

Chapter One: Introduction

I.1.Statement of the problem

This study investigates how teachers of Biskra University would establish an effective classroom management for large EFL classes through engaging students in the whole process of classroom management-organizing a positive educational environment, selecting appropriate instructional and assessment techniques, as well reducing students' disruptive behaviors.

I.2. Aims of the study

This study aims:

- To study the concept of classroom management.
- To investigate and identify practical techniques that would be implemented to manage large EFL classes.
- To illustrate and highlight the relationship between effective teaching and classroom management.
- To emphasize the need of training teachers to manage large classes, particularly large EFL classes.

I.3. Research questions

This dissertation relies on four (4) questions:

- How can the teacher's perspective, specifically about large classes impact the effectiveness of classroom management?
- Is classroom management a crucial component of effective teaching?

- What would be the effect of involving students in the process of effective teaching?
- Does the effective use of classroom management reduce disruptive behavior?

I.4. Significance of the study

Classroom management is one of the greatest challenges that Algerian teachers face, especially EFL teachers. For example, at Biskra University, the challenge is rather more serious due to the huge number of EFL students. Such large EFL classes make it extremely difficult for teachers to create an effective classroom management or teach efficiently within classrooms. Therefore, this study would change EFL teachers' perception about the hope of successfully teaching large classes. This will be through investigating and identifying practical techniques that may enable them to establish and maintain an effective classroom management. Specifically, this study would provide strategies through which an EFL teacher can engage students within the classroom management process.

I.5. Research hypotheses

This present research is based on four (4) hypotheses that shall be tested and verified through.

- We hypothesize that if an EFL teacher's perspective, specifically about large classes, is negative, the effectiveness of classroom management would be decreased.
- We put forward that if EFL teachers establish a positive classroom management, they would generally achieve effective teaching.

- We hypothesize that if students' responsibility is highlighted within the process of organizing positive and efficient educational environment, selecting appropriate instructional and assessment strategies, as well as effectively reducing disruptive behavior, then EFL teachers would establish an effective classroom management for large EFL classes.
- We do agree that if classroom management is rationally and effectively used, disruptive behavior would be reduced.

1.6. Research limitations

The most significant limitation of this work refers to the lack of sources which specifically study or deal with large class management or teaching. Furthermore, we intended to use questionnaires and interviews as an approach to gather data for this dissertation, however due to time constraints, we relied only on questionnaires. The questionnaire of students was intended for third year LMD; nonetheless, due to the critical period during which we have been distributing questionnaires, the targeted population shifted to Master (1) LMD.

1.7. Research methodology

To achieve the aim of this study, we rely on the descriptive method as it is the most appropriate method for investigation. In this study, a quantitative-qualitative approach has been followed since "the close relationship between qualitative and quantitative forms of research is evident when it is realized that the four main techniques for collecting data- documents, interviews, observations and questionnaires ...can each involve either (or both) qualitative and quantitative elements"(Blaxter et al 186).

Because of time constraints, we will use questionnaire to achieve a more reliable and comprehensive picture. In this sense, we would direct two main questionnaires; one to the teachers who have been teaching for a long time to make sure that their answers are the product of many years of observation and evaluation. Students' questionnaire would be directed to Master (1) LMD students in the department of English at the University of Biskra. It aims at investigating the students' attitudes and experiences within large classes.

I.8. Research organization

The present research is divided into four main chapters. Chapter one describes our work in terms of stating the research problem, aims of the study, research questions, significance of the study, hypotheses, limitations , methodology as well as the organization and structure of our work. In addition, this chapter ends with reviewing the related literature concerning classroom management and class size phenomenon.

Chapter two highlights the classroom environment within which English language is taught. Accordingly, this chapter consists of three main parts including the classroom physical arrangement, the psycho-social environment as well as classroom rules and procedures and disruptive behavior prevention. The first part sheds light on the influence of classroom physical arrangement on students' learning, the basic principles and strategies through which effective classroom physical arrangement, particularly seating arrangement, is created. Finally, this part provides different types of seating arrangement that would be implemented within large EFL classrooms. The second part specifically provides practical strategies and techniques that would enable an EFL teacher build and

maintain a positive and engaging environment that supports and facilitates learning. The third part shows via particular strategies how teachers can reduce and\ or prevent students' disruptive behaviors through involving them in the process of establishing classroom rules and procedures and effective teaching methods.

Chapter three deals with instruction and assessment strategies for large EFL classes and it also comprises three parts. The first part outlines the different steps of effective lesson planning. The second part provides some strategies that can be implemented to efficiently instruct large EFL classes. The third part presents various innovative strategies and techniques for assessing students' production within large classes.

Chapter four, field work, provides a detailed description of data collection as well as analysis of both teachers' and learners' questionnaires. In addition, this chapter includes a discussion of both questionnaires.

I.9. The review of literature

I.9.1. Classroom management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly. In traditional theory, the aim of classroom management was primarily focused on achieving class control and order. That is, “[t]he ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible” (Oliver & Reschly 2). This means that classroom management was seen as separate from classroom instruction. The image was

of a teacher first attending to classroom management, and then beginning instruction without further reference to management decisions. “Research in the 1980s, however, demonstrated that management and instruction are not separate, but are inextricably interwoven and complex” (Encyclopedia of Education 299).

Accordingly, research has moved away from a focus on controlling behavior and looks instead at teacher’s actions to create, implement, and maintain a learning environment within the classroom. “Managing is first creating the conditions for students to be interested in learning or performing, and then providing the structures, strategies, and activities that will encourage quality learning and quality performance” (Erwin 5). This shift also highlights students’ engagement and responsibility in the process of classroom management. Robert Marzano et al (2003) state “although teachers are the guiding force in classroom management, students also have responsibility in this area” (91).

Thus, a classroom in which the teacher takes complete responsibility for guiding students’ actions constitutes a different learning environment than one in which students are encouraged and taught to assume responsibility for their own behaviors. Indeed, classroom management is of a critical role in the teaching- learning process.

I.9.2. Large classes

People have varying opinions on how large the number of students should be in a so-called 'large class'. “Usually it is measured in terms of the number of students per teacher (student-teacher ratio)” (Hadded 1). For example, some people hold that 50 would be large enough for a class; others would argue that a large class could have as many as over 100 or even 150 students. However, most teachers generally agree that a

class with 50-60 or more is 'large' enough. Lynn Burnett and Professor Kerri-Lee Krause from Griffith University report that “a large class generally includes 100 students or more, but there is no single definition. In some cases, large may signify a class of 50-70 students, in others, it may include up to 1500 students in a single cohort”. Thus, there is no quantitative definition of what constitutes a "large" class as perceptions of this vary from one context to another

Furthermore, because large class is one with more students than the teacher is able to manage and more than the available resources can support, they are usually considered to pose insurmountable problems for teachers. Therefore,

for teaching large classes, it is difficult for teachers 1) to discipline the class, especially for primary and middle school students who lack self-control; 2) to satisfy all the needs of students who have different interests, personalities and capabilities; 3) to organize efficient class activities due to the constraints of time and space; 4) to provide equal chances for the students to participate and practice; 5) to give timely and effective feedback and evaluation. (Wang & Zhang 3)

Moreover, some literature has indicated that there are challenges to teaching and learning in large classes both to teachers and to students that includes limited class time. “Some of the challenges relate to management, feeling of anonymity, lack of flexibility and student diversity that challenge the teachers. In addition, hesitation to ask questions, minimum teacher attention and access to materials, and the need for individual effort challenge the students” (Goretti Nakabugo et al 86).

As a conclusion, what is relevant to the class considered as a large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it. Thereby, class size is not the determining factor of teaching efficiency

or effective classroom management. Teachers need to enhance their innovative awareness and capabilities for developing effective ways for dealing with large classes .This might difficult, but it is not impossible.

Chapter two: English Classroom Environment

Introduction

Most EFL learners have little chance to use the target language in daily life; therefore, they depend entirely on classroom activities. In other words, the classroom is the only environment in which they can practice communicating in the target language. Accordingly, an EFL teacher should be aware that classroom environment can either enhance or hinder learning.

According to Wrench et al, “the instructional context refers to the physical and psychological circumstances in which learning takes place” (9). This means that classroom environment comprises the physical arrangement as well as the psychosocial climate of the classroom. Thus, large EFL classroom management should aim at establishing an appropriate physical and psychological environment conducive to learning and teaching.

In this chapter, we will deal with Large EFL classroom environment. We will present various strategies and techniques for creating effective classroom physical arrangement, for building positive and engaging psycho-social climate. In addition, we will show how might classroom rules and procedures prevent or reduce disruptive behavior.

II.1. Classroom Physical Arrangement

II.1. The influence of classroom physical arrangement on students' learning

In spite of its great importance and influence on the effectiveness and the successfulness of the learning process, most if not all Algerian teachers do not pay

attention to the physical environment of their classrooms, especially the seating arrangement. McLeod et al maintain that

Whether you are returning to a school in which veteran teacher, beginning your career as a new teacher, or a veteran teacher teaching in a new building, setting up your classroom space is the first assignment of a new school year. The way you set up your classroom largely determines the experience you and your students share. (5)

Furthermore, Long et al maintain that “the settings in which students learn could have a pronounced impact on their behavior and ability to learn” (43). Thus, an appropriate classroom physical environment can be considered as the first step for creating a successful classroom management.

II.2. Strategies for effective room arrangement

The classroom physical environment would, of course, differ throughout the different grade levels. For instance, the setting arrangement at primary, middle and high schools differ from that at University. However, the principles which govern creating an effective room arrangement are similar. Accordingly, Evertson Carolyn and Poole Inge state that there are four (4) main strategies through which an effective room arrangement can be achieved. Figure.1 identifies these strategies.

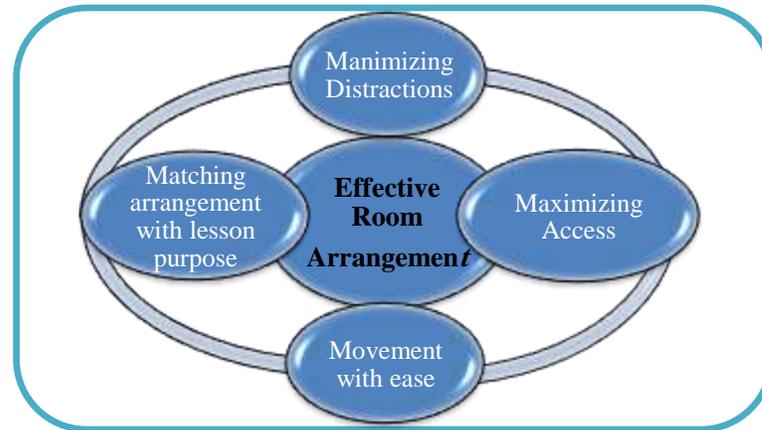


Figure.1: Strategies of effective room arrangement

II.2.1 Minimizing Distractions

This strategy highlights arranging the classroom physical space around students so that they have minimal distractions from items (window, door, etc), equipments (computer, overhead projector, etc) and individuals (peers). The type of items, equipments and individuals will, of course, differ from one grade to another. That is, the range of items, equipments and individuals which may be found at primary, middle or high schools tend to be different from those which can be found at University.

Furthermore, Evertson and Poole maintain that “different students find different items, equipments and individuals can be distracting” (10). This implies that the teachers should do their best to know their students and identify what type of items, equipments and individuals which distracts them in order to create an effective physical arrangement for her class. More importantly, Evertson and Poole emphasize that “preventing distractions help to decrease misbehavior” (10). Finally, for an effective implementation of this strategy, minimizing distractions, Evertson and Poole suggest the following steps:

- Identifying potential distractions in the classroom.

- Arranging students' seating to avoid these distractions.
- Moving items, equipments and/or individuals as needed to minimize distractions.

II.2.2. Maximizing Access

Maximizing Access is a strategy for arranging the physical space around students in a way that maximizes their access to instruction, materials and demonstrations and the teacher has maximized access to the student (Evertson & Poole 11).

Many studies have identified that interaction with students is connected to student seating location (qtd. in Evertson & Poole 11). Therefore, those students seated at the front of the room and down its center (the "action zone") are more likely to receive attention from the teacher and have easier access to the instructional area since they are facing it. Whereas those with their backs to instruction can avoid participation.

Accordingly, the arrangement of the classroom should allow the teacher to access to interact with students and at the same time allow students to frequently access needed materials and equipments (if there). Therefore, the teacher should consider that "some students require more space (e.g., for a wheelchair) to have equitable access" (Evertson & Poole 11). Such arrangement would allow the teacher's frequent movement throughout the classroom, hence effective monitoring of a class.

So, Maximizing Access strategy includes the following tips:

- Providing a clear line of sight for students to instruction (chalkboard, overhead projector screen, etc).
- Creating a clear line of sight for you (the teacher) to the students.

- Arranging seating to allow you (the teacher) and the students to move through the classroom with ease.

II.2.3. Matching Arrangement with Lesson Purpose

This strategy includes arranging the classroom in a manner to support the purpose of the lesson. That is, the seating arrangement should match the lesson purpose. For example, lessons designed for independent work (seat work, tests, etc) are supported by an arrangement in rows or paired rows. Lessons designed for group work are supported by an arrangement in groups. This implies that “effective lesson planning and teaching procedures for a given lesson format work in combination with matching arrangement to lesson purpose to achieve successful lesson implementation” (Evertson & Poole 13).

Moreover, “Matching Arrangement with Lesson Purpose” strategy emphasizes flexibility in room arrangement that enables a variety of instructional methods and strategies to be used (whole class, small group, student pairs or individual) (Evertson & Poole 13) .Such flexibility and variety would motivate students and enhance their sense of belonging as they participate in arranging the classroom.

For a successful implementation of “Matching Arrangement with Lesson Purpose” strategy, Evertson & Poole (13) suggest four (4) tips:

- Selecting the lesson purpose and format.
- Selecting a room arrangement that supports the lesson purpose. Consider the different arrangements (will be illustrated and discussed later).
- Adapting your (the teacher) present arrangement to support the lesson purpose, or
- Arranging the room accordingly, or

- Teaching students to arrange the classroom for specific lesson formats and assign the task of arranging the room to the class based on your direction. Successful arrangement requires practice.

This strategy, “Matching Arrangement with Lesson Purpose”, reveals clearly on how teachers can insure a philosophy of cooperation and responsibility among students through involving them in the process of creating a suitable classroom arrangement. Working hard to teach and train students achieve an efficient arrangement, the teacher make them feel their value.

II.2.4. Movement with Ease

It is a strategy for arranging the physical space of a classroom to insure that both the teacher and the students can move through the room without difficulty. Teacher’s frequent movement throughout the classroom is absolutely crucial, especially within large classes as it reduces students’ feeling of crowdedness. Thus, the physical arrangement of the classroom should allow the teacher to move freely in order to interact with students who, in turn, need access to supplies or materials easily.

“Movement with ease” strategy is made up of four (4) tips (Evertson & Poole 15):

- Arranging the furniture and equipment in the classroom to create walking space between and around these items as needed.
- Anticipating circumstances that may require additional space (e.g., for a wheelchair).
- Placing frequent utilized supplies, equipments and materials in easy- to-reach locations.

- Removing unused or unnecessary equipment and furniture from the classroom.

More significantly, Everston and Poole emphasize the necessity of establishing procedures for moving through the room. This is absolutely crucial, especially at primary, middle and even high school as teachers need more effort and clear procedures concerning, for example, how they can sharpen their pencils or get supplies for learning. However, at University most procedures in terms of moving through the room may consider, for instance, movement during group work as students may need supplies, materials, documents or using their PC to work with.

As a result, “Movement with ease” strategy can be a critical step through which teachers would maintain organization within classroom environment. Therefore, they need to carefully plan an appropriate and workable class arrangement that facilitates movement and establish considerable movement procedures.

II.3.Types of seating arrangement

What is remarkable about the seating arrangements proposed by various researchers is “the different placement of teacher’s desk within the classroom. McLeod et al claim that the teacher can place his\ her desk in the back, in the front, in the center or off to the side of the class. Furthermore, they believe that each desk placement has its positive and negative effects on students (9).

-Placing teacher’s desk in the back of the classroom promotes student centered environment, allow the teachers to keep an eye on their students and provide them with opportunities to talk without being observed by others.

-Placing the teacher's desk in the front of the classroom promotes a teacher-directed environment and allows his\her to see most areas of the classroom and monitor students at work, but it does not allow students to have a private conversation.

-Placing teacher's desk in the center of students' seating arrangement promotes a teacher-facilitated environment. In spite that private conversations with the teacher are not possible, students have easy access to her desk.

-Placing teacher's desk off to the side of the classroom implies that the desk is the teacher's "personal space". However, private conversations are possible in such arrangement.

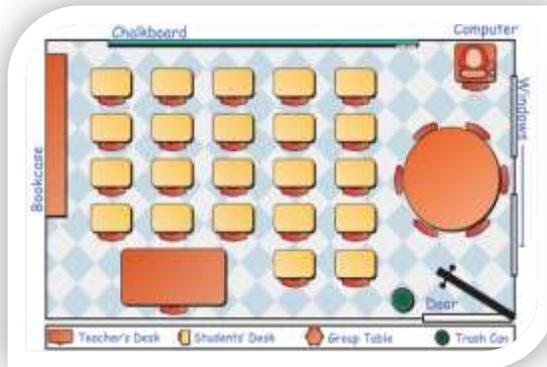
The above teacher desk placement may not be workable or liked by some teachers due to personal preferences or to the numerous students within large classes; however, they can use such changeable desk placement as a strategy for creating different atmosphere within the classroom through these various desk arrangements.

Based on their purpose within classrooms, seating arrangement can be divided into three main groups (Evertson & Poole 14). We have especially selected Evertson and Poole's seating arrangement model because it can be applicable in large classes even with restricted resources and throughout different grades. These groups include:

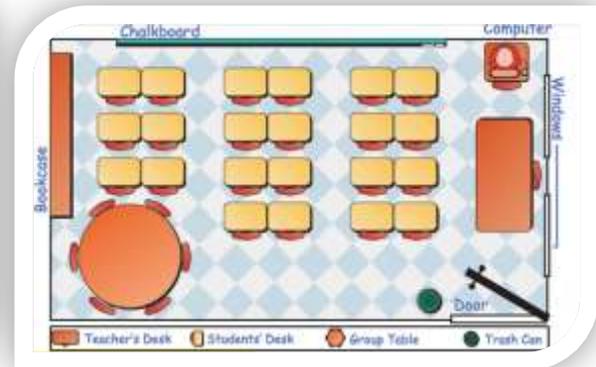
- ❖ Arrangement for independent work\ tests\beginning of the year\Lecture.
- ❖ Arrangement for group work.
- ❖ Arrangement for demonstration\discussion

II.3.1. Arrangement for independent work\ tests\beginning of the year\Lecture:

What is remarkable about this group is that seating arrangement includes individual students' desks (Figure 2.a) or paired desks (Figure 1.2)



(Figure2.a)



(Figure. 2.b)

Figure.2

Evertson, C., Poole, I., & the IRIS Center. (2002). *Effective room arrangement (P14)*. Retrieved on [04\19\2012] from http://iris.peabody.vanderbilt.edu/case_studies/ICS-001.pdf

II.3.2. Arrangement for group work

In this seating arrangement, students' desks are placed in groups of four, five or six students facing each other.

