	50%

**Table 20: The Number of Students**

During the observation of the class of third year LMD students, I noticed that the number of students attending in about 150 although their actual number is beyond that.

**Item three:** Desk and chairs are fixed

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	2	0	0	0
Percentage	100%	0%	0%	0%

**Table 21: The Seating Arrangements**

In classes like this one, desks and chairs are always fixed. Teachers and students are obliged to sit according to that seating arrangement.

**Item four:** Students sit close to each other

Rating scales	Always	Sometimes	Never	Rarely
Sessions(2)	0	2	0	0
Percentage	0%	100%	0%	0%

**Table 22: The Students' Way of Sitting**

In this class, I observed that students sit close to each other in the form of groups. Those groups are split from each other.

**Item five:** Teacher moves around over the class

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	0	1	1
Percentage	0%	0%	50%	50%

**Table 23: The Teacher's Movements**

During this observation, I have noticed that the teacher rarely moves around the class as always. He moves only to give handouts or when giving tasks in the form of groups or in the process of classroom management.

**Item six:** Technology is available

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	1	1	0	0
Percentage	50%	50%	0%	0%

**Table 24: The Availability of Technology**

In this class, to give a lecture it is necessary that the technology will be available. Teachers always use PPT slides to facilitate explaining. Sometimes, they only use handouts or just explaining because of problems in using technology.

**Item seven:** Back zone students interact actively

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	0	2	0
Percentage	0%	0%	100%	0%

**Table 25: Students' Interaction**

In both sessions that I have attended, students sitting in the back of the class never interact with the teacher and they are not interesting with the lecture. I remarked that those students are always the most talkative ones; they sit in the back just for the purpose of making noise and disrupting the teacher.

**Item eight:** Front zone students interact actively

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	2	0	0
Percentage	0%	100%	0%	0%

**Table 26: Students' Interaction**

On the other hand, students sitting in the front zone of the class try to interact more with teacher. They are more engaged and interesting with the lecture and they are most given the teacher's attention.

**The second part:** Observation of the Teacher's Attitude in the Class

**Item one:** The teacher talks during the whole session

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	2		0	0
Percentage	100%	0%	0%	0%

**Table 27: The Teacher's Talk during the Session**

The same thing that I have observed in both classes, the teacher takes most of the time of the session explaining. He is always talking and giving instructions and new information.



**Item two:** The teacher knows most of his students' names

Rating scales	Always	Sometimes	Never	Rarely
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

**Table 28: The Teacher Knowing his Students' Names**

In this class, the teacher does not know most of his students' names. He cannot know all of them since not all of them interact and since their number is big.

**Item three:** The teacher gives each student an individual attention and the chance to ask questions

Rating scales	Always	Sometimes	Never	Rarely
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

**Table 29: The Teacher's Giving Individual Attention to each Student**

Observing this class, I found that it is impossible for the teacher to give every student an individual attention because not all of them interact actively and there are some passive students that do not speak until the teacher asks them to speak while the rest do not have the chance to speak since time do not allow to.

**Item four:** The teacher sees all the students as well as does the students

Rating scales	Always	Sometimes	Never	Rarely
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

**Table 30: The Teacher's Sight to all his Students**

In this class, the teacher is able to see all of his students as well as do the students. But this does not allow the teacher to well manage the class because students sitting in the back are not very clear to the teacher.

**Item five:** The teacher checks the student's comprehension

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	2	0	0	0
Percentage	100%	100%	0%	0%

**Table 31: The Teacher's Checks of Understanding**

During the two sessions, I have noticed that teacher is always checking his students' comprehension every time he introduces new information or explains a task. He tends to explain and repeat explaining until he feels that message was delivered.

**Item six:** The teacher can manage the disruptive behavior

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	1	0	1
Percentage	0%	50%	0%	50%

**Table 32: The Teacher's Management of Behavior**

Since the number of students is more than 100 in this class, the teacher finds it difficult to manage the disruptive behavior inside the class. He can rarely stop the noise of the students.

**Item seven:** The teacher uses technology (PPT)

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	1	1	0	0
Percentage	50%	50%	0%	0%

**Table 33: The Use of Technology**

Observing this class, I have noticed that most of their teachers use technology. They believe that it makes the lecture clearer and it attracts the student's attention.

**Item eight:** The teacher gives handouts

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	1	1	0	0
Percentage	50%	50%	0%	0%

**Table 34: The Use of Handouts**

Observing this class, teachers use handouts that carry a lot of clarifications and summaries about the information given during the lecture. They use a lot besides using technology.