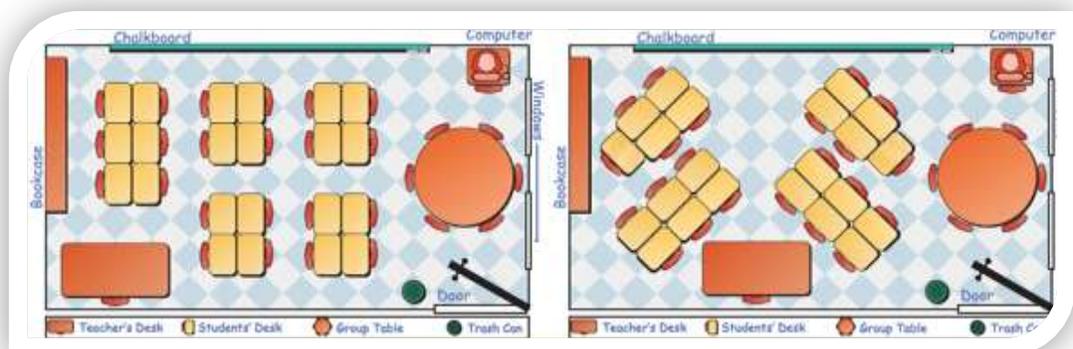
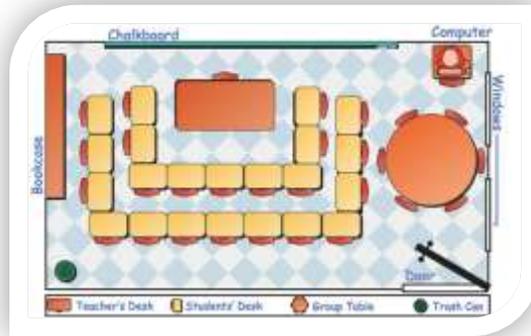


Figure.3

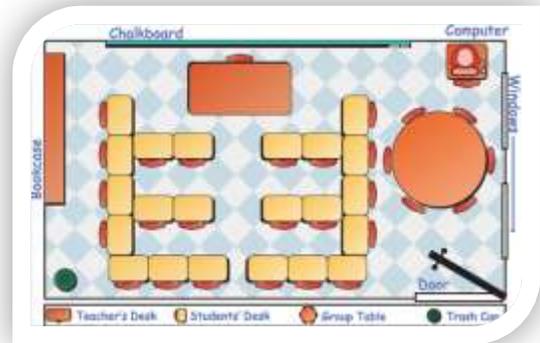
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II.3.3 .Arrangement for demonstration\discussion

For appropriate demonstration and discussion, Evertson and Poole suggest U-shape (Figure.4.a) and U-shape Plus Rows (Figure.4.b)



(Figure.4.a)



(Figure.4.b)

Figure.4

Evertson, C., Poole, I., & the IRIS Center. (2002). *Effective room arrangement (P14)*. Retrieved on [04/19/2012] from http://iris.peabody.vanderbilt.edu/case_studies/ICS-001.pdf

For very large classes, the U-shape can be doubled and repeated according to students' number. Figure.5 illustrates how this can be done.



Figure.5

Evertson, C., Poole, I., & the IRIS Center. (2002). *Effective room arrangement (P14)*. Retrieved on [04/19/2012] from http://iris.peabody.vanderbilt.edu/case_studies/ICS-001.pdf

Another type includes dividing the class in half and, thereby having students facing each other. Figure.5 shows this type.

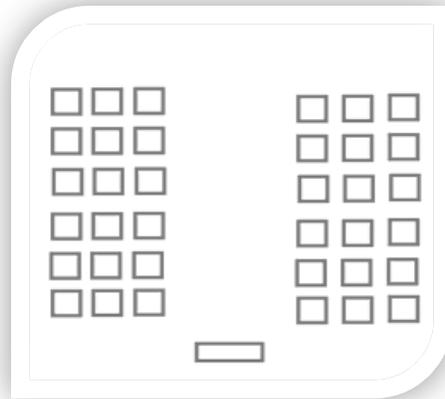


Figure.6

<http://www.google.dz/search?q=classroom+seating+arrangement+for+large+classes+%28pictures%29&hl=fr&prmd=jmvns&tbm=isch&tbo=u&source=univ&sa=X&ei=ElqWT4i0HMmSOqjgd4N&ved=0CCcQsAQ&biw=1024&bih=607&sei=IFqWT9DpIozoOeCC1M4N>

As a conclusion, “the way students sit say a lot about the style of the teacher or the institution where the lessons take place” (Harmer 20). Therefore, large classes’ teachers should do their best to implement the above seating arrangements in order to improve the classroom physical environment. “Why not to try!” Indeed, they need to do something “so that they are not always faced with rows and rows of bored faces” (Harmer 20). Finally, they should “not always assume that one classroom arrangement is needed for all classrooms” (T. Seivert 7).

II.2. Psycho-social environment (Classroom climate).

II.2.1. Definition of classroom psycho-social environment

According to Rodgers “classroom climate is something that students can sense and feel about belonging to this group of students” (191). This may seem an easy task to achieve, but in fact it needs great care, planning and effective techniques. “A positive classroom climate will not occur accidentally. There are essential aspects of our leadership, organization and how we relate to our students that will create and enable a positive sense of belonging” (Rodgers 191).

It is, therefore, the teacher who is the essence of this process of building and creating a comfortable classroom climate. Long et al maintain that “the emotional environment of a classroom is largely determined by what the teacher decides is important and the students are treated with respect to those choices” (40).

Furthermore, in order to create and maintain classroom management that supports instruction and increases students’ achievement McLeod et al assert that “the first step is to establish a positive classroom climate based on mutual trust, respect and caring. The foundation of that climate is the relationships that are established between the teacher and the student and among the students” (62).

Based on Wubbels and his colleagues, Marzano et al emphasize that “two dimensions whose interactions define the relationship between teacher and students. One dimension is dominance versus submission; the other is corporation versus opposition” (42).

First, Marzano et al maintain that

High dominance is characterized by clarity of purpose and strong guidance. The purpose and guidance provided by the teacher should be both academic and behavioural_ that is, the teacher provides purpose and guidance relative to the content addressed in class as well as the behavior expected in class. These are certainly positive characteristics. However; high dominance can also be characterized by lack of attentiveness to and concern for the interests of students. The other end this continuum_high submission, is characterized by lack of clarity and purpose.”(42-43)

Second,

high cooperation is characterized by a concern for the need and opinions of others and a desire to function as a member of a team as opposed to an individual. Again, these are positive traits. But extreme opposition_ the other end of the continuum is characterized by active antagonism toward others and a desire to thwart. Again, neither end point_extreme cooperation or extreme opposition_ can be characterized as the type of teacher-student relationship conducive to learning.(43)

Thus, it is the right combination of moderate to high dominance (as opposed to extreme cooperation) that provides the optimal teacher-student relationship for learning. Figure (7) illustrates this relationship. The shared area in the latter figure depicts the optimal teacher-student relationship profile in terms of dominance and cooperation.

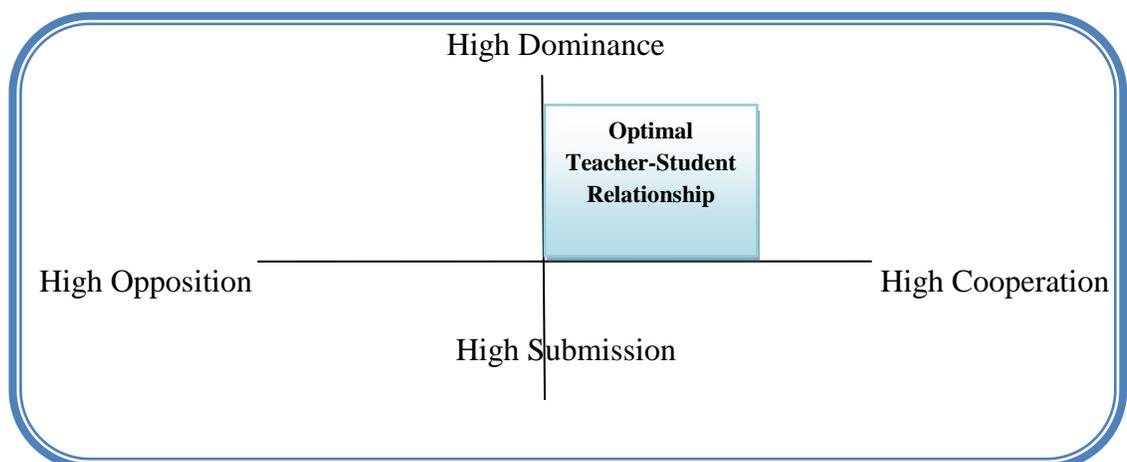


Figure.7 : Interaction between Dominance and Cooperation

Adapted from Marzano et al. Classroom Management that Works: Research-Based Strategies for Every Teacher. Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2003, p43.

As a result, Marzano et al highlight that in order to create an effective classroom climate, teachers should adapt an approach that communicates a balance between dominance and cooperation. That is, the teacher should make his\her students aware that he\she is a leader who sets standards and maintains control, as well as a friendly and helpful person. Besides, McLeod et al state that “students need and want teachers to be firm. The ability to blend firmness with warm and caring is difficult, but certainly possible; firmness, warm, and caring are not mutually exclusive. In fact, effective teaching involves blending these three ingredients together” (63).

So, how can teachers reach such a “blend” within large EFL classes? The good news is that there are effective strategies to do so. The keystone of these strategies is that the large class teacher should make his\her “large classes feel small through treating them as such” (Hadded 9).

For effective creation of warm and appropriate relationship with students, McLeod et al claim that there are three (03) main strategies.

II.2.2. Strategies for building relationships with students

II.2.2.1. Model the behavior you want

People in general tend to learn many things by observing models, including attitudes, values, problem solving strategies and even social behavior. Teachers should consider this characteristic as they are an important model for their students. According

to Good and Brophy, “exposure to a model can lead to either imitation or incidental learning. Imitation occurs when the learner observes the model’s behavior and then copies it (75).

For example, if the teacher typically responds to student embarrassment with tact and sympathy, the class will tend to follow suit. However, if the teacher reacts with sarcasm, students may begin to taunt a peer who makes a mistake. On the other hand, “incidental learning occurs when observers ‘incidentally’ make inferences about a model’s belief, attitude, and values” (75). In other words, students make inferences about what kind of person the teacher is. For instance, consider teacher’s response to students’ board work. When students make mistakes, one teacher might point out the mistake and ask them to try to correct it, whereas another might call on someone else to answer correctly.

The first teacher’s students would infer that their teacher is supportive, encouraging and helpful; therefore, it is safe to make mistakes. However, the second teacher’s students would certainly infer that their teacher is not supportive and has little or no patience with students who cannot answer correctly. Consequently, they will hesitate to give an answer which they are not sure of and get embarrassed.

More importantly, Good and Brophy state that “modeling effects are strongest at the beginning of the year for that students tend to make inferences about whether new teachers mean what they say, invite or discourage questions and comments, are patient and helpful or frustrated and discouraged in dealing with slow learners (75). Thus, the teachers’ behavior at the beginning of the year sets the tone for classroom climate

dimensions, such as “supportive versus competitive, tension felt by students, and the degree to which students are responsible for their own behavior (Good & Brophy 75).

Accordingly, modeling needs to be done consciously and with precision and care. That is, teachers need to model the specific characteristics and classroom behaviors that they are trying to develop in students. If teachers want their students to behave in a certain way, they must do it first. For example, if they want students to be polite, they must be polite. If they want students to trust them, they must trust them. In addition, the teachers can model commitment and enthusiasm for learning, active listening, anger control, consideration for others as well as honesty and paying attention.

Thus, thinking of being a “model”, teachers would do their best to form personal relations with their students and be an individual whom they admire and respect. “Students will imitate a warm, enthusiastic teacher whom they like and probably adopt many of that teacher’s attitudes and beliefs” (Good & Brophy 75).

II.2.2.2. Establishing friendly but appropriate relationships

II.2.2.2.1. Getting to know your students

II.2.2.2..1.1.1. Learning students’ names

The first step to establish appropriate relationships with students is to learn their names. “Observation has shown that a teacher’s incorrect use of, or failure to use students’ names has a direct correlation with inattention and discipline problems (Nolasco & Arthur 10). Furthermore, knowing students’ names has many advantages, such as allowing the teacher to nominate students with confidence and identify talented

students or trouble makers. It also implies to students that their teacher cares about them and this contribute to maintaining appositive learning environment. Some may find this very difficult in large classes due to the numerous students. However, there are few techniques through which this goal, learning students' names, can be achieved.

II.2.2.2.1.1.2. Make a seating chart

To apply this technique, teachers need to ask students to sit in the same seat for the first weeks and prepare a seating plan (chart). The teacher should attempt to memorize four or five names each session. More interestingly, the teacher can have students photograph and pass them according to the chart. Then, he\she would ask them to write their names next to their picture (Hadded 10). figure. 8 shows an example of a seating chart.

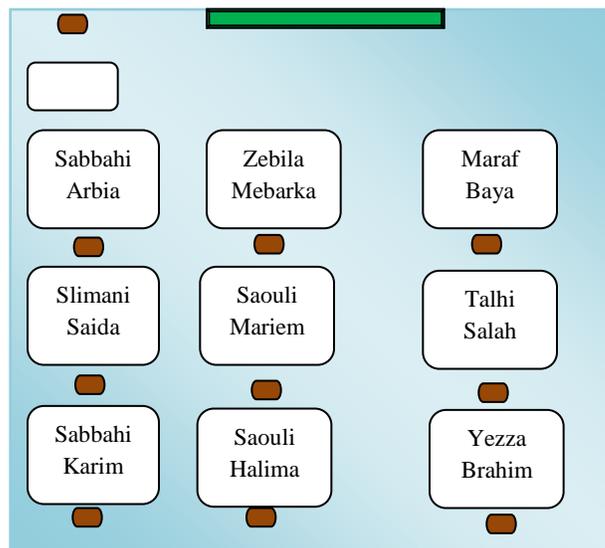


Figure.8: Seating Chart

II.2.2.2.1.1.3. Name cards

This technique includes having students make name cards which they place in front of them during class. Before class and during it, the teacher can learn the names of

students who sit in the front through calling each student by name. The teacher can walk his\her way progressively to the centre of the room and so on (Hadded 10). However, in some countries students may swap cards to confuse new teachers. If the teacher wishes to avoid this, he\she could get students to stick passport photograph on the cards (Nolasco & Arthur 12).Figure.9 illustrates how students would place the name card.



Figure.9: Name Card

II.2.2.2.1.1.4. Name learning game

This technique can be used in large classes which are newly formed where the students do not know each other. It includes grouping students. The game begins with a student giving his\her name. The second student gives the name of the first person and his own name. The third student gives his\her name and the name of the first two students. The chain continues until it returns to the first person, with the teacher preferably near the end.

II.2.2.2.1.1.5. Use introductions

Each session, the teacher would ask “few students to introduce themselves. Then, [he\she] asks another student to name all the students who have been introduced. Once, the first few names have been recalled, move on to a few more, and so until everyone has been introduced. For very large classes, do this exercise over the first week and select a small group of students to make introductions each [session]” (Haddad 11).

II.2.2.2.1.1.6. Actively use students’ names

This technique includes having “students give their names each time before they speak. This can be continued until everyone feels they know the people in the room. [The teacher should attempt to] use students’ names as often as possible” (Haddad 11). These are few techniques that would enable teachers to learn their students’ names. Hence, taking their first step towards creating positive relationships with their students and establishing appropriate classroom environment.

It is worth noting that the first and the second techniques can generally be applied at primary, middle or high schools. More importantly, these techniques can be efficient tools through which teachers can check students’ attendance. For instance, Nolasco and Arthur maintain that the teacher “may wish to collect these name cards at the end of each lesson and issue them again at the beginning of the next lesson, one by one...students will enjoy it if it is done quickly. If [the teacher has] to fill in a register, any cards which are left will clearly indicate who is absent” (11). In addition, the third, the fourth and the fifth techniques (name learning game, using introductions and actively using students’ names) can be implemented even by university teachers.

II.2.2.2.1.2. Finding out more about students

Name learning is only the first stage in the process of getting to know individual students and their needs. There are a variety of ways through which teachers can find out more about the people they teach. Nolasco and Arthur claim that there are formal and informal “mechanisms” that would enable teachers gather information about their students. Formal mechanisms include questionnaires. For example, the teacher may conduct a questionnaire to investigate students’ interests or their learning strategies. Informal mechanisms include casual conversations with students. For instance, “class meeting”, which is a strategy that William Glasser (1971) recommends for getting involved with students. Long et al state “we especially like class meetings because they are appropriate at any grade level, they reveal much about students’ interests, and they serve as a friendly basis for interaction between students and teachers... Class meetings are similar to non-threatening decisions between friends who take turns speaking as they seek to share ideas on practical daily concerns. Essentially, the teacher’s role is to guide discussion without passing judgment on what is right and wrong (as it too often the case in strictly academic discussions) (42). “Class meeting” strategy can be implemented within large classes through dividing the class into groups. After each session, one group is required to remain with the teacher. This process continues until all the groups have the chance to participate in such meeting. Furthermore, it is preferred to use this strategy at the beginning of the year.

Most significantly, class meeting can be an effective tool that would enable teachers pay attention to individual students. Accordingly, the teachers can “identify those

students who may need extra help so that [they] can begin working with them early” (Hadded 16).

As a result, whatever method teachers choose, learning more about students’ interests would definitely help them plan better for students and make them feel an important part of the learning environment (Long et al 42).

II.2.2.3. Provide opportunities for students to know you as a person: Be personal

“Personalizing a large class means presenting yourself as a person to your students not simply their teacher” (Hadded 13). Nonetheless, McLeod et al emphasize that teachers need to be involved with students. In their book *Comprehensive Classroom Management*, Vernon and Louise Jones (2000) describe three levels of openness for student-teacher relationships:

- ❖ **Complete openness:** The teacher shares a wide range of personal concerns and values.
- ❖ **Openness related to school:** The teacher shares feelings about school, but not about out-of school life.
- ❖ **Role-bound relationships:** The teacher shares no personal feeling or reactions but simply performs instructional duties (qtd.in McLeod et al 64).

Many teachers, especially novice ones, struggle to decide an appropriate degree of openness. This can be due to personal preferences and professional judgment. Nevertheless, teachers should be aware that students respond best to teachers whom they feel comfortable with; teachers who attempt to share common interests with them and discuss important ideas that are in the news, or that come up in the content (McLeod et al

64). So, teachers should remember that being humorous and showing that they can laugh would help establish positive relationships with their students.

II.2.2.3.1. Be open to students' concerns and feelings

Teaching is not only a matter of preparing a lesson or a course and presenting it to students. Rather, it is also looking for the latter preferences, potential, talent, as well as their concerns and feelings. There are various strategies through which teachers can achieve such a goal.

➤ **Allow students to express themselves**

Haded highlights that giving each student the chance to talk during the first two or three weeks of school will encourage them to participate in large classes. Because many students may feel shy to contribute within large classes, the teacher may have students work initially in small groups during the first few weeks. Such a strategy may reduce students' shyness gradually. Furthermore, "the large student goes without speaking in class, the more difficult it will be for him to contribute" (14).

➤ **Encourage questions and comments**

Many students are too shy, or embarrassed to ask questions or make comments in front of their peers, especially within large classes. In spite that some teachers do not like students to ask questions, the latter are valuable means through which teachers get feedback on what their students are learning; on what difficulties they encounter. Thereby, teachers can make adjustments and implement teaching strategies that are more meaningful and enjoyable for their students.

To encourage students to ask questions or make comments, some teachers use “**prompts**”. This technique includes the following steps:

- The teacher asks a question or makes a statement on which students are expected to answer according to their views, experience or what they are learning.
- The teacher should give students time to formulate their questions if they have any and\ or formulate their answers if they are asked. For example, if a teacher uses the prompt “what questions do you have about ...” he\she has to provide enough time for students to formulate their questions. Some teachers recommend counting to “10” quietly to themselves.

More interestingly, teachers can use verbal as well as non-verbal cues to show their support and encouragement for students’ questions and comments. Verbal cues include responses like “I am glad you asked that” or “That is a good question”. Non-verbal cues include smiling or nodding.

➤ **Acknowledge difficult concepts and anticipate difficulties**

Because of their shyness or embarrassment, students may avoid asking questions or reveal that they have not understood a concept or any part of the presented material. In order to reduce such a fear of embarrassment, teachers can simply “admit that it is difficult to understand a particular material for the first time. In explaining difficult concepts or lesson, [the teacher] may talk about the difficulties [he\she] had in learning it, and what methods [he\she] used to help learn and remember it” (Hadded 15).

To effectively apply these techniques, teachers may endeavor to guess what difficulties students might face. This is, of course, done after preparing any lesson. For instance, teachers may ask themselves “What might my students find hard to follow in

this lesson? What concepts can be difficult to understand? What examples might make that more understandable? More significantly, some teachers may keep a diary in which they record their students' frequent errors or questions as a reminder of what students find most difficult to understand.

➤ **Be available**

Due to high student-teacher ratio within large classes, teachers need to implement strategies through which they minimize students' feeling of crowdedness and promote a supportive environment. One strategy is that being available to students before and after classes (Hadded 15). Arriving to the classroom early, greeting students with a smile and having casual conversations with them, such as asking them how they feel that day.

Being available after class takes two ways. The teacher would stay for few minutes just as class ends in order to answer any questions students might have. Another way through setting aside 15-30 minutes at other time of the day or week for students to come and ask the teacher questions. Sometimes these questions are one that they do not want to ask in front of others.

Such a strategy, being available, would certainly make students remark their teacher's care about their learning and the difficulties they encounter. Hadded maintains that "the more approachable [teachers] are in terms of [their] manner and genuine interest in [their] students, the more likely students will be comfortable in seeing [them], in talking with [them], and in listening to [them] in a large class setting" (15).

➤ **Communicate high expectations**

Many teachers tend to respond differently to lower achieving students. For example, they give them fewer opportunities and shorter time periods to respond or even less specific feedback. Although they certainly do not do this intentionally, such behaviors do affect student's feelings (McLeod et al 66). Consequently, teachers should pay attention to their behaviors and be aware that communicating high expectations is an important part for building positive relationships with students.

As a conclusion, classroom psycho-social environment is indeed an integral part of classroom management that is gradually and carefully established. In spite of the large number of students, teachers should attempt to implement and/or develop the previously described strategies and techniques as “teacher-student relationships are critical to the success of two of other aspects of effective classroom management_ rules and procedures, disciplinary interventions” (Marzano et al 64) .

II.3.Classroom rules and procedures

II.3.1.Establishing classroom rules and procedures

Although many teachers may use these terms interchangeably because they refer to stated expectations regarding students' behavior, rules and procedures have some important differences. “A rule identifies general expectations or standards, and a procedure communicates expectations for specific behavior” (qtd. in. Marzano et al 13).Useful general rules include “listening carefully when others speak” or “respecting each other”. Procedures may , for example, include group work (e.g., expected behavior in and out the classroom).

Probably the most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures. Evertson and Worsham attest to the need of rules and procedures by explaining that they

... vary in different classroom, but all effectively managed classrooms have them. It is just not possible for a teacher to conduct instruction or for student to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt the teacher and one another. Furthermore, inefficient procedures and the absence of routines for aspects of classroom life, such as taking and reporting attendance, participating in discussions, turning in materials, or checking work, can waste large amounts of time and cause students' attention and interest to wane. (qtd in Marzano et al 13)

Accordingly, designing and implementing rules and procedures in class have a profound impact on students' behavior and even on their learning. Furthermore, guidelines for establishing rules and procedures will vary depending on students' age; however,

“a number of researchers (e.g., Madsen & Madsen, 1974) have provided suggestions for making rules that can be applied in most groups. Included among Madsen and Madsen's suggestions are:(a) involve students in establishing the rules;(b) keep the rules short and to the point; (c)state rules positively; (d) periodically review the rules”(Long et al 37).

The most striking suggestion among the above ones is that of involving students in establishing classroom rules. Marzano et al assert that “the most effective classroom managers don't simply impose rules and procedures on students; rather, they engage students in the design of the rules and procedures” (26). Moreover, involving students in establishing and designing classroom rules and procedures would allow them to know

and remember how they are expected to behave (Collins 2). Consequently, for effective classroom rules and procedures to take place, teachers should:

1. Identify specific rules and procedures.
2. Involve students in the design of rules and procedures.

II.3.1.1. Identifying specific rules and procedures

Classroom rules and procedures will differ from one classroom to another according to the needs and dispositions of the teacher and the students. However, teachers typically use rules and procedures in the following general areas:

1. General expectation for behavior
2. Beginning and ending the class day or the period
3. Transitions and interruptions
4. Materials and equipment (if they exist)
5. Group work
6. Seatwork and teacher- led activities

More surprisingly, Marzano et al maintain that the teacher is not required or obliged to identify rules and procedures for all the above areas. Rather, he states that doing so would be counterproductive (18). In other words, the teacher should not make a huge number of rules and procedures. Good and Brophy indicate that “usually, four or five general rules, suited to [the teacher’s] grade level and instructional goals, are sufficient” (77). Thus, the teacher needs to carefully select the rules and procedures for his\her classroom.

II.3.1.1.1.General expectation for behavior

This includes rules and procedures in terms of students' general behavior within classroom, such as politeness and helpfulness when dealing with others, respecting the property of others or interrupting the teacher or others.

II.3.1.1.2.Beginning and ending the class day or the period

“The manner in which class begins sets the tone for what happens next.... The way the day or the period ends leaves students with an impression that carries over to the next time” (Marzano et al 19). Rules and procedures concerning beginning the class may generally include casual conversations with students or taking attendance. Ending the class can be through stating clear expectations for homework.

II.3.1.1.3.Transitions and interruptions

Students may need to leave and enter the classroom for various reasons, such as using the bathroom. “These transitions and interruptions can cause chaos without relevant rules and procedures” (Marzano et al 21).

II.3.1.1.4.Materials and equipment

Materials or equipment ,various items which are used to support the lesson within classrooms, may include textbooks, lab equipment, artistic equipment or even computer-related equipment. Rules and procedures about this aspect may deal with distributing or collecting these materials or equipments.

II.3.1.1.5. Group work

Group work, especially cooperative group work, is a powerful instructional activity. However, for cooperative learning to take place and succeed, it must be set up via implementing relevant rules and procedures. These rules and procedures may include movement in and out of the group, group leadership and roles in the group, the relationship to the rest of the class or other groups in the class or group communication with the teacher (qtd. in Marzano et al 23-24).

II.3.1.1.6. Seatwork and teacher- led activities

According to Marzano et al, seatwork and teacher- led activities usually involve the expectation that students will remain in their seats, particularly during whole-class instruction. Consequently, rules and procedures related to seatwork and teacher- led activities would include students' attention during presentation, students' participation, talking among students, obtaining help out-of-seat behavior as well as behavior when work has been completed (24).

II.3.1.2. Involving students in the design of rules and procedures

Researchers identify different strategies through which teachers can involve students in designing classroom rules and procedures. Rodger believes that “for rules to be effective, they need to be linked to a process of discussion with students” (126). Long et al state that

A modified form of strategies presented by Taba (1966) for teaching cognitive skills could be used for conducting a class discussion to generate workable ideas for classroom rules. Initially, the procedure involves giving students a *focus* question (e.g., “what do you consider to be appropriate behavior in the classroom?”). After a student has

responded, an extended or related question is asked (e.g., “Why do you think that throwing erasers in the classroom is not appropriate?”). Students are encouraged to explain and support their statements. For example, the teacher might say, “Juan, you state that we do not need a rule about coming to class on time. Give me some reasons why you think the class would operate better if we did not have such a rule.” Ask students to predict what kind of classroom behavior will result if suggested ideas are or are not implemented (37).

It seems clear that Long et al highlight that the conducted discussion should generate student-developed rules. Furthermore, it is worth noting that the teacher has a crucial role in creating and monitoring a cooperative and fruitful discussion.

Another strategy proposed by Renaud et al includes asking students at the beginning of the year to work in small groups and write down rules which they think are relevant and reasonable regarding classroom behavior as well as the consequences for breaking them. Then, the teacher collects students’ suggestions and generates a summary of students’ ideas that he\she writes on a large sheet of paper. In the next class, the teacher asks students to consider the rules, vote to accept them or make suggestions to produce a final copy that may be hung in the classroom (13-14).Accordingly, Renaud et al insist that “if the rules come from the students, and they consider them to be fair, they will be more willing to follow them” (13-14).

Unlike Long et al and Renaud et al, who emphasize student-developed rules and procedures, Marzano et al suggest that the teacher can start the process of generating rules and procedures through a discussion regarding the importance of rules and procedures in situations outside of class. For instance, “most students have a sense that there are certain expectations for behavior during dinner when guests are at the house

that are different from the rules and procedures that apply when only family members are having dinner together” (Marzano et al 26). Such a start would stimulate students and prepare them for discussing classroom rules and procedures. Next, the teacher presents students with the rules and procedures which he\she has already identified, explained and provided examples about them. Then, students might then discuss those rules and procedures and suggest additions or deletions. Marzano et al confirm that

“If they disagree on the importance or the specifics of a given rule or procedure, adequate time should be spent addressing the issue. Ideally, a group discussion will produce a compromise rule or procedure that all can live with. If not, you, the teacher, should have the final word in the deliberations. However, the fact that a discussion has taken place will communicate to students that you are concerned about their perceptions and their input.” (26).

As a conclusion, rules and procedures are important for effective classroom management and comfortable classroom environment. Nonetheless, they may vary from one teacher to another and from one level grade to another depending on the need and dispositions of the teacher and the students.

II.3.2. Disruptive behavior prevention

Disruptive behavior can loosely be defined as a behavior that is problematic or inappropriate in the context of a given activity or for a certain teacher; the behavior that interferes with a student’ s own learning or disrupt the class in school settings.

“The prevention ... of students’ behavioral problems must begin early. Otherwise, disruptive behaviors become more severe and leads to poor social and academic outcomes” (Oliver & Reschly 10). This indicates that teachers should plan and work on

preventing students' disruptive behaviors since the beginning. Two main strategies might allow teachers to achieve this objective: (1) involving students in the process of establishing classroom rules, procedures and (2) effective instruction.

II.3.2.1. Involving students in the process of establishing classroom rules and procedures

Koki et al emphasize that “by keeping students actively engaged in the rule-setting process, the teacher serves two objectives. First, he\she can ensure that behavior policies are consistent and clearly understood. Second, he\she can prevent problems from occurring even when the classroom is bustling with activity. In the previous point - Involve students in the design of rules and procedures- we have described different strategies that may help teachers engage students in setting rules and procedures.

II.3.2.2. Effective instruction

H.S. Kounin (1970) have identified specific strategies to keep students focused on learning and reduce the likelihood of classroom disruption. (Dunbar 4-5).Figure.10

illustrates these strategies.

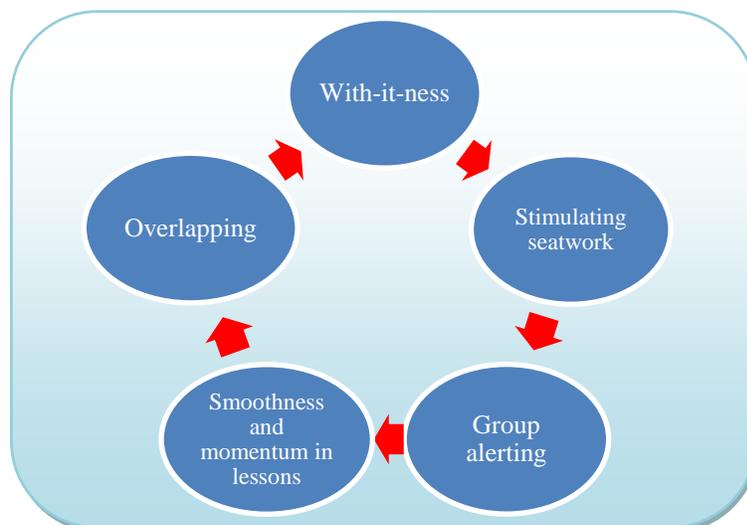


Figure.10: Methods of teaching by effective teachers

II.3.2.2.1. With-it-ness

This means that teachers closely monitor students on a regular basis and aware of what is happening .This allows them to detect inappropriate behavior early before it gets out of hand.

II.3.2.2.2.Overlapping

This method highlights coping effectively with overlapping situations. Some teachers seem to have one-track minds, dealing with only one thing at a time. This is an ineffective strategy that often leads to frequent interruptions in the flow of the class. For example, when moving around the room and checking each student's seatwork, they keep a roving eye on the rest of the class.

II.3.2.2.3. Smoothness and momentum in lessons

Effective teachers keep the flow of lesson moving smoothly, maintaining students' interest and not giving them opportunities to be easily distracted.

II.3.2.2.4. Group alerting

This includes the ability to keep a whole-class focus in which all students are attentive.

II.3.2.2.Stimulating seatwork

Effective teachers engage students in a variety of challenging but not overly hard activities. The students frequently work independently rather than being directly supervised by a teacher who hoveres over them.

Conclusion

In this chapter we have dealt with classroom environment within which English language is taught. We have shaded light on the influence of classroom physical arrangement on students' learning and the basic principles and strategies through which effective classroom physical arrangement, particularly seating arrangement, is created. In addition, we have provided different types of seating arrangements that would be implemented within large EFL classrooms. Specific practical strategies and techniques have been presented to EFL teachers to build and maintain a positive and engaging environment that supports and facilitates learning. Finally, we have showed via particular strategies how teachers can reduce and\ or prevent students' disruptive behaviors through involving them in the process of establishing classroom rules and procedures and adapting effective teaching methods.

Chapter three: Instruction and Assessment Strategies

Introduction

Large classes challenge all teachers because so much of what we know about effective instruction is just that much more difficult to do in large classes. Students need to be active, engaged, and involved, but how many can participate when there are 150 in the class? Students need lots of constructive feedback, but how can the teacher provide it when there are 100 or more essays to grade?

In this chapter we deal with instruction and assessment strategies. Specifically, this chapter would provide strategies that might be implemented for large class instruction, including lesson preparation and lesson presentation. Accordingly, different teaching strategies will be presented. Furthermore, various assessment strategies and techniques that would be effective for large EFL classes will also be included.

III.1. Teaching preparation: Lesson planning

A great deal of teachers' effectiveness has to do with their ability to design and implement instruction that promotes learning. A lesson plan is an important part of this process.

III.1.1. Definition of lesson planning

According to Jeremy Harmer (2001), "lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to" (308). Lesson plans help teachers provide an effective learning experience for their students. These plans ensure that students' time in class results in learning that will help them achieve their goals.

III.1.2.Pre-planning

Effective lessons emerge from specific learning objectives and contain a unified set of learning activities. Learning objectives for English language learners are based on the needs of the students as well as existing state standards and program curricula. Needs assessments help teachers determine the communication needs of their students, i.e., the situations in which students need to understand, speak, read, and write English.

For beginning-level students, a simple needs assessment can be accomplished by showing learners pictures of various situations, like the doctor's office, and asking them to number the pictures in order of their need to be able to understand, speak, read, or write English. Advanced students can be given a questionnaire asking them to identify the situations in which they need to use English. Long et al state "several strategies are available for determining what is appealing to students. For example, you might develop a questionnaire to assess student's ...interests"

"In addition to students' needs, teachers have to consider other information about the students, such as English language proficiency level, educational background, and language of origin" (Effective Lesson Planning for Adult English Language Learner: Trainers Guide 38). This information can be gleaned from students' registration materials or simply from informal discussion. Level of motivation and their learning styles should also be considered (Harmer 308).

III.1.2.Components of Effective Lessons

Once teachers know students' language needs and something about their backgrounds, teachers can begin to plan lessons. There are many teaching styles and

many ways to plan lessons. “No two lesson plans are likely to be the same, and certainly no two teachers construct a lesson” plan in the same way (Center for Excellence in Teaching 2). However, the following five components can be found in most effective lesson plans:

III.1.2.1.Topic:

Communicative or real-life contexts or topics can be gleaned from student needs assessments. If in a needs assessment, beginning-level students select a visual that depicts a doctor talking to a patient, the teacher could choose “Communicating with health personnel” as the topic for a group of lessons.

III.1.2.2.Lesson objective:

An objective is the goal for a lesson or group of lessons. “A well-written objective tells what students will be able to do, rather than what students will know, by the end of the lesson” (Effective Lesson Planning for Adult English Language Learner: Trainers Guide 39). Learning objectives should relate to the topics chosen by the students during the needs assessment. If the topic of the lesson is “Communicating with health personnel”, one appropriate beginning-level lesson objective might be, “By the end of this lesson, students will be able to describe symptoms to medical personnel”.

III.1.2.3.Enabling skills:

These are the skills, such as vocabulary, grammar, and pronunciation that support the students’ ability to accomplish the lesson objective. For the topic “Communicating with health personnel, the vocabulary might be “headache”, “fever”, “cough”, etc. The grammar could be the simple present tense of the verb to *have*, and the pronunciation work might focus on the “ch” sound in “ache”.

III.1.2.4. Sequence of stages:

Research has shown that including a series of stages in lessons will help students achieve the lesson objective. Most lessons include warm-up/review, introduction, presentation, practice, evaluation, and application stages. A comprehension check is always included in the presentation stage of the lesson and may occur at other stages as well. (Effective Lesson Planning for Adult English Language Learner: Trainers Guide 39).

As teachers plan lessons, they can select activities for each stage that will move the students toward accomplishing the lesson objective. Harmer states “we have to consider the way [students] will be grouped, whether they are to move around the class, whether they will work quietly side-by-side...or whether they will be involved in a boisterous group-writing activity” (308). For example, with the health objective “Describe medical symptoms”, a teacher might demonstrate a dialogue between a patient and a nurse for the presentation stage, have students work with the dialogue (substituting various symptoms) as part of the practice stage, and then do a role play activity (working without the dialogue in front of them) for the evaluation and application stages of the lesson.

III.1.2.5. Materials, equipment, and technology:

Anything needed to execute the lesson should be identified and secured well before class time to ensure that activities can be carried out as planned. This may include visual aids, teacher-made handouts, textbooks, flipchart and markers, overhead projector, CD players, and computers.

III.2. Teaching Procedures and Strategies: Lesson Presentation

Large classes challenge all teachers because so much of what we know about effective instruction is just that much more difficult to do in large classes. Students need

to be active, engaged, and involved. Students learn better if their connection with the teacher is personal and individual. But how can the teacher come to achieve all the above these goals? Again, the good news is that there are different strategies through which teachers can do so.

Paul Surgeon (2010) states that “regardless of the group size the learning environment should provide an opportunity for students to obtain a deep understanding of the material” (1). Furthermore, he notes that in order to gain a deeper learning, the following four components are important:

- **Motivational context:** intrinsic motivation, students need to see both learning goals and learning processes as relevant to them, to feel some ownership of course and subject.
- **Learner Activity:** students need to be active not passive, deep learning is associated with doing rather than passively receiving.
- **Interaction with others:** discussion with peers requires students to explain their thinking. This, in turn, can improve their thinking.
- **A well structured knowledge base:** the starting point for new learning should be existing knowledge and experience. Learning programs should have a clearly displayed structure and should be related to other knowledge and not presented in isolation.

It seems clear that the above four components highlight a learning environment where students’ prior knowledge and motivation are emphasized and where their active role and effective interaction are intended. Accordingly, before deciding to implement any teaching method, teachers need to ask themselves whether or not the selected method fulfills the above four components.

III.2.1. Whole class strategies

The advantages of presenting instruction to the whole class are attractive to many teachers. Typical whole-class strategies include, for example, lecture, discussion and debate.

III.2.1.1. Lecture

“Lecture is generally defined as the verbal imparting of knowledge” (McLeod et al 127). This strategy is teacher-centered. Furthermore, it allows the teacher to present a large amount of information efficiently.

The lecture is almost synonymous with what higher education is all about. It is popular as an efficient way to teach large numbers of students. Recently, it has received bad press as to its position in relation to student learning. However, Lecture-style classes can be enhanced to promote student engagement and learning.

According to Finnan and Donna Shaw , there are different factors the teacher should consider in order to enhance students’ engagement within large classes:

- **Variety:** Interest comes from variety. The teacher might try to assemble facts, examples, opinions, illustrations (photos, slides or other visual aids), statistics as well as anecdotes. A variety of material captures students’ attention.
- **Pace:** Correct pacing dictates that teachers handle different phases of a lecture at suitable tempos and momentums. That is, they should make smooth transitions from one task to another throughout the lecture.
- **Interest:** Lectures can be much more interesting with the inclusion of stories, examples, and current events from the news.

- **Individualization:** The impersonal atmosphere of a lecture hall leads to decreased motivation. Teachers can make their classes feel more personal by coming to class early enough to talk personally to students, moving around the room while they lecture, staying after class to answer questions, holding office hours, and scheduling informal meetings outside the office where students can ask questions.

- **Speaking Style:** When speaking, teachers should attempt to use good oral style, which includes using an outline (rather than reading from a manuscript), including personal references and personal pronouns, and making use of shorter thought units, shorter words, and repetition. Speaking style also includes frequent eye contact with one's audience, movement, and variation of voice and tone.

It is worth mentioning that the latter factor is of great significance for lecture presentation. Teachers must be aware of how they are presenting their material. Physical and vocal energy, clear enunciation, fluid gestures and expressive body language all help them present complex ideas to their students. The latter are also the stuff of actor training. So why not adapt basic theatre exercises to the needs of the classroom?

Center for Excellence in Teaching at University of Southern California describe four (4) elements for effective lecture presentation:

1. Relaxation

They claim that physical relaxation sets the stage for successful public speaking as well as for performance. Physical tension, in contrast, fosters stage fright. Therefore, they recommend taking a series of deep, long breaths before the teacher enters the classroom.

More significantly, they assure that through such technique, teachers will find an increase in their focus and a decrease in any nerves (1).

2. Vocal Projection

When teaching large classes, teachers must ensure that all students can hear and understand them as they speak. To accomplish this goal, they should focus on their vocal projection. With proper projection even the student farthest from you will hear and understand.

How is this accomplished? Most people believe that they must speak loudly in large rooms. However, loudness, as in operatic singing, depends on vowels, which carry sound but not meaning. The secret to projection lies in crisp articulation with special attention paid to consonants.

Accordingly, Center for Excellence in Teaching highlights an exercise of two phases through which vocal projection can be achieved. Furthermore, they maintain that if the exercise described below is practiced daily, teachers would be able to develop the habit of good articulation (1).