**Item nine:** The teacher assigns home works

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	0	1	0
Percentage	0%	0%	100%	0%

**Table 35: Assignment of Home Works**

In both sessions I have attended, teachers do not assign home works or even give activities inside the class. They prefer only to explain the lecture and clarify information no need to test the students' understanding.

**Item ten:** The teacher finishes the lesson in time

Rating scales	Always	Sometimes	Never	Rarely
Sessions (2)	0	1	0	1
Percentage	0%	50%	0%	50%

**Table 36: The Time of the Lesson**

During the observation, the teacher does not always finish the lesson in time.

### **3.1.2. Discussion of the Results of the Classroom Observation:**

The obtained results from the observation and attendance with these two classes: first and third year LMD students shows that the big number of students within a class does not perform well. Large classes are characterized with fixed seating arrangements (fixed desks and chairs) with an average percentage of attendance. The teacher in large class cannot give every student an individual attention and it is impossible for him to memorize all their names. Teachers face a huge difficulty in managing the disruptive behavior and keeping control over the whole class. When giving lectures, they tend to use technology and handouts and they rarely assign home works or activities and they can rarely be able to finish the lecture within specific time.

## **3.2. The Teachers' Interview:**

As a second tool to collect information about how the large number of students affects the process of English as a foreign language teaching and learning, I used an interview with university teachers.

### **3.2.1. Analysis of the Teachers' Interview:**

#### **The Teacher's Qualification:**

**Teacher 01:** Magister degree

**Teacher 02:** PhD degree

**Teacher 03:** PhD degree

**Teacher 04:** Magister degree

**Teacher 05:** Magister degree

**Teacher 06:** Magister degree

**Item one:** How long have you been teaching?

All the seven teachers that I have interviewed have an experience of teaching for more than five years. The most professional teacher has been teaching for 12 years and the least one has been teaching for five years. This period of experience enables them to answer the following questions.

**Item two:** Do you teach large classes?

When I was doing my interview, I chose special teachers who are always teaching large classes. So, all the seven teachers interviewed are used to teach large classes and they have a reliable experience.

**Item three:** What do you think a number of a large class is?

After the interview, I remarked that all the seven teachers interviewed agreed on the idea that the number of students that represent a large class should be more than 150. They also said that the class should be big enough to carry them with the fixed seating arrangement (desk and chairs).

**Item four:** Do you consider teaching large classes easier than teaching small classes?

Five teachers out the seven agreed that teaching small classes is easier than teaching large classes. They say that this goes to many factors; the most important factor was managing the classroom and how to maintain the disruptive behavior and keep control over the big number of students. Also, they added the physical effort made by teachers meaning raising the voice, explaining too much, and motivating students to keep interest.

The other three teachers said that they cannot tell whether teaching small classes is easier than large classes or the opposite. They agreed that generally teaching is a hard work that needs more effort and understanding and the ability to cope with different personalities.

They said that teaching in both large classes and small ones needs specific efforts, both of them have some difficulties as they have some advantages.

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

The difficulties that the interviewed teachers encounter when teaching large classes are the noise, the lack of concentration, lack of interest of a certain group of students, seating problems, no participation, hard for the teacher to motivate students.

All teachers agreed that the most common problem in teaching large classes was the one related to classroom discipline: noise and the disruptive behavior and the inability to keep control over the whole class. And they added some other problems like: the seating arrangement and the fixed chairs and how it is difficult to form groups, videos and tapes and the voice of the teacher is hardly heard, difficult to involve all students and make all of them engaged and interact actively, difficulty to design suitable tasks for all the students.

**Item six:** Do you have problems maintaining discipline and keeping control over your class with the big number of students?

It is the most common problem of all teachers teaching large classes. So, when interviewing those teachers, all of them answered with yes. They said that they often face difficulties and have problems reducing the disruptive behavior.

**Item seven:** What are the classroom management techniques you use when teaching large classes?

All the interviewed teachers said that they do not have specific techniques they use when teaching large classes. They agreed on using a mixture of methods, they tend to use the effective technique when needed.

**Item eight:** Do you get all the students' attention when teaching a large class?

Of course, all teachers answered that they do not get all the students attention; they never do. There is always a few students sitting in the front zone of the class who are interested and engaged with the lecture, while, there is passive elements who do not speak until you make them do and they rarely get engaged. And there are other groups who never get interested or get the teachers' attention. They are the one who causes discipline problems.

**Item nine:** To what extent your students cooperate when taught in a large class?

When interviewing teachers, I understand that very few students who cooperate when taught in large classes, only the students who are sitting in the front zone of the class. They try to ask questions for more clarifications, add some other information, and understand more about the lecture.

**Item ten:** Do you use different methods of teaching in a large class?

All the interviewees said that they use different methods of teaching; they try to be eclectic in a way. They said that they should use different methods to address different learning styles.