- ❖ **Phase one:** includes choosing a passage from a book or newspaper, a poem, anything the teacher likes, and reading it so slowly that he\she elongates every vowel and enunciates every consonant. (He\she would pay attention to how mobile his\her face becomes.)
- ❖ **Phase two:** requires speeding up reading without losing clarity in the consonants.

3. Awareness of Space

This means that when speaking, teachers look out over the crowd and speak to the last person in the last aisle .In addition, they should consider walking through the room as they speak to encourage the attention of all.

4. Reactive Attention to the Behavior of the Audience

This requires teachers to look around the room as they give their lecture and observe what students are doing. For instance, are they leaning forward, fiddling with their belongings, sleeping, talking? Such behaviors are the teachers' cues to adjust and react so as to keep students involved. As an example, a teacher might speed up or slow down, throw in a joke, ask a question, and, afterward, allow for the moment of silence in which his/her students collect their thoughts.

III.2.1.2. Discussion

Discussion is one of the most effective strategies through which learning takes place.

According to McLeod et al,

Discussion focuses on interactions. Participants are allowed to express their knowledge, understandings, and opinions on a topic. It is a student-centered strategy in which teachers assume the role of facilitator, and students become interactive participants. Student participation promotes active learning and greater student accountability because students must share their knowledge. (132)

III.2.1.3. Debate

Classroom debates are based on controversial issues—issues that have pros and cons. Debates are student-centered; teachers take on the role of active facilitators. This strategy requires higher-level thinking. Students learn information about an issue or idea, take a position, relate their position to others, and defend it. Students must learn to listen to the

opposing side and refute the arguments proposed in a convincing manner. They must learn to manipulate knowledge to appeal to both the factual and emotional needs of their audience. (McLeod et al 135)

III.2.2.Small-goup strategies

“Group work_ especially cooperative learning_ is a powerful instructional activity” (Marzano et al 23).Furthermore, Jonathan E. Erwin (2004) state that

The research supporting the use of cooperative learning is so persuasive that you might ask why every teacher isn’t using it. The answer lies in understanding the difference between effective cooperative learning strategies and “group work.” Many teachers, having the best intentions, group students together, give them a task, maybe even assign some roles, and set them to work. These teachers eventually give up on what they believe is cooperative learning because

- The students were off task,
- One student did all the work while the others sat back,
- The students started bickering amongst themselves, or
- Parents complained that their child’s grade shouldn’t depend on others’ performance .(76)

This indicates that implementing group work as a teaching strategy is not only a matter of giving students a task to work on. It is, therefore, the teacher’s responsibility to encourage and maintain a cooperative group work.

McLeod et al emphasize that one of the stumbling blocks to effective group work is ineffective classroom management. Without good management and organization, group work is a waste of valuable class time (146). To prevent failure in group work due to management, the following items need to be addressed:

- The way students move into groups and, if necessary, furniture rearrangement.
- The amount of freedom in movement allowed.

- The acceptable noise level.
- The plan for solving in-group conflicts.

In addition, McLeod et al highlight that the following possibilities for conflict need to be addressed:

- How division of labor is handled (the organization of students within the group).
- How an individual is accountable within a group.
- How to deal with group members who are not completing assigned tasks.
- How grading, if any, is done.
- How the allotted time is divided.
- When work is due.

II.2.2.1.Types of cooperative group work

In fact, there are various types of cooperative group work that can be implemented in large EFL classes. We are, especially, interested about three of them: Structured Academic Controversy, Base Groups and Jigsaw.

II.2.2.1.1.Structured Academic Controversy

According to Karl A. Smith (2000),

One of the most exciting forms of small-group learning is structured controversy discussion. Controversies and issues on which there are differing perspectives can animate almost any class or discipline... The goal is to understand the best arguments on all sides of the issue, but the students are stimulated to prepare better arguments when they are confronted with a compelling argument from the other side. In a structured controversy, students working in groups of two to six are assigned a perspective on an issue and asked to prepare, present, and defend that assigned point of view. The interdependence involves a group goal of understanding all sides of the issue in order to write a group report integrating the best arguments on all sides. (33)

It seems that Structured Academic Controversy incorporates “Discussion” and “Debate” strategies. However, the difference is that the former is implemented through groups.

II.2.2.1.2.Base Groups

Beyond active involvement with course material, a sense of belonging is one of the most important conditions that can be created in a large classroom. Being a part of a group not only promotes academic development but also enhances personal development and increases interpersonal relationships among students. A relatively simple and straightforward way to start building a supportive community is through cooperative base groups.

Base groups are long-term, heterogeneous cooperative learning groups with stable membership whose primary responsibility is to provide each student the support, encouragement, and assistance he or she needs to make academic progress... base group members must be carefully chosen (usually by the instructor after collecting information on preferences, available meeting times, and many other factors), monitored (the instructor observes their conversations and interactions and gives written feedback), and often coached to improve their communication and functioning as a group.(37)

II.2.2.1.3.Jigsaw Strategies

The jigsaw procedure involves students working in a cooperative group where each student is responsible for learning a portion of the material and conscientiously teaching it to the rest of the group. The teacher’s role in a jigsaw involves carefully choosing the material to be “jigsawed,” structuring the groups, providing a clear cooperative context for their working together, monitoring to ensure high-quality learning and group functioning, and helping students summarize, synthesize, and integrate the conceptual material.

The jigsaw approach provides a pleasant alternative to the lecture in helping students learn conceptual material and that it fosters interdependence among them. Although it takes preparation and time to set up the jigsaw, students usually learn more material and remember it longer, and become experienced in a procedure that they often begin using on their own (Smith 32).

III.3. Assessment strategies

III.3.1. Definition of assessment

According to Peter Westwood (2008), "... assessment really refers to the process of collecting information from learners (e.g., obtaining test scores, work samples" (71). Highlighting the correlation between assessment and learning, Kate Morss and Rowena Murray state "...learning and assessment need to be constructively aligned. This means that assessment must allow us to assess students' achievement of the learning outcomes" (116). Thus, assessment is a significant part of the teaching-learning process.

Two key terms are applied to this alignment between assessment and learning outcomes: validity and reliability. "Validity is the degree to which the assessment tests the learning outcome(s)" (Morss & Murray 117). That is, assessment is valid if it actually assesses that which it is designed to assess. Reliability "refers to reproducibility of marks" (Morss & Murray 117). In other words, a reliable assessment is one which, when marked by several people, receives similar marks.

Students need to know how and for what they are being assessed. We should tell them what we are looking for and what success looks like so that they can measure themselves against this. We might say, for example, that in today's piece of writing I will be looking especially at punctuation in this communication activity. I am more interested in your

fluency than your accuracy. Student then have a clear idea of what they need to concentrate on. (Harmer, The Practice of English Language Teaching 60)

III.3.2. Large class assessment

The principles of good assessment in large classes are the same that apply in any circumstance. Similarly, students expect quality, considered and fair assessment irrespective of the size of their class. Nevertheless, due to time and resources constraints, teachers often use less-time-demanding assessment methods which may not always optimize students' learning. These constraints are often weighed up with the reliability, the validity and the learning outcomes of the assessment methods.

III.3.2.1. Assessment challenges created by large classes

Centre for the Enhancement of Teaching and Learning report five (5) assessment challenges created by large classes:

III.3.2.1.1. Surface learning approach

Traditionally, teachers rely on time-efficient and exam-based assessment methods for assessing large classes, such as multiple choices and short answer question examinations. These assessments often only assess learning at the lower levels of intellectual complexity. Furthermore, students tend to adopt a surface rote learning approach when preparing these kinds of assessment methods. Higher level learning such as critical thinking and analysis are often not fully assessed (1).

III.3.2.1.2. Feedback is often inadequate

Feedback plays an important role in the learning process of students. Particularly, if students can receive feedback at an early stage of their learning process, this will help them to identify their own problems and improve their learning. However, with a large class, teachers may not have time to give detailed and constructive feedback to every

student. Most teachers usually can only afford to give general feedback to their students on written assignments and tests (1).

III.3.2.1.3.Inconsistency in marking

Large class usually consists of a diverse and complex cohort of students. The issues of different perception towards assessments, cultural background, prior knowledge and level of interest to the subject, all pose challenges to the fairness of marking and grading. Teachers have to take all these into account in order to protect the consistency and fairness in marking and grading, thus clear grading criteria is essential (1).

III.3.2.1.4.Plagiarism

Plagiarism is another challenge in assessing large classes. Some students deliberately cheat in large classes because they think that they are less likely to be identified within a large cohort. In addition, as teachers usually have a heavy workload schedule, they do not have enough time to thoroughly check the referencing and even bibliography of the work submitted by their students. To minimize plagiarism, assessment tasks must be well thought out and well-designed (1).

III.3.2.1.5.Lack of interaction and engagement

Students are often not motivated to engage in a large size lecture. When teachers raise questions in large classes, not many students would be willing to respond to them. Students are less likely to interact with teachers because they feel less motivated and tend to hide themselves in a large group. In fact, interacting with students in class is important for teachers because they can receive immediate feedback from students regarding their quality of teaching (1).

III.3.2.2. Strategies for assessing large classes

Chris Rust, Head of the Oxford Centre for Staff and Learning Development and Deputy Director of Human Resources at Oxford Brookes University, highlights six strategies for assessing large classes. It is worth mentioning that Rust emphasizes that “these strategies are not mutually exclusive but can overlap and be combined. These strategies include:

1. Front-ending
2. Do it in class
3. Self- and peer-assessment
4. Group assessment
5. Mechanize the assessment
6. Strategic reduction

III.3.2.2.1. Front-ending

The basic idea of this strategy is that by putting in an increased effort at the beginning in setting up the students for the work they are going to do, the work submitted can be improved. Therefore the time needed to mark it reduced (as well as time being saved in less requests for (tutorial guidance). (Rust 8)

Ways of doing this essentially fall into two categories:

III.3.2.2.1.1. Full briefing instructions/checklists

“This involves anticipating everything the student may do wrong or misunderstand about the content and purpose of the task. Depending on the subject and the task, this may take the form of detailed briefing instructions” (Rust 9). That is, investing more time into devising assessment exercises and preparing students for them, in order to minimize problems that could arise later and to improve the quality of the submitted work.

III.3.2.2.1. 2. Clarification of the assessment criteria

This may involve providing comprehensive instructions for assignments, clarifying and explaining in details the assessment criteria or providing practice assessment. It is, therefore, crucial that students know about and understand the criteria that will be used to judge their work. The latter shows students what it is that teachers value. This may include what will the teacher be looking for? What elements of the work are important? What elements are less important? What level of quality are they aiming for? What standards are expected?

Morss and Murray suggest five (5) key features of effective criteria:

- 1) Appropriate for context and learning outcomes.
- 2) Explicit and clear.
- 3) Achievable through the assessment task.
- 4) Known and understood by students in advance of the task.
- 5) Used as the basis for feedback to students (118).

III.3.2.2.2. Do it in class

This strategy requires the teacher to look for aspects of assessment that could be done within the allocated class time rather than outside. The possible types of activity can fall into at least three different categories:

III.3.2.2.2.1. Giving general rather than individual feedback

Because most large class teachers face the problem of finding time to give individual feedback to each student on formative work that they have undertaken. One solution may be to take time in class to give general feedback to the whole class through highlighting things which had been done well or badly, common mistakes and misapprehensions, etc. This strategy can be combined with self and/or peer assessment

(see below) in that after the general feedback has been given, the students can have time (or encouraged to do so after the class) to consider which aspects of that feedback apply to their piece of work and/or that of one or more of their peers (Rust 9).

III.3.2.2.2. Setting assignments which can be marked in class

Instead of written assignments, students can be set tasks which they present in class as oral presentations. As well as saving the teacher's marking time, this strategy has the additional advantages that it helps students develop a wider range of communication skills, allow their work to be shared with the rest of the class and, thereby, enable them to receive immediate feedback either from their teacher or their students. Therefore, peer assessment (see below) can also be used (Rust 10).

III.3.2.2.2. 3. Setting assignments which can be undertaken in class

This includes setting short assignment to undertake in class instead of long assignments which they tend to undertake after class. The condition is that they are required to hand their assignments as they leave the class. Such a strategy would reveal students' actual progress.

A good example of this is the 'Instant Lab report' (Gibbs, Habeshaw and Habeshaw 1993).

Instead of students writing up long lab reports after the lab which can take a long time to mark and enable the student to hide many of their shortcomings, they write a much briefer report in the lab itself and hand it in as they leave. In some cases it may even be possible to mark it there and then before they leave. (Rust 10)

III.3.2.2.3. Self- and peer-assessment

III.3.2.2.3. 1. Self-assessment

Douglas Fisher and Nancy Frey (2010) maintain that "when students participate in the assessment process, their involvement is nominal ... The use of self-assessment not

only supports student learning but also can serve as a student motivator” (101).

Explaining how self-assessment can be in large classes, Rust states

This could be as simple as going through a checklist and making it a requirement that the completed checklist must be submitted with the work in order for the work to be marked.

In requiring students to review their work in this way it can ensure the prior correction of many basic errors and omissions and thus greatly reduce marking time enabling the tutor to focus on the far more important strengths and weaknesses of the work. (10)

The checklist seems to be a creative strategy to implement in large classes as it contributes to reduce the amount of time teachers spend on grading huge number of students’ works. Figure.11 shows a sample of checklist.

Psychology Practical Comment Sheet	
Name:	Date Submitted:.....
Practical:	Mark:.....
	Marker:.....
Checklist of Comments	
Title	
<input type="checkbox"/> Missing <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Vague <input type="checkbox"/> Too short <input type="checkbox"/> Too long <input type="checkbox"/> Incorrect but adequate	
Abstract	
<input type="checkbox"/> Needs the heading “Abstract” or “Summary” <input type="checkbox"/> Section missing <input type="checkbox"/> Too short <input type="checkbox"/> Too long (max. 200 words) <input type="checkbox"/> Unclear <input type="checkbox"/> Wrongly placed, it should be at the beginning <input type="checkbox"/> Omits hypothesis / aim – design procedure results – conclusion <input type="checkbox"/> Material which is here belongs elsewhere, e.g. <input type="checkbox"/> Clear <input type="checkbox"/> Succinct	
Introduction	
<input type="checkbox"/> Section missing <input type="checkbox"/> Heading missing <input type="checkbox"/> Too short (min. 300 words) <input type="checkbox"/> About right length <input type="checkbox"/> Too long (max. 1,000 words) <input type="checkbox"/> Follows handout too closely <input type="checkbox"/> Rambling and unfocussed <input type="checkbox"/> Does not incorporate a statement of the hypothesis <input type="checkbox"/> Rationale for study missing <input type="checkbox"/> Does not review previous empirical findings <input type="checkbox"/> Omits relevant readings <input type="checkbox"/> Does not consider appropriate theories <input type="checkbox"/> Some material included here belongs elsewhere, e.g. <input type="checkbox"/> Inappropriate use of references <input type="checkbox"/> Well argued <input type="checkbox"/> Shows set reading has been done	
Method	
<input type="checkbox"/> The entire section is missing <input type="checkbox"/> Should be sub-divided as below:	
Subjects	
<input type="checkbox"/> Number? <input type="checkbox"/> Groups? <input type="checkbox"/> Sex? <input type="checkbox"/> Age? <input type="checkbox"/> Naïve to purposes of study	
Materials/Apparatus	
<input type="checkbox"/> Section missing <input type="checkbox"/> Not enough detail <input type="checkbox"/> Too much detail <input type="checkbox"/> Needs diagram	

Design

Section missing Control(s)? Balancing? Randomisation?

Procedure

Section missing Instructions to subject? Details missing

Too detailed Whole section clear and detailed

Results**Tables**

Missing Summary table needed

Calculations / Raw data go in Appendix

No numbers / titles on tables (e.g. "Table 1: Mean errors for each age group")

Untidy Neat

Figures/Graphs

Missing Axes need labelling Key to symbols? Wrong items plotted

Bad scaling on axes No Numbers / titles on figures (e.g. "Figure 1 : Graph of")

Untidy Neat

Description of Data

Missing Too short Good length Put some of this in Discussion

Statistics

You have not done all the tests described in class

Link this with a table / result

Arithmetic errors Tables / figures neat and well presented

Verbal description clear – precise

Discussion

Missing Little evidence that you have done the required reading

Too short Too long

Mention problems with procedure / design

Does not pick up points raised in the introduction

Conclusion missing Your conclusion is not justified from the data presented

Material has been included here which would go better in the introduction

Satisfactory Well organised Well organised and well argued

Contains some novel and interesting opinions

Reference

Some references are incomplete

Minimum information is:

(a) first author (b) title of article or book (c) title of journal (if relevant)

(d) volume number

(e) year of publication (f) publisher (books only)

Some references made in report are not detailed here

Some references are inaccurate

Section missing Satisfactory

General

Poor Fair Good Very Good Excellent Too brief overall

Too hurriedly written Report not set out in formal order Poor spelling

Poor grammar Untidy Difficult to follow your arguments:

muddled, disorganized

Too long (you need to demonstrate skill in condensing your argument)

Overall presentation above average

Demonstrates reading beyond set references and extra marks have been awarded for this

Figure.11

Adapted from: Rust, Chris. A Briefing on Assessment of Large Groups. LTSN Generic Centre: Learning and Teaching Support Network. Assessment Series, November 2001: 12-13.

Instead of a detailed checklist, Rust states that the large class teacher may use a small number of open-ended titles which the students is required to respond to such as:

- strengths of the piece of work
- weaknesses of this piece of work
- how this essay could be improved
- the grade it deserves is...
- why this lab report deserves better than a ... grade
- what I'd have to do to turn this into a ... grade project
- what I'll pay attention to in my next design is...
- what I'd especially like your comments on. (10)

Open-ended titles can be an efficient alternative to a detailed checklist. Furthermore, it might be motivating if the teacher uses both of them throughout different occasions.

III.3.2.2.3. 2. Peer assessment

Peer assessment can be as effective as self-assessment. Emphasizing the advantages of peer assessment, Rust states

Students should therefore be encouraged to get into the habit of getting informal feedback from each other, and if instituted formally this may be a very effective way of ensuring the students get feedback which the tutor does not have time to give. It can also have very definite educational benefits (11).

Furthermore, peer assessment would also allow students exchange opinions and share knowledge. Specifically, peer assessment would stimulate **peer tutoring** and **peer assistance**. Peter Westwood highlights that

peer tutoring can range from one student simply helping another at certain points during a lesson...through to highly organized system of 'class-wide peer tutoring' (CWPT) where on a regular basis one student instructs another student helps him or her revise a topic.(69)

In addition, peer assessment, which would lead to and encourage peer tutoring and peer assistance, helps to build both social and communication skills, as well as contributing to a positive classroom climate.

More importantly, peer assessment may include **peer marking using model answers**. This can be through having students swap works by row in order to mark each other. The teacher's then lead them through a model answers for that work. Thereby, students would "judge the degree to which the work of their peers does or doesn't meet the requirements of the marking scheme" (Rust 14).

III.3.2.2.4. Assess groups

Instead of individual pieces of work, students are put into groups to collaboratively produce one product between them. If students submit group assignments then the number of pieces of work to be assessed can be vastly reduced. However, the successfulness of this strategy is related to some conditions.

When effective group management processes are employed, clear assessment guidelines developed and communicated, and valid and fair grading processes employed, the likelihood of positive learning outcomes and student satisfaction with group activities is significantly increased. Alternatively, if students cannot see the objective of group work, are unsure of what is expected of them, or believe the assessment methods are invalid or simply unfair, the educational benefits are reduced and tensions can emerge. The conditions under which group work is conducted are crucial to its success. (Assessing Learning in Australian Universities 47)

Furthermore, the major problem of course is that group members may not contribute equally, so how are they to be rewarded fairly? There is probably no easy solution to this but there is a range of possible strategies which may go at least some way to addressing the problem:

III.3.2.2.4.1. Group mark

The simplest solution may be to accept that it is slightly unfair but to stick with giving everyone in a group the same group mark. However, if this strategy is adapted, the teacher should clearly explain to groups how to deal with backsliding members (Rust 15). For example, the group might inform the teacher that a particular member is not doing his job. Rust states that in this case, the teacher can establish a number of ramifications:

- A yellow card is issued.
- If the backsliding student mends his\ her ways by a certain date the card can be rescinded.
- If the card is not rescinded, the individual will receive a 5% penalty in their mark i.e. 5% less than the group mark.
- If they continue to significantly under perform a further case can be made to the teacher to issue a red card which sacks them from the group and means they have to produce an individual piece of work (15).

III.3.2.2.4.2. Individual contracts

In some cases, the task of the group is divided among the members as in the “jigsaw strategy”. This means that each of them is responsible for his\her product, an individual contract. When marking the product each individual can then be assessed separately on the basis of the degree to which they have met their contracted outcomes.