**Item eleven:** Is it possible for you to cover the English course within the given time within the big number of students?

Most of the teachers said they cannot finish the lecture in time, two of them said that sometimes they do. They said that if they could finish the lecture in time it would be with a great difficulty because of time constraints and other factors like maintaining discipline problems.

**Item twelve:** Do you think students learn best in a large class?

Five teachers from the interviewees said that students never learn best in a large class because of several factors like noise, psychological issues, disruptive behavior ..., etc. The other two teachers said that learning in a large class can be effective. Students can exchange ideas and have discussions from different points of view.

**Item thirteen:** How can you motivate students to learn?

All the seven interviewed teachers, in order to motivate their students, suggest starting the lecture with asking different questions as a warming up and use different topics that would make the students interested. They also suggest using authentic materials that would help attracting their attention.

**Item fourteen:** Do you think that the big number in classes make students less interactive?

All teachers agreed on that the big number of students within a class makes them less interactive. They said that the passive elements affect the active ones. Also, psychological issues have an effect on that like shyness.

**Item fifteen:** Do you use technology when giving lectures? And what are the different materials?

The majority of teachers said that uses technology when giving lectures. They said that it is considered as a facilitator and a motivator to make students keep interested. They often use the video projector. One teacher is different from the others, he does not use technology, and rather, he explains himself and rarely uses handouts.

**Item sixteen:** Give some advantages and disadvantages of teaching large classes?

All teachers agreed that the disadvantages of teaching in a large class are more than the advantages but this does not mean that there are no advantages. The most beneficial element is that students exchange ideas and learn from others way of thinking. However, teaching in a large class is a hard thing to do for the teacher. He faces a lot of discipline problems and classroom management techniques; he cannot control the whole class. He cannot memorize all his students' names or even their faces. Teachers have difficult to keep every one's attention and lack of using activities. Also, a major problem is that attendances can be poor and the lack of the availability of technological materials.

### **3.2.2. Discussion of the Results of the Teachers' Interview:**

The interview as a tool to collect data was very effective. It helped me recognize the teachers' way of thinking about teaching in large classes.

Concerning teaching in large classes, all the teachers were used to teach a big number of students and they have an experience of more than 5 years and they think a large class is called large only if it contains more than 150 students.

Results of this interview show most of the teachers prefer to teach in a small class than in a large class and they believe that it is better while some others said that both a large class and a small class can have some advantages and disadvantages and they cannot tell what is best. They also agreed that discipline problems within a large class are the major problem that they face when teaching a large class, they cannot keep control the whole class and cannot maintain the discipline problems.

Generally speaking, they agreed that the disadvantages of teaching in large class are more than the advantages. They cannot get all the students' attention, students do not

cooperate effectively when taught in a large class and it is not possible for them to cover a lecture in a session. They face problems in motivating students and make them more interested and engaged with the lecture.

### **3.3. Conclusion:**

Using two different tools to gather data; the teachers' interview and the classroom observation was very effective, and the results I get from them were the same. My hypothesis is proved about how the large number of students affects the process of teaching and learning English as a foreign language.

Negative results were gathered from these two tools which mean that teaching in a large class is considered an obstacle for the process of teaching and learning English as a foreign language. Teachers face so many problems when they teach in a large class so do students where the major problem is the disruptive behavior where the analysis of these results was accomplished in this chapter.

### **3.4. Pedagogical Recommendations:**

Without overlooking the fact that although teaching a large class faces a lot of challenges, it also has its own set of rewards and benefits. Since there are so many students, the teacher rarely finds himself facing a wall of blank staring eyes without participation. Large classes tend to have a lot of energy and very rewarding and fun for the students and the teacher only if well managed.

For the purpose of minimizing the problems faced by teachers in a large class which I hope would be helpful and of use to prove the process of teaching and learning English as a foreign language, I suggest for teachers some practical techniques and solutions to manage large classes:

- **Planning:** to keep a large class engaged, the teacher needs to know exactly what he and the students are doing exactly. The teacher needs to make things run smoothly and keeps those things moving and have a lot of energy. Time can be well managed when planning.
- **Establish routines:** routines are one of the elements that make students feel bored because they already know what they have to do and what the teacher will do.