III.3.2.2.4.3. Divided group mark

This strategy is based on the premise that it is the group members themselves who know best about the relative contributions of individual members so they should be responsible for allocating individual marks.

If you have a group of four and the assessed product which they have produced is allocated 50% then you simply give the group $4 \times 50 = 200$ marks to divide between them.

For this approach to work you will need to have a number of explicit ground rules:

- the students should be clear about this marking system before starting the task.
- the dividing of the marks should be justified in detail against the assessment criteria for the task.

In addition, you may wish to consider the following:

- no two students may have the same mark (to prevent the group effectively opting out by deciding to give everyone the same)
- no individual mark may be more than plus or minus 10% from the group mark (the amount is clearly your choice but the underlying idea is that to an extent they should take collective responsibility for the group's product). (15)

However, this strategy may lead to one of the following problems: the reliability of allocating marks would usually be suspected for that putting students in the position of marking one another is often perceived as unfair or uncomfortable.

III.3.2.2.4.4. Peer-assessment of contributions

This strategy is basically the same as the divided group mark. However, in this case they are given power over less marks. That is, instead of giving them all the marks to allocate, there would be a common mark given to each of them for the quality of the group's assessed product but this would be out of say 80%. They would each then assess each of the other group members out of the remaining 20%, against already known criteria, and these marks are then combined and averaged out for each individual, making an individual component mark to be added to the group mark (Rust 16).

III.3.2.2.4.5. Viva

Through this strategy, the teacher intends to gain insights into the contributions of individual group members within a comparatively short time. This can simply be through questions like “Whose idea was this?” and “What was your particular contribution to this section?” Accordingly, the teacher can allocate individual mark for each member to be added to a common group mark for the group product. Obviously vivas may take time, but marking one substantial assignment and conducting a series of brief vivas can still be quicker than marking individual assignments.

III.3.2.2.4.6. Project exam

The members of the group all get the same group mark for the assessed project. But they all know from the start that, in the module exam there will be one or more questions specifically related to the project.

Questions like “Explain the concept of... with specific reference to your project” or “What methods can be used to...? Select one of these methods to explain in detail, using your group project as an example” will be quite difficult, if not impossible, for individuals who played little part in the project. (Rust 16)

III.3.2.2.5. Mechanize the assessment

III.3.2.2.5.1. Statement banks

It is conventional for teachers to write comments in the margins of assignments. Speed of marking and restricted space often means that these comments are unclear and ungrammatical. Such comments are generally relevant and critical from the student’s perspective.

Statement banks is a strategy in which the teacher makes a list of comments and assigns to them particular number. These comments may include, for example, “ ‘I love

your writing style and diction (word choice) ‘I think the tone of this essay makes it less effective’ or ‘The language of this section/essay is not appropriate for the audience/register/ 16 subject, (too informal or too formal)’ ” (Rust 16).

Students may be given a detailed list of numbered statements and the teacher then writes the relevant number/s in the margin. This can be a lot quicker and more positive to students than the traditional way of providing comments. A list of comments would look like that in Figure.12.

Comments List

1. ‘This introduction/conclusion/ section/phrase feels pasted on and disconnected from the rest of the essay’.
2. ‘I love your writing style and diction (word choice)’
3. ‘I think the tone of this essay makes it less effective’
4. ‘The language of this section/essay is not appropriate for the audience/register/ 16 subject, (too informal or too formal)’
5.

Figure.12

III.3.2.2.5.2. Feedback sheets

Feedback sheets (sometimes called assignment attachment sheets) enable teachers to give students feedback quickly simply by ticking boxes to indicate how well the student did against each of the assessment criteria, instead of writing lengthy sentences.

Students appreciate such forms because they are clear and easy to interpret, and because the feedback is explicitly related to the criteria. They can also be used for prior self-

assessment by the student simply by making it a requirement for the student to complete the sheet and to hand it in with the work or the work will not be marked. (Rust 17)

Figure.13 illustrates a sample of a “Feedback sheet”.

Essay Marking Criteria

Knowledge							
Text	deep, thorough detailed	<input type="checkbox"/>	superficial				
Author	wide knowledge used in analysis	<input type="checkbox"/>	no knowledge or not used				
Genre	wide knowledge used in analysis	<input type="checkbox"/>	no knowledge or not used				
Historical and social context	wide knowledge used in analysis	<input type="checkbox"/>	no knowledge or not used				
Essay							
Structure	clear, logical structure	<input type="checkbox"/>	confused list				
Quotations	correct, purposeful use properly referenced	<input type="checkbox"/>	incorrect, arbitrary use				
Other sources	wide range, relevant properly referenced	<input type="checkbox"/>	few, irrelevant improperly referenced				
Grammar, spelling	correct	<input type="checkbox"/>	many errors				
Personal							
Response to text	vivid, personal	<input type="checkbox"/>	little response				
Viewpoint	clearly expressed	<input type="checkbox"/>	no viewpoint				
Creativity	imaginative, surprising	<input type="checkbox"/>	predictable				
Critical theory							
Understanding	clear grasp	<input type="checkbox"/>	little grasp				
Use of methods	wide range appropriate use	<input type="checkbox"/>	little or inappropriate use				

Figure.13

Adapted from: Rust, Chris. A Briefing on Assessment of Large Groups. LTSN Generic Centre: Learning and Teaching Support Network. Assessment Series, November 2001:17.

III.3.2.2.5.3. Objective tests

These include multiple-choice questions (MCQs), true/false, insert words or data. They can offer the possibility of considerable time saving because they can be marked quickly and easily.

Some lecturers may refuse the idea of objective testing because they think they can only test the more superficial learning outcomes and factual knowledge. However, Rust maintains that it is possible to devise objective tests that involve analysis, interpretation and understanding. Therefore, teachers need to ask themselves what the purpose is behind the particular assessment task and take due time to write good questions (18).

III.3.2.2.6. Strategic reduction

This strategy is based on reducing either the number of assessments themselves and/or the amount of time spent on giving feedback.

III.3.2.2.6.1. Reducing assessment

Examples of this would include:

- Identifying and reducing repetitive assessment. It is not clear that writing lab reports every week for example is necessary either for students to learn from the lab work or to develop report writing skills. Indeed some such assignments have become so repetitive that they serve few useful functions.
- Using more varied assessment methods. Essays may be appropriate for some educational goals but can be expensive in staff marking time. A mixture of fewer essays backed up by objective tests might ensure both development of writing skills and reasoning skills, and the desired broad coverage of the material.
- Distinguishing between courses with different goals. ...different courses should have unique assessment patterns rather than all courses being assessed with the same type and volume of assignments.(Rust 18-19)

III.3.2.2.6.2.Reducing time spent on feedback

Examples of this would include:

- Giving general feedback to the whole class rather than individual feedback
- Using feedback forms (feedback sheets)
- Using statement banks
- Using computer-based tests
- Giving focused feedback on only one different criterion each time. For example, in a series of English literature essays, for one you might focus your detailed knowledge of the author and the social and historical context, and for the next essay you might focus your feedback on the use of critical theory, and so on.
- Using audiotape to comment on students' work. While reducing the time you spend this may actually increase rather than reduce the amount of feedback given. As you read, speak your comments into a tape recorder. Do not write any down, but just indicate by numbers on the text (1, 2, 3...) to which specific sections your comments refer. Students frequently say that they get far more information from taped comments, including the tone of one's voice, than they do from written comments, and they also do not have to try to cope with some of our illegible writing. To make this system easy to operate students can be required to hand in a blank tape with assignment. (Rust 19)

As a conclusion, assessment is an integral part in the teaching-learning process. In spite of different challenges created by large classes various effective assessment strategies might be implemented. Some of these strategies, however, may not be applicable in our situation due to various factors, such as restricted resources or due to teachers' perspectives.

Conclusion

Lesson planning is indeed an integral component for effective teaching. Therefore, teachers need to carefully plan and construct efficient lessons which motivate students to learn. Therefrom, teaching methods should be appropriate to the lesson as well as students' needs and preferences. Accordingly, various teaching methods need to be implemented including whole class or small-group strategies. Furthermore, EFL teachers would implement various assessment strategies that might better assess students within large classes, provide beneficial feedback and minimize teachers' efforts.

Chapter three: Field work

Introduction

So far, we have presented a review of related literature concerning the different strategies and techniques through which EFL teachers would create a positive and effective classroom management for large classes. The next step of any research design is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive one.

This study sets to investigate and identify practical strategies and techniques that would be implemented to manage large EFL classes. Hence, we have chosen to work on Master (1) students as at this level, most learners are able to develop ideas and express their perspectives about the requirements of appropriate learning environment and effective teaching-learning process.

In this work, we are going to use the questionnaire to investigate the hypotheses. Accordingly, we have made use of two questionnaires that has been handed to teachers and learners at the department of English, University of Biskra - (1) the teachers' questionnaire is designed for teachers who tend to teach large classes as they are believed to be in good position for providing data relevant to our study. (2)The students' questionnaire is designed for inviting them to communicate information on the actual difficulties they encounter, as well as their perspectives about classroom management techniques and instructional strategies which their teachers implement within large classes. This chapter, then, clarifies the research design in terms of the aim, the administration and the description. Moreover, it also contains the analysis of students' and teachers' questionnaire.

IV.1.Data collection and analysis

IV.1.1. Teachers' questionnaire

IV.1.1.1.Aims of the questionnaire

Teachers' questionnaire is designed to investigate their attitudes and personal techniques within large EFL classes in terms of classroom management, as well as their teaching and assessment strategies. It also aims to identify their needs in terms of professional development.

IV.1.1.2.Administration of the questionnaire

Our target population consisted of all teachers who tend to teach large classes in the department of English at the University of Biskra. Because there was no possibility of covering the whole population, we have reduced the sample to thirteen (13) teachers. Consequently, our sample contains total of (13) teachers.

The questionnaire was handed out to some teachers on 16 May 2012, others on 17 May 2012 and on 20 May 2012. That is, before and during the final exams. In spite the fact that the questionnaire was handed out to teachers during such critical circumstances, all of them have handed back their questionnaires. Therefore, we feel very grateful to their comprehension and cooperation.

IV.1.1.3.Description of the questionnaire

Teachers' questionnaire consists of nineteen (19) questions and it is divided into two main parts. It involves different types of questions: "closed" and "open-ended" questions, with regard that most questions are closed ones. Closed questions require the teacher to mark, circle or tick up the right answers from a set of options. Open-ended

questions require them to give their personal opinions or background information about subjects.

Part one: Background information (Q1-Q5)

The first part is designed to collect background information about the subjects (teachers), including their sex (Q1), age (Q2), formal education (Q3), the numbers of years they have been teaching English; i.e. their teaching experience (Q4), as well as the number of students they currently teach (Q5).

Part two: Classroom management, teaching and assessment techniques (Q6-Q19)

This part aims to identify teachers' attitudes and personal strategies and techniques in terms of classroom management, teaching and assessment, as well as their teaching development.

- (Q6-Q8) seeks to figure out subjects' (teachers) perspectives and beliefs, particularly about classroom management aspects and large classes.
- (Q9) is designed to discover whether or not teachers give importance to classroom seating arrangement as an aspect which may influence students' learning.
- (Q10-Q12) are intended to cover aspects about classroom psycho-social environment. (Q10) invites teachers to reveal at least three (3) techniques which they use to create a welcoming and engaging environment. (Q11-12) are particularly designed to find out whether or not teachers welcome and/or accept the idea of involving students in the process of establishing classroom rules and procedures, in addition to the extent to which they believe that such a strategy would enhance students' sense of belonging, their responsibility and even reduce disruptive behavior.

- (Q13) It was asked in order to investigate teachers' style for behavior management. In other words, we intend to know whether or not they implement an authoritative style for managing students' behavior within large classes (statement "a" and "b"). Moreover, statement "c" would illustrate if teachers are aware of the relationship between effective teaching and disruptive behavior reduction.
- (Q14-Q17) concerns teaching strategies. In (Q14), we intend to see how much emphasis they place on various criteria when planning lessons for their large classes. These criteria include lesson content, students' learning styles and strategies. (Q15) would show teachers' opinion in terms of the most effective teaching method that would be appropriate for large classes among lecture, group work or a combination of the two. (Q16) was asked in order to know if teachers are concerned whether or not their teaching style fits their students' needs. Finally, (Q17) is intentionally designed to find out teachers' attitude towards allowing their advanced (talented) students to assist them, as well as their professional judgment about the effectiveness of such a strategy within large classes.
- (Q18) concerns assessment. In this question, teachers are asked to state whether they agree or disagree and then to justify their answer. Statement "a" seeks to show teachers' perspectives in terms of self-, peer and group assessment and, in addition to their professional judgment about the effectiveness of such a strategy in reducing teachers' effort when assessing students' achievements within large classes. Statement "b" is also made to know teachers' professional judgment about peer and group assessment as a strategy that may provide students with fruitful learning experiences.

➤ (Q19) is included to discover the extent to which teachers are of need to professional development for dealing with large classes, particularly in terms of classroom management techniques, innovative teaching and assessing practices and skills of using technology to support teaching and learning.

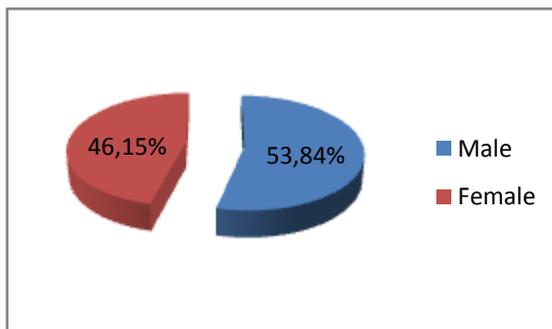
IV.1.1.4. Analysis of the questionnaire

Part one: Background information (Q1-Q5)

Q1. What is your gender?

Sex	Number of teachers	percentage
Male	7	53.84%
Female	6	46.15%
Total	13	100%

Table 1: Teachers' sex



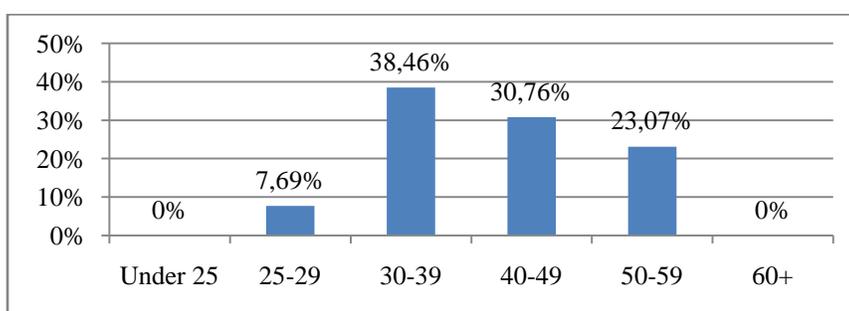
Graph 1: Teachers' sex

The above table (Table .1) reveals that male teachers are relatively more than female teachers. We have recorded seven “7” male teachers (53.84%) out of the total thirteen “13”. Accordingly, female teachers are six “6” (46.15%).

Q2. How old are you?

Age	Number of teachers	Percentage
Under 25	0	0%
25-29	1	7.69%
30-39	5	38.76%
40-49	4	30.76%
50-59	3	23.07%
60+	0	0%
Total	13	100%

Table 2: Teachers' age



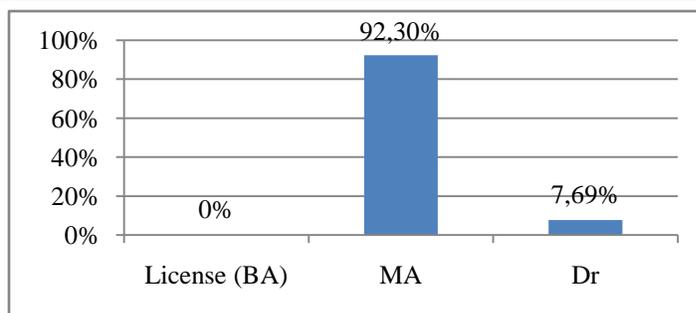
Graph 2: Teachers' age

We notice that the majority of teachers “5” or about (38.76%) are aged (30-39), four “4” teachers (30.76%) are (40-49), three “3” others (23.07%) are (50-59). However, only one “1” teacher (7.69%) is (25-29). Thus, none of the teachers in our sample are aged fewer than 25 or more than 60.

Q3. What is the highest level of formal education that you have completed?

Level of formal education	Number of teachers	Percentage
License (BA)	0	0%
MA	12	92.30%
Dr	1	7.69%
Total	13	100%

Table 3: Teachers' level of formal education



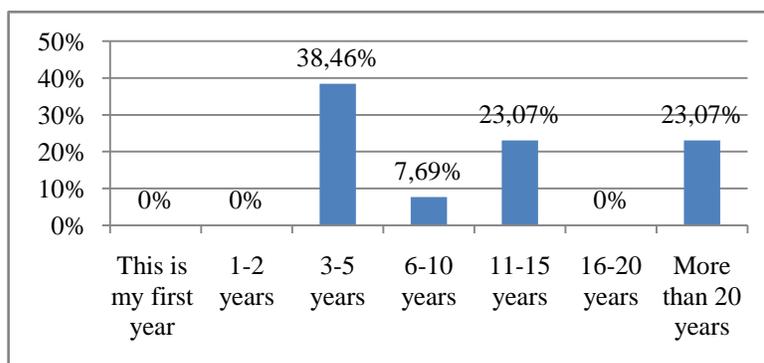
Graph 3: Teachers' level of formal education

It seems clear from (Table 3) that most teachers in our sample “12” have MA degree (92.30%); however, only one “1” teacher (7.69%) has Doctorate degree. Consequently, most of teachers who teach large classes in English language department at Biskra University have a level of formal education higher than License degree.

Q4. How long have you been teaching large classes?

Number of years	Number of students	Percentage
This is my first year	0	0%
1-2 years	0	0%
3-5 years	5	38.46%
6-10 years	1	7.69%
11-15 years	3	23.07%
16-20 years	0	0%
More than 20 years	3	23.07%
Total	13	100%

Table 4: Teachers' experience



Graph 4: Teachers' experience

The statistics related to this item shows that (38.46%) of teachers in our sample have been teaching large (3-5 years), that is five “5” of them. A remarkable similarity in percentage (23.07%) is shared between teachers who have been teaching (11-15 years) and (More than 20 years). This means that in addition to three “3” teachers who have (11-15 years) experience, other three “3” teachers have (More than 20 years) experience. Moreover, we noticed that only one “1” teacher (7.69%) has been teaching (16-20 years). Accordingly, we have not recorded teachers who have been teaching for only one (1 year), (1-2 years) or (16-20 years).

Q5. How many students do you teach?

Noting that “4” teachers do not teach classes (TD), most teachers indicated that they teach about (100-300) students per section which are indeed quiet large classes. As for (TD) classes, we found that most teachers reported that they teach about (40-60) students per class.

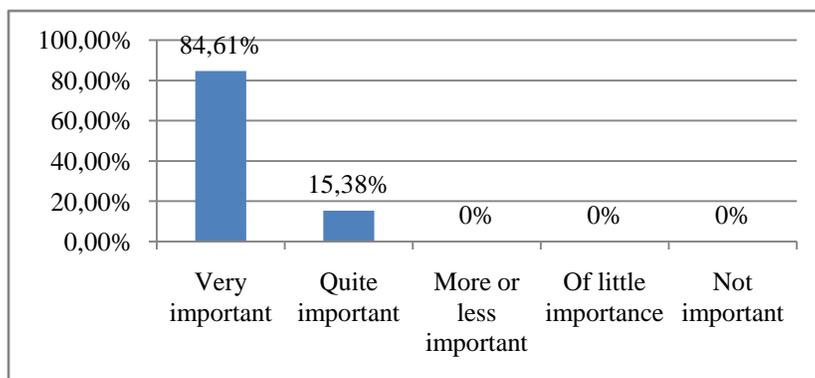
Part two: Classroom management, teaching and assessment techniques (Q6-Q19)

Q6. Indicate the degree of importance that you assign to the following aspects to achieve an effective classroom management?

a) Good instruction

Degree of importance	Number of teachers	Percentage
Very important	11	84.61%
Quite important	2	15.38%
More or less important	0	0%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Table 5: Degree of importance teachers assign to good instruction to achieve an effective classroom management in large classes.



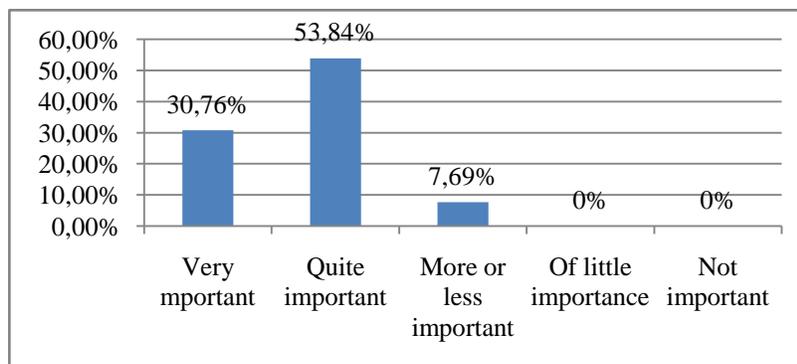
Graph 5: Degree of importance teachers assign to good instruction to achieve an effective classroom management in large classes.

Teachers, here, are required to indicate the degree of importance they assign to good instruction to achieve an effective classroom management in large classes. We remarked from (Table 5) that most teachers “11” (84.61%) believed that effective instruction is very important. Two “2” teachers (15.38%) considered that it is quite important. This necessarily implies that none of teachers viewed good instruction as more or less important, not important or of little importance in the process of creating an effective classroom management in large classes.

b) Establishing strict and consistent classroom rules.

Degree of importance	Number of teachers	Percentage
Very important	5	38.46%
Quite important	7	53.84%
More or less important	1	7.69%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Table 6: Degree of importance teachers assign to establishing strict and consistent classroom rules to achieve an effective classroom management in large classes.



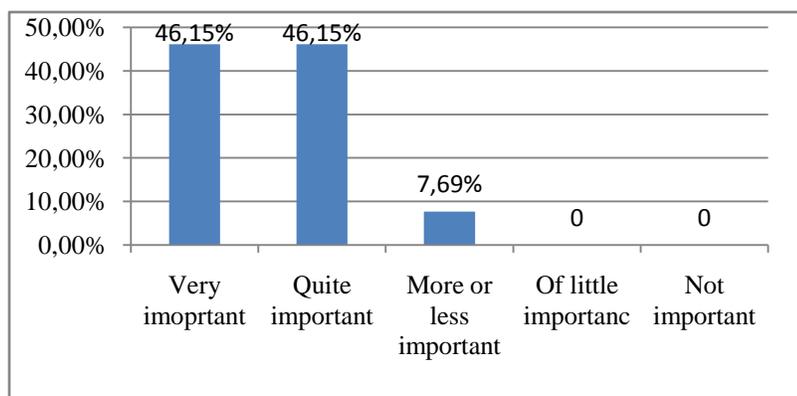
Graph 6: Degree of importance teachers assign to establishing strict and consistent classroom rules to achieve an effective classroom management in large classes.

As shown in (Table 6), seven “7” teachers (53.84%) of the total number viewed establishing strict and consistent classroom rules as quite important for the effective creation of classroom management within large classes. Five “5” of them (38.46%) believed that it is very important. However, solely one “1” teacher considered that it is more or less important. So, no one said that it is of little importance or not important.

c) Controlling misbehaviors.

Degree of importance	Number of teachers	Percentage
Very important	6	46.15%
Quite important	6	46.15%
More or less important	1	7.69%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Table 7: Degree of importance teachers assign controlling misbehaviors in large classes.



Graph 7: Degree of importance teachers assign controlling misbehaviors in large classes.

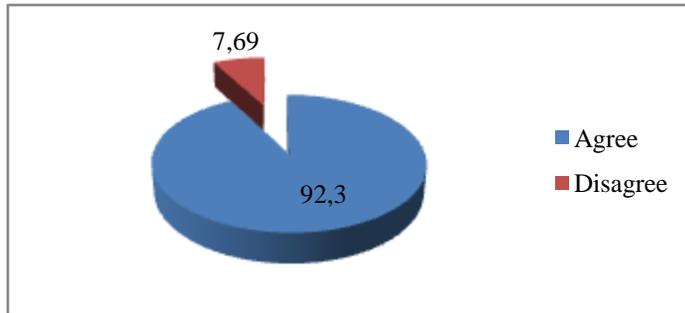
Along the analysis of the results, we found a noticeable similarity in percentage is recorded (46.15%) between teachers who believed that controlling students' misbehavior is very important and those who said that it is quite important. Nevertheless, one "1" teacher (7.69%) indicated that it is more or less important. Thus, none of the teachers considered controlling students' misbehavior of little importance or not important.

Q7. Teaching large classes implies?

1. Classroom management challenges.

Attitude	Number of teachers	Percentage
Agree	12	92.30%
Disagree	1	7.69%
Total	13	100%

Table 8: Teachers' attitudes about the of classroom management challenges in large classes.



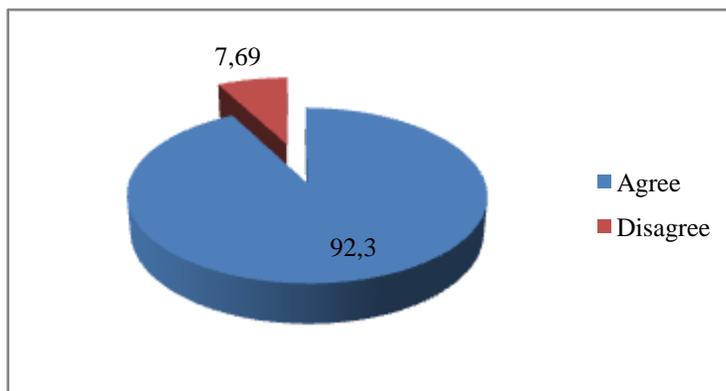
Graph 8: Teachers’ attitudes about classroom management in large classes.

While only “1” teacher (7.69%) disagreed, almost all teachers “12” (92.30%) agreed that classroom management tend to be challenging in large classes. This would imply that most teachers have more or less negative perspectives about large classes as they believe of little chance to establish effective classroom management.

2. Teaching difficulties (e.g., selecting appropriate strategy).

Attitude	Number of teachers	Percentage
Agree	12	92.30%
Disagree	1	7.69%
Total	13	100%

Table 9: Teachers’ attitudes about teaching difficulties in large classes.



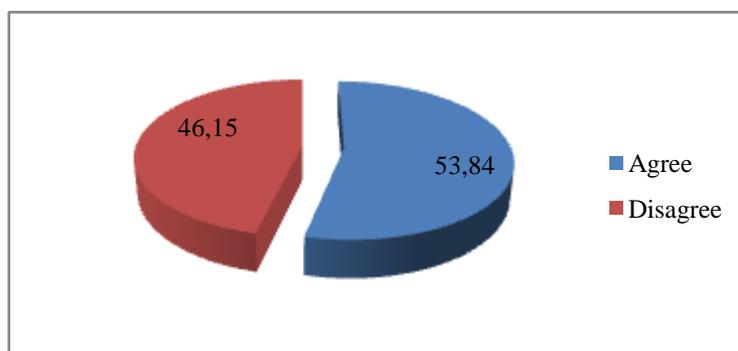
Graph 9: Teachers’ attitudes about teaching difficulties in large classes.

From (Table. 9), we also remarked that while only “1” teacher (7.69%) disagreed, almost all teachers “12” (92.30%) agreed that they face difficulties in teaching large classes. This would also imply that most teachers have more or less negative perspectives about large classes as they believe of little chance to implement teaching methods that may achieve effective learning.

7.3. Inability to monitor (control) students’ actual progress.

Attitude	Number of teachers	Percentage
Agree	7	54.84%
Disagree	6	46.15%
Total	13	100%

Table 10: Teachers’ attitudes about the difficulty of monitoring students’ actual progress in large classes.



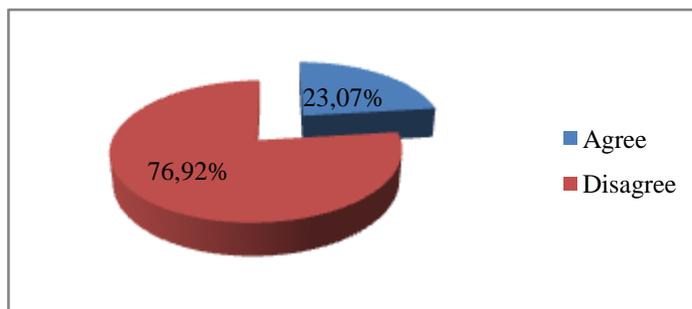
Graph 10: Teachers’ attitudes about the difficulty of monitoring students’ actual progress in large classes.

Among the total number, “7” (54.84%) teachers agreed about the difficulty of monitoring students’ actual progress in large classes. Therefrom, “6” teachers disagree with this statement. This indicates that the latter are sure of their evaluating strategies to monitor students’ actual progress in large classes.

7.4. Saving time and energy when teaching large classes as teachers do not need to repeat the same lesson many times.

Attitude	Number of teachers	Percentage
Agree	3	23.07%
Disagree	10	76.92%
Total	13	100%

Table 11: Teachers' attitudes about saving time and energy when teaching large classes.



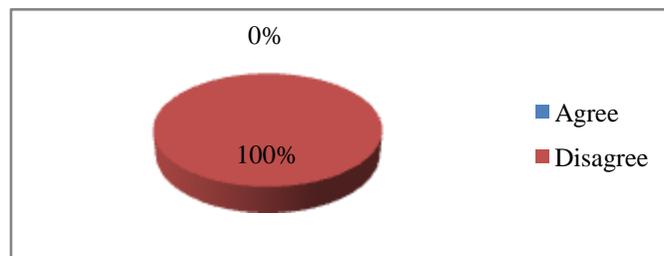
Graph 11: Teachers' attitudes about saving time and energy when teaching large classes.

As table 11 illustrates, the majority “10” of teachers (72.92%) said that they disagreed about the idea of saving time and energy when teaching large classes. However, only “2” teachers indicated their agreement. It seems that the latter shed light on what they teach (content) more than students and their needs.

7.5. The University does not need many teachers.

Attitude	Number of teachers	Percentage
Agree	0	0%
Disagree	13	100%
Total	13	100%

Table 12: Teachers' attitude about University's non -need for many teachers.



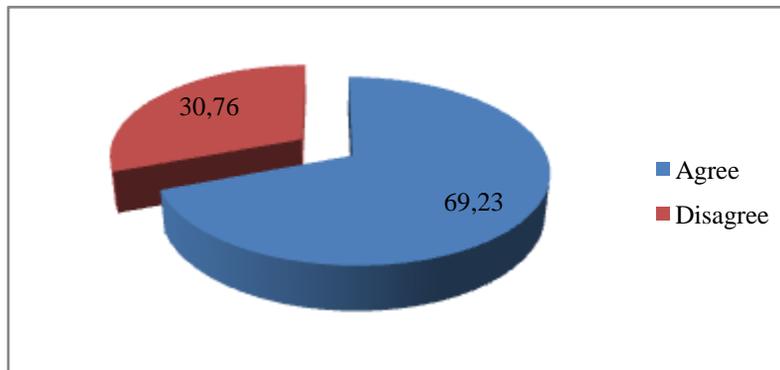
Graph 12: Teachers' attitudes about University's non -need for many teachers.

All of teachers (100%) disagree that the University does not need many teachers. Because this statement is related to the previous one (7.4), all teachers who indicated their disagreement in this statement should have initially said in the previous statement (7.4) that they also disagree with the idea of saving time and energy. Consequently, we noticed a mismatch in the answers of the “2” teachers who indicated their agreement in the previous statement (7.4). More significantly, teachers' answers indicated that they are in need of assistance.

7.6. Thorough discussions and different ideas.

Attitude	Number of teachers	Percentage
Agree	9	69.23%
Disagree	4	30.76%
Total	13	100%

Table 13: Teachers' attitudes about thorough discussions and different ideas in large classes.



Graph 13: Teachers' attitudes about thorough discussions and different ideas in large classes.

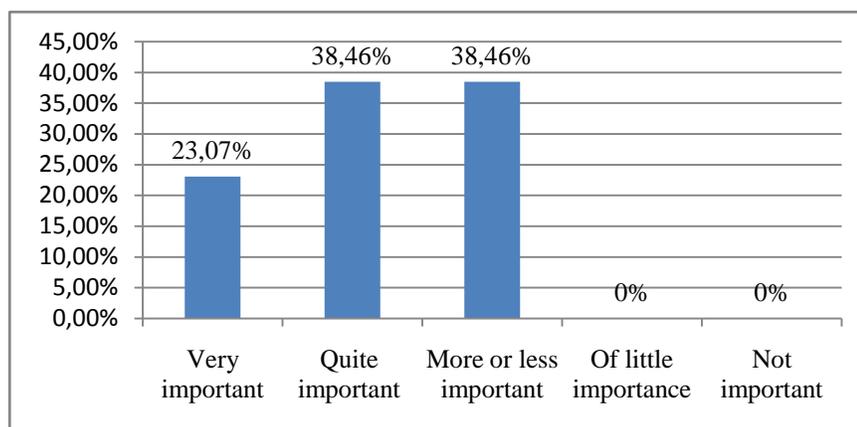
The majority “9” of teachers (69.23%) have positive attitude (agree) about the existence of thorough discussions and different ideas in large classes. In contrast, “4” teachers (30.76%) stated their disagreement with the idea. This can be related to the degree of effectiveness of the techniques they use in involving students.

Q8. How much importance do you place on each of the following elements?

a) Appropriate seating arrangement.

Degree of importance	Number of teachers	Percentage
Very important	3	23.07%
Quite important	5	38.46%
More or less important	5	38.46%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Table 14: Degree of importance teachers place to appropriate seating arrangement in large classes.



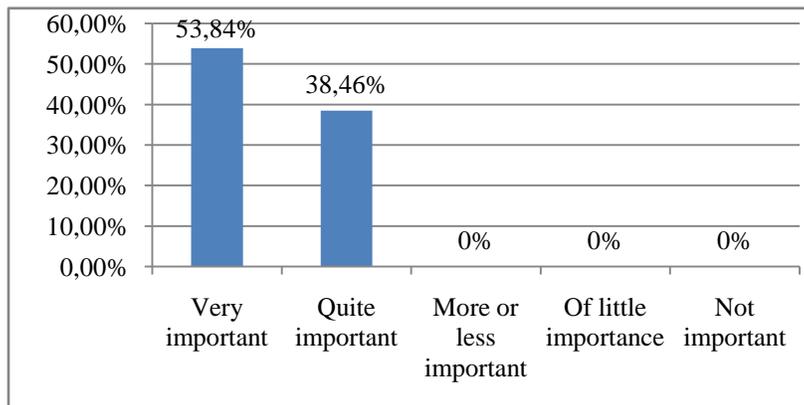
Graph 14: Degree of importance teachers place to appropriate seating arrangement in large classes.

The statistics illustrated in (Table 14) reveal similar percentage (38.46%) between teachers who considered it as quite important and those who considered it more or less important. In addition, “3” teachers (23.07%) said that it is very important. Accordingly, none of teachers believed of its little importance or unimportance.

b) Positive psycho-social environment (Classroom climate).

Degree of importance	Number of teachers	Percentage
Very important	10	76.92%
Quite important	3	23.07%
More or less important	0	0%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Table 15: Degree of importance teachers place to Positive psycho-social environment in large classes.



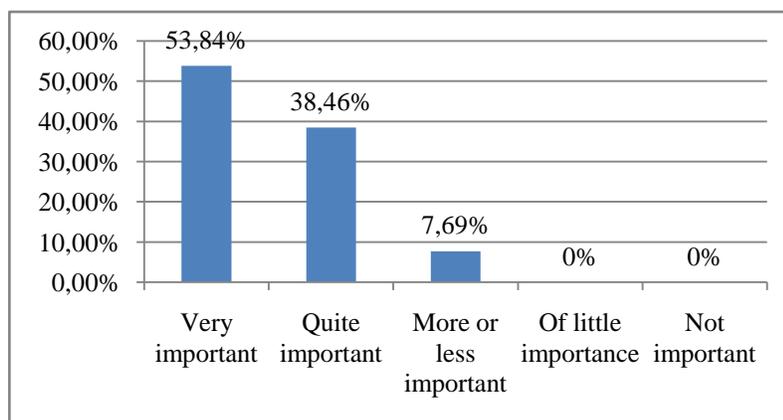
Graph 15: Degree of importance teachers place to Positive psycho-social environment in large classes.

The majority “10” of teachers indicated that (76.92%) creating positive psycho-social environment in large classes is very important. The other “3” teachers (23.07%) stated that it is quite important. So, none of the teachers stated that it is of little importance or not important.

b) Establishing classroom rules and procedures.

Degree of importance	Number of teachers	Percentage
Very important	7	53.84%
Quite important	5	38.46%
More or less important	1	7.69%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Table 16: Degree of importance teachers place to establishing classroom rules and Procedures.



Graph 16: Degree of importance teachers place to establishing classroom rules and procedures.

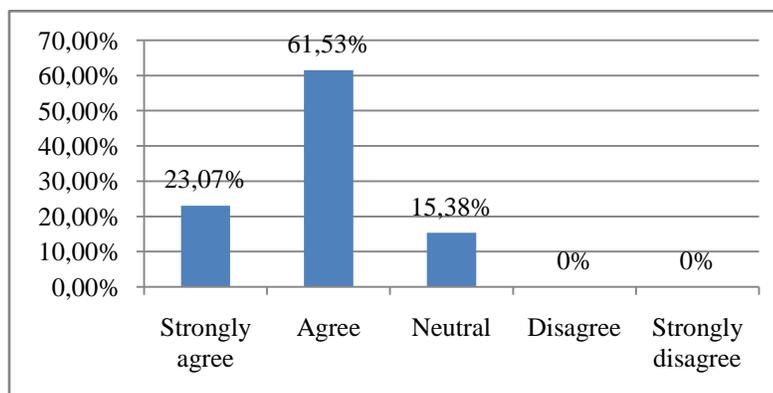
The majority of teachers “7” (53.84%) said that establishing classroom rules and procedures in large classes is very important in large classes. Other “5” teachers (38.46%) said that it is quite important. However, only “1” teacher indicated that it is more or less important. Thereby, none of the teachers said that it is of little importance or not important.

Q9. To what extent do you agree or disagree with the following statements?

a) Classroom seating arrangement affects students' learning.

Attitude	Number of teachers	Percentage
Strongly agree	3	23.07%
Agree	8	61.53%
Neutral	2	15.38
Disagree	0	0%
Strongly disagree	0	0%
Total	13	100%

Table 17: Teachers' attitudes about the influence of classroom seating arrangement on students' learning



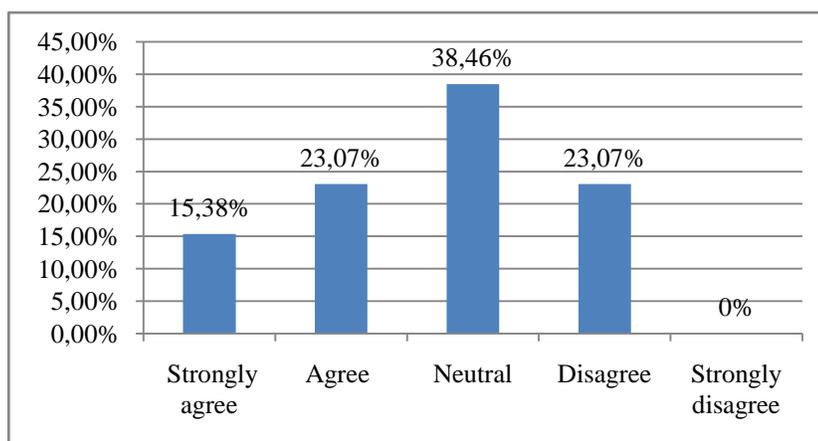
Graph 17: Teachers' attitudes about the influence of classroom seating arrangement on students' learning.

As shown in the table above, most teachers “8” (61.53%) agreed that classroom seating arrangement influences students' learning. Other teachers “3” (23.07%) said that they strongly agree. Furthermore, only “2” (15.38) teachers indicated a neutral attitude. So, none of teachers showed disagreement in terms of the influence of classroom seating arrangement on students' learning. These results imply that the majority of teachers are aware of the critical relation between seating arrangement and students' learning.

b) It is the teachers' responsibility to select suitable seating arrangement for their students.

Attitude	Number of teachers	Percentage
Strongly agree	2	15.38%
Agree	3	23.07%
Neutral	5	38.46%
Disagree	3	23.07%
Strongly disagree	0	0%
Total	13	100%

Table 18: Teachers' attitudes about their responsibility of selecting suitable seating arrangement for their students.