Teachers must vary the methods and techniques used especially activities to make the class flow easily and efficiently

- **Be strict about rules and discipline:** teachers are advised to make a strict list of rules this does not mean that they should be mean but they should not let go any bad behavior
- **Manage time carefully:** with so many students in one class, time will run fast a single activity or a task can take a lot of time especially when working in groups. A teacher should well manage time and have a visible clock and keep an eye on it, know how to devote special time for the lecture and for activities.
- **Give every student the chance to participate if possible:** in a large class, it easy for active students to not give chances for passive students to participate or ask questions. Here, the teacher should victimize students and try to give each student an attention to speak.
- **Building the psycho-social environment:** the classroom is a learning community which is the place where the teacher and the students can be found regularly. So, it is very important for the teacher to create a sense of community, that shows his interest in and accessibility to students which encourages them to learn and participate in the learning process.
  - The teacher should be able to involve students in the classroom tasks and activities so that they will be engaged with the lecture.
  - Maintaining discipline and reducing the level of noise in large classes is necessary. Teachers should assign a system of rewards and punishments where they should be firm, fair, and friendly.
  - More attention should be given to students especially the passive ones so that they will cope with others.
  - Teachers should be a very important monitor of motivation for students. They should use different methods and techniques to implicate within a large class in order to address different learning styles for different students' personalities.
  - Teachers should encourage interaction and engage students by creating a suitable learning environment, asking questions and expecting answers.
  - The teacher needs to know how to use time in a large class.

## **General conclusion**

The main concern of this present research was the influence of the large number of students on the process of teaching and learning English as a foreign language. Mainly, it was directed to know how large classes affect the teachers' way of teaching. This study gives us a space to examine this influence, see how it occurs, and to what extent it is positive or negative. The purpose behind this study was to backup the suggested hypothesis as I believe that teaching large classes affects negatively the way teachers teach with convincing arguments. We tried to examine the way teachers act when teaching a large class and also to examine the attitude of students within that class.

My piece of writing is a sum of three chapters. The first one was a theoretical part that gave a general view of a large class and classroom management techniques. The second one was in a form of a presentation of data collection tools while the last chapter contains analysis, results, and some suggested recommendations.

The major findings of this research were ending by the proof of my hypothesis. Large classes influence the process of teaching and learning English as a foreign language negatively according to so many factors. All the collected data agreed on that the disruptive behavior is the main reason for this negative effect. Other reasons are showed in the poor interaction and no engagement of students in the lecture. Also, teachers face many other difficulties especially classroom management and lack of different materials like technology.

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# Appendices

## Appendix one :

### The Classroom Observation Check List

Name:

Date:

Class Observed:

Time:

Session:

Department:

Rating System:

A: Always

B: Sometimes

C: Rarely

D: Never

- General observation of the large class size:

	Always	Sometimes	Rarely	Never
The class is big				

The number of students attending is more than 150				
Desk and chairs are fixed				
Students sit close to each other				
Teacher moves all around the class				
Technology is available				
Back zone students interact actively				
Front zone students interact actively				

- Observation of the teachers' attitude in the class:

	Always	Sometimes	Rarely	Never
The teacher talks during the whole session				
The teacher knows most of his students' names				
The teacher gives each student an individual attention and the chance to ask questions				
The teacher sees all the students as well as does the students				
The teacher checks the students' comprehension				
The teacher can manage the disruptive behavior				
The teacher uses technology (PPT)				
The teacher gives handouts				
The teacher assigns home works				
The teacher finishes the lesson in time				

## **Appendix Two:**

University of Abd El Hamid Ibn Badis. Mostaganem

Department of English

### Teacher's interview

Dear teachers,

I would be very grateful if you accept answering the following questions that are concerned with our research which is about the influence of large number of students on the process of teaching English as a foreign language, the case of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year LMD students. Your opinions are very important and will contribute effectively in our survey.

Thank you very much for your collaboration.

- General information:

Male

Female

Field experience: .....

- What is your qualification:

a- BA (license)

b- MA (magister/master)

c- PhD (doctorate)

1. How long have you been teaching at university?

.....

2. Do you teach large classes?

.....

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

.....

4. Do you consider teaching small classes is easy than teaching large classes?

.....

5. What are the difficulties you encounter when teaching large classes?

.....

.....

6. Do you have problems maintaining discipline and keeping control over your class with the big number of students?

.....

.....

7. What are the classroom management techniques you use when teaching large classes?

.....

.....

8. Do you get all the students attention when teaching a large class?



.....

9. To what extent your students cooperate when taught in a large class?

.....

10. Do you use different methods of teaching in a large class?

.....

11. Is it possible for you to cover the English course within the given time within the big number of students?

.....

12. Do you think students learn best in a large class,

.....

If yes, how?

.....

.....

13. How can you motivate students to learn?

.....

14. Do you think that the big number in classes make students be less interactive?

.....

15. Do you use technology when giving lectures? And what are the different materials used?

.....

16. Give some advantages and disadvantages of teaching large classes?

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