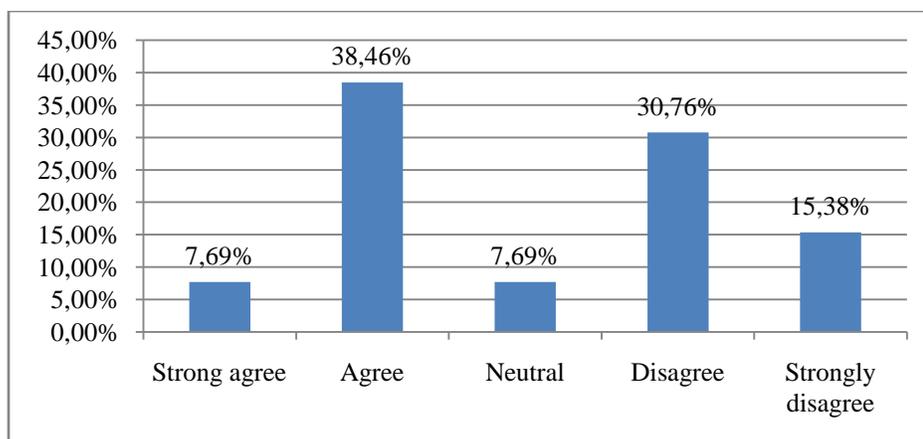
Graph 18: Teachers' attitudes about their responsibility of selecting suitable seating arrangement for their students.

The table above shows various attitudes. The majority of teachers "5" (38.46%) have a neutral attitude upon their responsibility of selecting suitable seating arrangement for their students. A similar percentage (23.07%) is shared between teachers who agree and disagree. In other words, "3" teachers agreed and "3" teachers disagreed. While none of the teachers stated that they strongly disagree, "2" (15.38%) teachers stated that they strongly agree.

c) Different seating arrangements (e.g. Rows, u-shape, etc) can be used for large classes.

Attitude	Number of teachers	Percentage
Strongly agree	1	7.69%
Agree	5	38.46%
Neutral	1	7.69%
Disagree	4	30.76%
Strongly disagree	2	15.38%
Total	13	100%

Table 19: Teachers' attitudes about of applying different seating arrangements within large classes.



Graph 19: Teachers' attitudes about of applying different seating arrangements within large classes.

A considerable number of teachers “5” indicated their agreement about the application of different seating arrangements within large classes. However, “4” teachers disagreed (30.76%). We also noticed that “1” teacher showed a neutral attitude, in addition to another teacher who indicated strong agreement

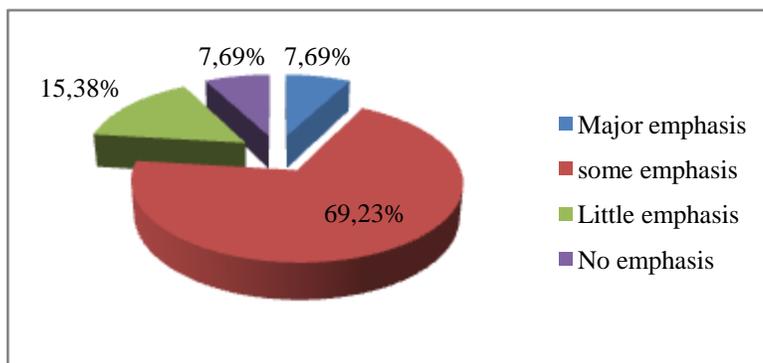
Q10.What techniques do you use to create a welcoming and engaging class environment within large classes?

Analyzing teachers' answers, we found that the most striking points which they have emphasized include: Appropriate seating arrangement, effective instruction, setting rules at the beginning of the year_ keeping certain discipline, humor with strictness, student- teacher collaboration, discussion group and workshops, socialization : positive teacher-student interaction, giving shat breaks,etc. Accordingly, we perceived that teachers tend to implement various techniques seemed to be interesting.

Q11. . How much emphasis do you place on involving students (asking them to suggest or help) in establishing classroom rules and procedures?

Degree of emphasis	Number of teachers	Percentage
Major emphasis	1	7.69%
Some emphasis	9	69.23%
Little emphasis	2	15.38%
No emphasis	1	7.69%
Total	13	100%

Table 20: Degree of emphasis teachers place on involving students in establishing classroom rules and procedures.



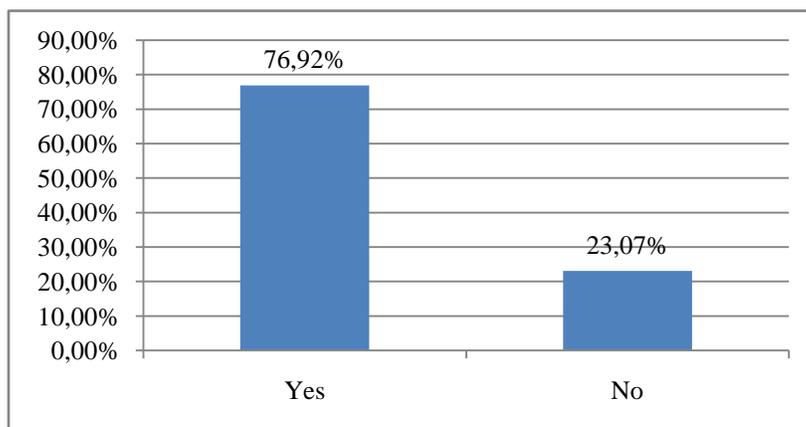
Graph 20: Degree of emphasis teachers place on involving students in establishing classroom rules and procedures.

This question was asked to find out whether or not teachers welcome and\ or accept the idea of involving students in the process of establishing classroom rules and procedures. The above table illustrates that the majority of teachers “9” placed some emphasis on involving students in establishing classroom rules and procedures. Two “2” other teachers placed little emphasis to that. While “1” (7.69%) teacher showed major emphasis to involving students in this process, another teacher placed no emphasis.

Q12. Do you think that involving students in establishing classroom rules and procedures would enhance their sense of belonging, their responsibility and reduce disruptive behaviors?

Attitude	Number of teachers	Percentage
Yes	10	76.92%
No	3	23.07%
Total	13	100%

Table 21: Teachers’ attitudes about involving students in establishing classroom rules and procedures as a strategy to enhance their sense of belonging, their responsibility and reduce disruptive behaviors.



Graph 21: Teachers’ attitude about involving students in establishing classroom rules and procedures as a strategy to enhance their sense of belonging, their responsibility and reduce disruptive behaviors.

This question was designed to find out the extent to which teachers believe that involving students in establishing classroom rules and procedures as a strategy would

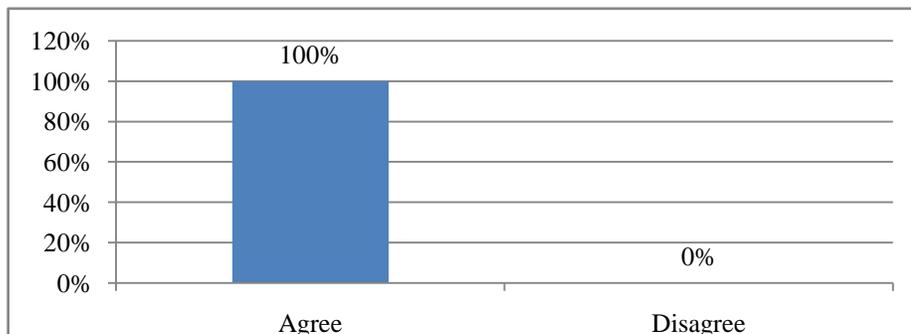
enhance students' sense of belonging, their responsibility and even reduce disruptive behavior. Most of teachers "10" (76.92%) said "yes", whereas "3" (23.07%) said "no". Thus most teachers supported this strategy.

Q13. Read the following statements carefully then state whether you agree or disagree.

a) Successful behavior management in large classes requires fairness and consistency.

Attitude	Number of teachers	Percentage
Agree	13	100%
Disagree	0	0%
Total	13	100%

Table 22: Teachers' attitudes about the requirement of fairness and consistency to attain behavior management.



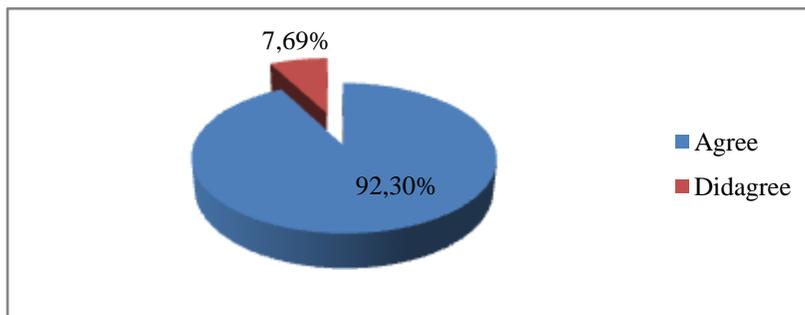
Graph 22: Teachers' attitudes about the requirement of fairness and consistency to attain

This statement was included in order to investigate teachers' approach for behavior management. In other words, we intended to know whether or not they implement an authoritative style for managing students' behavior within large classes. Table 22 shows that all teachers "13" (100%) do agree that behavior management in large classes require fairness and consistency.

13. B. For students to effectively learn, silence must be maintained in large classrooms.

Attitude	Number of teachers	Percentage
Agree	12	92.30%
Disagree	1	7.69%
Total	13	100%

Table 23: Teachers' attitudes about maintaining silence in order to have students learn effectively.



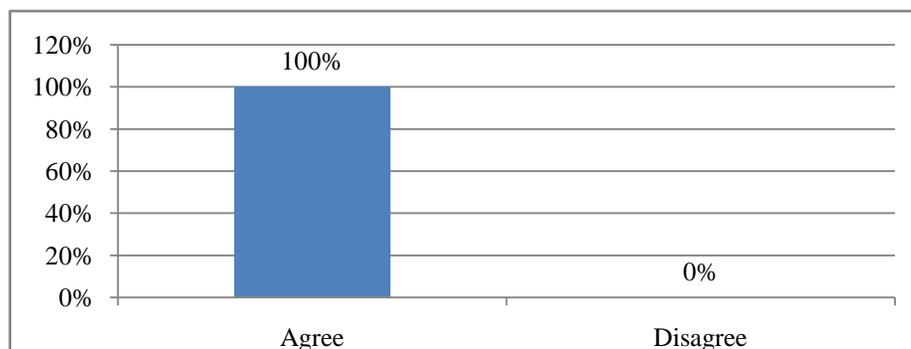
Graph 23: Teachers' attitudes about maintaining silence in order to have students learn effectively.

This statement was also included in order to investigate teachers' approach for behavior management. We notice from table (23) that almost all teachers "12" (92.30%) believed that maintaining silence is crucial for effective learning to take place. However, "1" (7.69%) teacher believed the opposite. Such high percentage (92.30%) would imply that those teachers are likely to adapt an authoritative approach to students' behavior management.

c) Effective teaching may reduce disruptive behavior in large classrooms.

Attitude	Number of teachers	Percentage
Agree	13	100%
Disagree	0	0%
Total	13	100%

Table 24: Teachers' attitudes about the influence of effective teaching in reducing disruptive behavior in large classrooms.



Graph 24: Teachers' attitudes about the influence of effective teaching in reducing disruptive behavior in large classrooms.

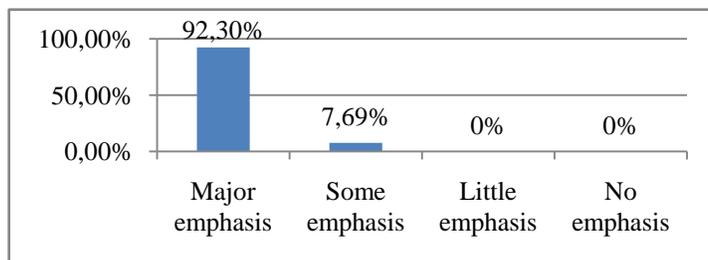
This statement was used in order to perceive the extent to which teachers are aware of the relationship between effective teaching and disruptive behavior reduction. According to the statistics in table (24), all teachers "13" (100%) agreed that effective teaching can reduce students' disruptive behavior in large classrooms.

Q14. How much emphasis do you put on each of the following aspects when planning a lesson for your large classes?

a) Lesson content.

Degree of emphasis	Number of teachers	Percentage
Major emphasis	12	92.30%
Some emphasis	1	7.69%
Little emphasis	0	0%
No emphasis	0	0%
Total	13	100%

Table 25: Degree of emphasis teachers put on lesson content when planning a lesson for their large classes.



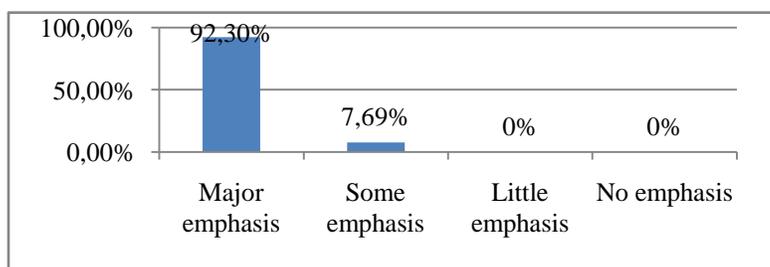
Graph 25: Degree of emphasis teachers put on lesson content when planning a lesson for their large classes.

We included this statement in order to see the extent to which teachers emphasize lesson content when planning a lesson for their large classes. While “1” teacher (7.69) put some emphasis, almost all teachers “12” (92.30%) placed major emphasis on lesson content when planning lessons for large classes.

b) Lesson presentation (teaching strategy).

Degree of emphasis	Number of teachers	Percentage
Major emphasis	12	92.30%
Some emphasis	1	7.69%
Little emphasis	0	0%
No emphasis	0	0%
Total	13	100%

Table 26: Degree of emphasis teachers put on lesson presentation when planning a lesson for their large classes.



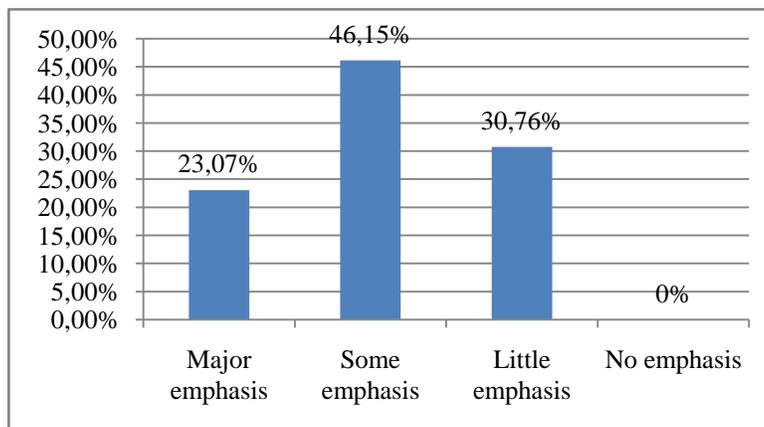
Graph 26: Degree of emphasis teachers put on lesson presentation when planning a lesson for their large classes.

We also included this statement in order to see the extent to which teachers emphasize and care about selecting an appropriate lesson presentation when planning a lesson for their large classes. While “1” teacher (7.69) put some emphasis, almost all teachers “12” (92.30%) placed major emphasis on lesson presentation when planning lessons for large classes.

c) Classroom seating arrangement.

Degree of emphasis	Number of teachers	Percentage
Major emphasis	3	23.07%
Some emphasis	6	46.15%
Little emphasis	4	30.76%
No emphasis	0	0%
Total	13	100%

Table 27: Degree of emphasis teachers put on classroom seating arrangement when planning a lesson for their large classes.



Graph 27: Degree of emphasis teachers put on classroom seating arrangement when planning a lesson for their large classes.

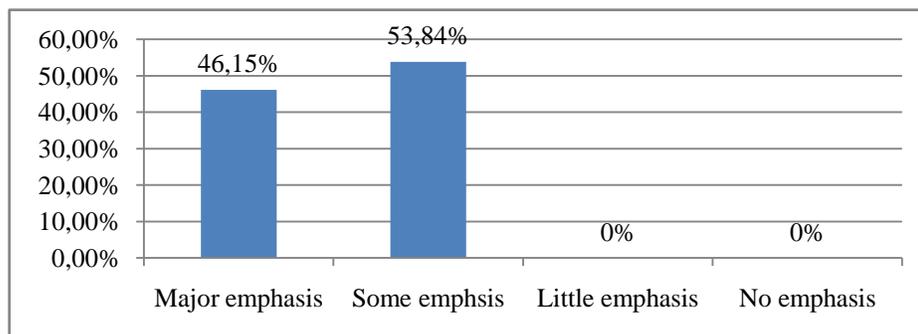
This statement was included to know whether or not teachers consider appropriate classroom seating arrangement when planning a lesson for their large classes. Specifically, we intended to figure out if teachers care and/or attempt to make a correlation between lesson content and/or lesson presentation and appropriate seating arrangement.

The table above shows that “6” (46.15%) teachers placed some emphasis on classroom seating arrangement when planning a lesson for their large classes. Other “4” assign little emphasis. Furthermore, “3” (23.07%) teachers give major emphasis to seating arrangement. Thus, none of teachers believe that classroom seating arrangement deserves no emphasis.

d) Students’ learning styles and strategies.

Degree of emphasis	Number of teachers	Percentage
Major emphasis	6	46.15%
Some emphasis	7	53.84%
Little emphasis	0	0%
No emphasis	0	0%
Total	13	100%

Table 28: Degree of emphasis teachers put on students’ learning styles and strategies when planning a lesson for their large classes.



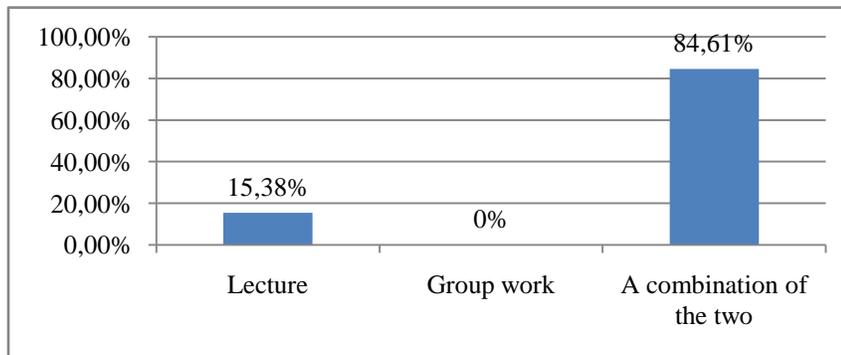
Graph 28: Degree of emphasis teachers put on students’ learning styles and strategies when planning a lesson for their large classes.

The majority of teachers “7” (53.84%) said that they place some emphasis on students’ learning styles and strategies when planning a lesson for their large classes. Six “6” (46.15%) teachers stated that they consider the latter as of major emphasis. Consequently, none of teachers view students’ learning styles and strategies of little importance or of no importance.

Q15. In your opinion, which of the following teaching methods can be effective for large classes?

Method	Number of teachers	Percentage
Lecture	2	15.38%
Group work	0	0%
A combination of the two	11	84.61%
Total	13	100%

Table 29: Teachers' professional judgments about the most effective method for teaching large classes.



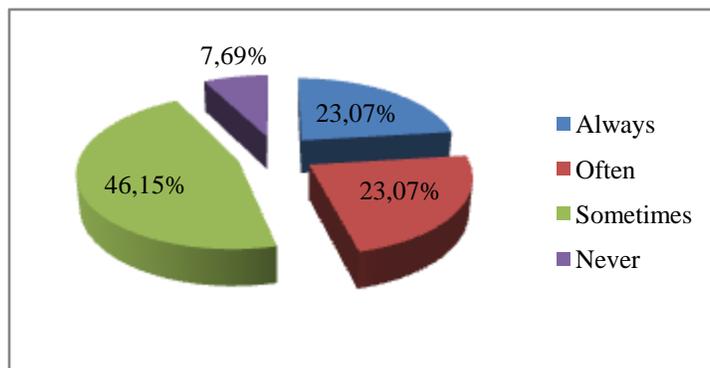
Graph 29: Teachers' professional judgments about the most effective method for teaching large classes.

In answering the above question, a numerical minority of 2 teachers (15.38%) indicated that “lecture” is the most effective method for teaching large classes. In comparison, “11” (84.61%) subjects have opted the combination of lecture and group work as the best method. Thus, none of teachers selected group work.

Q16. How often do you ask your students whether or not your teaching style (techniques) fits their needs?

Frequency	Number of teachers	Percentage
Always	3	23.07%
Often	3	23.07%
Sometimes	6	46.15%
Never	1	7.69%
Total	13	100%

Table 30: How often teachers ask their students whether or not their teaching style (techniques) fits the latter needs.



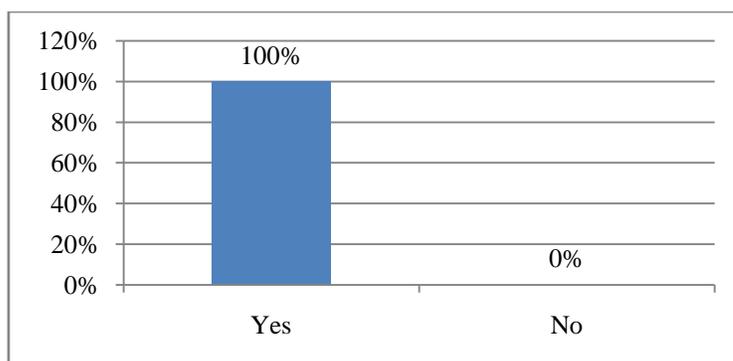
Graph 30: How often teachers ask their students whether or not their teaching style (techniques) fits the latter needs.

This question was, in fact, asked in order to know if teachers are concerned whether or not their teaching style fits their students' needs. It seems clear from table (30) that the majority of teachers "6" (46.15%) sometimes do that. As "3" teachers always (23.07%) ask their students about their teaching style as "3" (23.07%) others who often do so. This means that "1" (7.69%) teacher indicated that that he\she never looks for feedback from students about his\her teaching style.

Q17. Do you think that advanced (talented) students' assistance can be an effective strategy to implement in large classes?

Attitude	Number of teachers	Percentage
Yes	13	100%
No	0	0%
Total	13	100%

Table 31: Teachers' attitudes about the effectiveness of advanced (talented) students' assistance as a strategy in large classes.



Graph 31: Teachers' attitudes about the effectiveness of advanced (talented) students' assistance as a strategy in large classes.

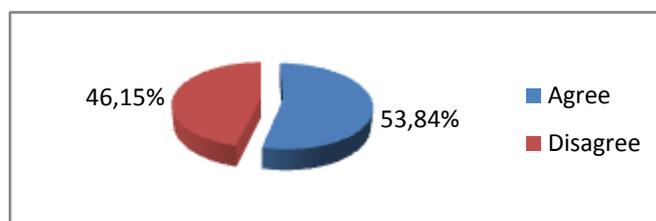
This question was asked to find out teachers' attitude towards allowing their advanced (talented) students to assist them, as well as their professional judgment about the effectiveness of such a strategy within large classes. As shown in table (31), all teachers "13" (100%) answered positively "Yes". This certainly indicates that they accept and welcome this strategy as they perceive its effectiveness.

Q18. Do you agree or disagree with the following statements

a) Self- , peer and group assessment can be an effective strategy to reduce the teacher’s effort when assessing students’ achievements.

Attitude	Number of teachers	Percentage
Agree	7	53.84%
Disagree	6	46.15%
Total	13	100%

Table 32: Teachers’ attitudes about the effectiveness of self peer and group assessment as strategies to reduce the teacher’s effort when assessing students’ achievements.



Graph 32: Teachers’ attitudes about the effectiveness of self- , peer and group assessment as strategies to reduce the teacher’s effort when assessing students’ achievements.

The majority of teachers “7” (53.84%) agree and, thereby, support self- , peer and group assessment as strategies to reduce the teacher’s effort when assessing students’ achievements. On the other hand, “6” teachers disagreed about the effectiveness of these strategies, as well as about implementing it.

Explain why?

When asked to explain their opinion, teachers provided various ideas. For example, one of teachers said that implementing such strategies is, in fact a matter of sharing this task with students not necessarily reducing it. This would certainly create a sense of corporation and belonging in large classes. Other teachers maintain that such strategies would facilitate the teacher’s task as the latter’s assessment does not cover all aspects of

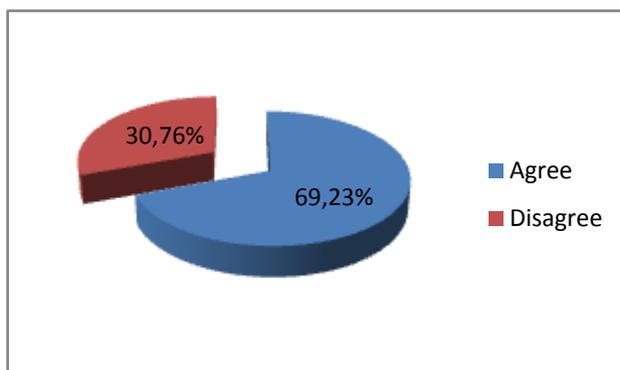
the course. Furthermore, another teacher adds that self-, peer and group assessment can be effective strategies under necessary and particular conditions to avoid subjectivity.

As for students, most teachers assure that these strategies would provide more opportunities for students to evaluate the degree of their progress and achievement in relation to the course instructional objectives. Moreover, they emphasize that students can recognize their own errors and, thereby, become autonomous and improve their learning strategies.

b) Peer and group assessment can provide learning experiences for students.

Attitude	Number of teachers	Percentage
Agree	9	69.23%
Disagree	4	30.76%
Total	13	100%

Table 33: Teachers' attitudes about the effectiveness of peer and group assessment as strategies for providing learning experiences for students.



Graph 33: Teachers' attitudes about the effectiveness of peer and group assessment as strategies for providing learning experiences for students.

The statistics related to this question reveal that while "4" (teachers) disagreed, the majority of teachers "9" (69.23%) indicated their agreement about the effectiveness of peer and group assessment as strategies for providing learning experiences for students.

Explain why?

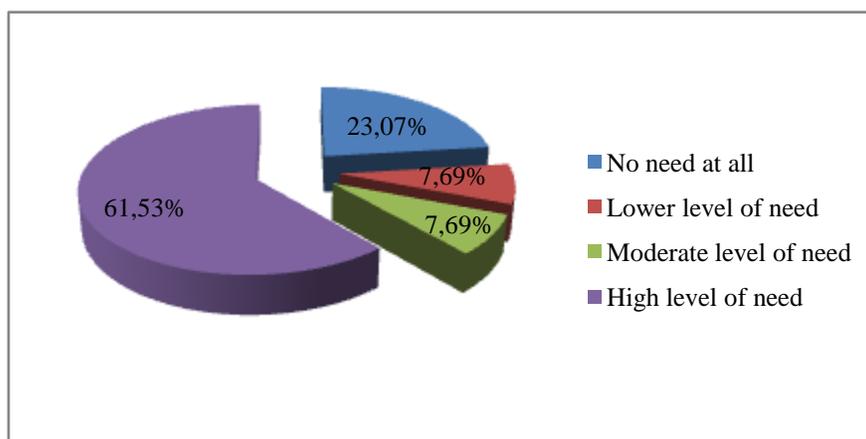
Teachers who disagreed also provided various responses. Some of them mentioned that some students do not like and \or find it embarrassing to be assessed by their peers and even their teachers. Another teacher highlights that such assessments usually lack reliability. In addition, one teacher states that the assessment of students' achievement is totally the teacher's responsibility because he\she is the only one who has the suitable techniques and ways of assessment.

Q19. Thinking of your professional development needs, please indicate the extent to which you have such needs in each of the areas listed.

a) Classroom management

Degree of need	Number of teachers	Percentage
No need	3	23.07%
Low level of need	1	7.69%
Moderate level of need	1	7.69%
High level of need	8	61.53%
Total	13	100%

Table 34: Teacher's degree of need for professional development in Classroom management.



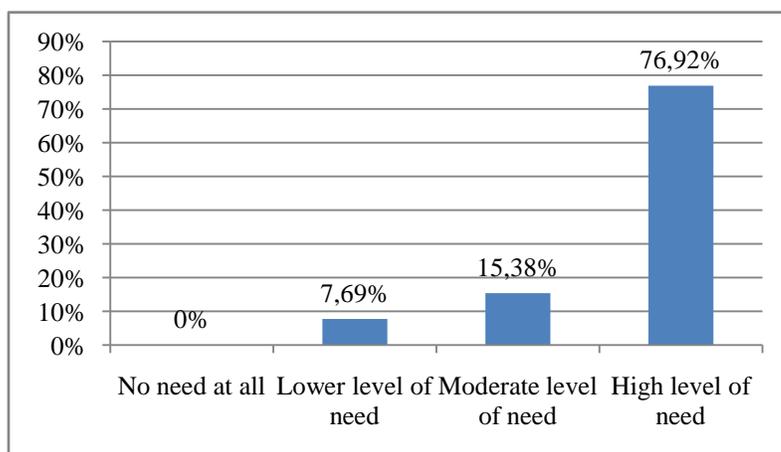
Graph 34: Teacher's degree of need for professional development in Classroom management.

We notice from the above table (34) that the majority of teachers “8” (61.53%) declared their high level of need for professional development in classroom management. A percentage of (23.07%) showed no need of the latter. Moreover, whereas “1” teacher stated a lower level of need, another one indicated a moderate level of need.

b) Innovative teaching and assessing practices for large classes.

Degree of need	Number of teachers	Percentage
No need	0	0%
Low level of need	1	7.69%
Moderate level of need	2	15.38%
High level of need	10	76.92%
Total	13	100%

Table 35: Teacher’s degree of need for professional development in innovative teaching and assessing practices for large classes.



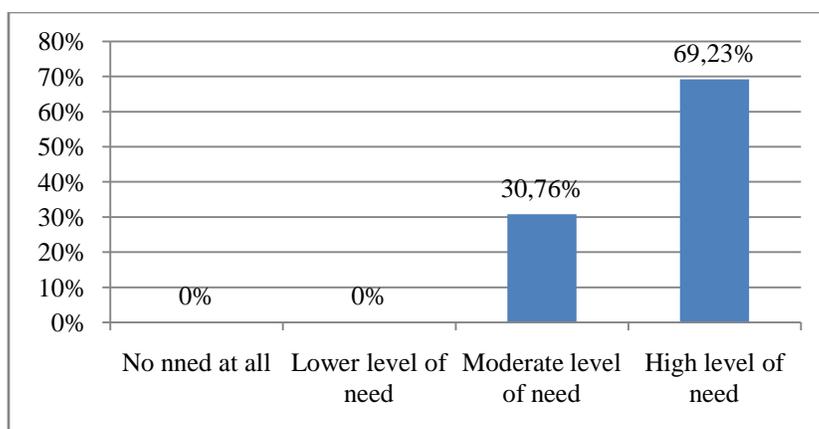
Graph 35: Teacher’s degree of need for professional development in innovative teaching and assessing practices for large classes.

We clearly perceive from the table above that none of teachers said that have no need for professional development in innovative teaching and assessing practices for large classes. Most of teachers “10” (76.92%) are of high need for the latter. Also, a minority of “2” (15.38%) stated that they are of moderate level of need.

c) Skills of using technology to support teaching and learning.

Degree of need	Number of teachers	Percentage
No need	0	0%
Low level of need	0	0%
Moderate level of need	4	30.76%
High level of need	9	69.23%
Total	13	100%

Table 36: Teacher's degree of need for professional development in skills of using technology to support teaching and learning.



Graph 36: Teacher's degree of need for professional development in skills of using technology to support teaching and learning.

Table (36) indicates that the majority “9” (69.23%) of teachers reveal their high need of professional development in skills of using technology to support teaching and learning. Furthermore, “4” (30.76%) teachers showed a moderate level of need. Therefrom, none of teacher stated that they are of lower need or of no need for such type of professional development.

IV.1.5. Discussion

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes and personal practices within large EFL classes in terms of classroom management.

In question (7), unlike statement (6), teachers agreed with all the statements we have used ,including difficulties in teaching , class management and monitoring students' progress. This indicates that most teachers have a negative perspective about large classes. The high percentage we have recorded (92.30%), particularly in terms of difficulties in teaching and classroom management would be the results of their negative perspectives. That is why all teachers (100%) said that University needs more teachers.

In spite of the considerable number of teachers “5” (38.46%) who believed that appropriate seating arrangement in large classes is more or less important, most teachers showed awareness of the impact of classroom seating arrangement on students' learning. However most of them have a neutral attitude towards their responsibility for selecting appropriate seating arrangement. In addition, In spite of the considerable number of teachers who revealed their disagreement, the highest percentage of them (38.46%) highlighted the possibility of applying different seating arrangements within large classes.

Most teachers realize and are aware of the critical role of positive psycho-social environment in enhancing students' learning, especially in large classes. Accordingly, we found that most teachers welcome and support their involvement; all of them (100%) emphasized talented students' assistance and most of them also highlight self-, peer and group assessments.

According to teachers, establishing strict and consistent classroom rules is quite important and that controlling misbehavior very important or quite. This reveals that they still base and relate their management to the traditional theory of classroom management

which entirely focus on control and order. What ensures that is the “some emphasis” they place on involving students in classroom management process and the (92.30%) of maintaining silence.

Most teachers highlighted the role of good instruction in establishing an effective classroom management in large classes. Thereby, all (100%) agree about the influence of effective teaching in reducing students disruptive behaviors.

A high number of teachers shaded light on lesson content and presentation more than seating arrangement and students’ learning styles and strategies. This would explain why the majority of them “sometimes” ask their students whether or not their teaching style fits their needs. Hence, the difficulties they face due to the critical role of seating arrangement and students’ needs in the process of establishing positive classroom management which, in turn, influence teaching efficiency.

Most teachers highlighted the effectiveness of the combination of lecture and group work in teaching large classes. This assures that: (1) the large class is not necessarily tied the lecturing; (2) teachers cannot give up using “lecture” in all cases when teaching large classes and (3) various teaching methods can be implemented within large classes.

In addition, most teachers revealed high level of need for professional development in classroom management, innovative teaching and assessing practices for large classes, as well as skills of using technology to support teaching and learning.

IV.1.2 Students' questionnaire

IV.1.2.1 Aim of the questionnaire

This questionnaire is mainly designed to investigate students' attitudes and personal experiences within large classes in terms of classroom physical and psycho-social environment, as well as teachers' implemented strategies for instruction. Furthermore, it attempts to figure out the extent to which they would admit responsibility if they are involved in the process of classroom management.

IV.1.2.2 Administration of the questionnaire

Given the impossibility to conduct the research on the whole population under investigation, we have administered the questionnaire to Master (1) students belonging to different groups. Taking diversity of the students makes us, far from being biased. Moreover; it is worthy to mention that the questionnaire took place on 16 May 2012 at the BC. The questionnaire was administered to fifty (50) students for about half an hour. Thirteen (13) students who were revising at the BC in different rooms; the other thirty seven (37) of questionnaires were administered to another group after the session of written with Ms. Hassina. The questions were clear enough in order to help the students understand and thus provide appropriate answers. Among fifty (50) administered questionnaires, forty eight (48) ones were immediately handed back after students had finished answering.

IV.2.3. Description of the questionnaire

Students' questionnaire consists of eight (8) questions and it is divided into two sections. The first part covers background information about students including gender, age and number of students in their class or section. The second part required picking up

the most appropriate answer from a series of options, or open questions asking the students to give their opinions.

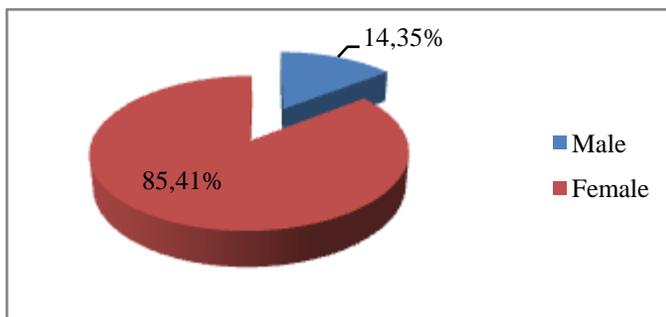
IV.2.4. Analysis of the questionnaire

Part one: Background information

Q1. What is your gender?

Sex	Number of Students	percentage
Male	7	14.35%
Female	41	85.41%
Total	48	100%

Table 37: Students' sex



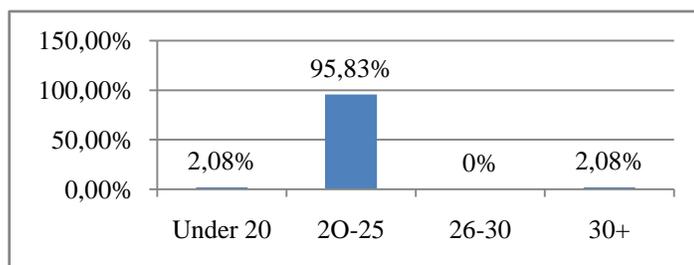
Graph 37: Students' sex

A quick glance at this table will reveal that female students outnumber male. In fact, we have recorded just “7” (14.35%) male subjects out of total “48, whereas the rest is of a female sex, that is “41” (85.41%) are female subject.

Q2. How old are you?

Age	Number of students	Percentage
Under 20	1	2.08%
20-25	46	95.83%
26-30	0	0%
30+	1	2.08%

Table 38: Students' age



Graph 38: Students' age

We notice from the above table (table 38) that most students “46” (95.83%) are aged (20-25). Only “1” (2.08%) student is aged (under 2) and another one “1” (2.08%) is aged (30). Thereby, none of students is aged (26-30). Such high percentage (95.83%) of students aged (20-25) necessarily indicates that the phenomenon of large EFL classes is not due to failure.

Q3. How many students are there? In your class
In your section.....

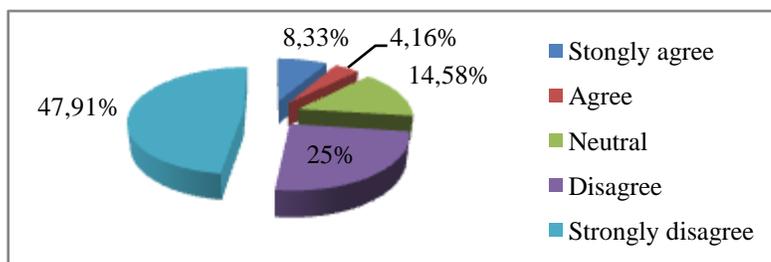
Most students indicated that they study within classes which are composed of (40-60) students per class. In addition, they reported that their sections comprise about 180 students. Such number of students definitely reveals how large these classes are

Q4. State whether you agree or disagree with the following statements

a) The physical environment of classrooms at our University motivates me to learn.

Attitude	Number of Students	Percentage
Strongly agree	4	8.33%
Agree	2	4.16%
Neutral	7	14.58%
Disagree	12	25%
Strongly disagree	23	47.91%
Total	48	100%

b) Table 39: Students' attitudes about the physical environment of EFL classrooms at our University.



Graph 39: Students' attitudes about the physical environment of EFL classrooms at our University.

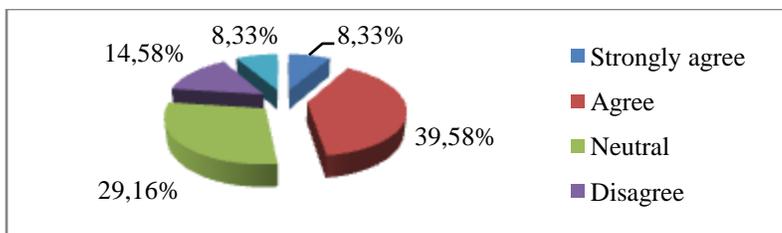
Based on table (39), we perceive that the majority of students "23" (47.91%) strongly disagree with the above statement (a). In addition, "12" students (25%) said that they disagree and other "7" (14.58%) showed a neutral attitude. Furthermore, "2" students (4.16%) agreed and other "4" strongly agreed (8.33%).

In fact, we aim through statement (a) to figure out whether or not classroom physical environment has an influence on students' motivation and, thereby, on their learning. The above analysis shows that some students are influenced by classroom physical environment while others are not. Nonetheless, because most students (“23” strongly disagreed; “12” disagreed= 35 of the total number) reveal their disagreement about the appropriateness of the physical environment of EFL classrooms at our University, we can conclude that the results above seem to assure the influence of the latter on most students.

b) Most teachers respect us and do their best to create a welcoming and engaging classroom environment.

Attitude	Number of students	Percentage
Strongly agree	4	8.33%
Agree	19	39.58%
Neutral	14	29.16%
Disagree	7	14.58%
Strongly disagree	4	8.33%
Total	48	100%

Table 40: Students' attitudes about the psycho-social environment of their large classrooms.



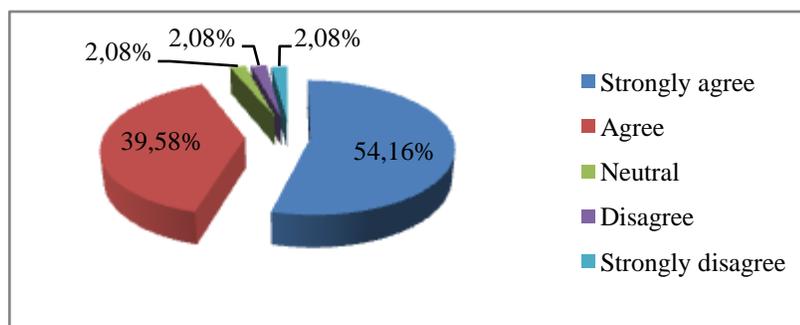
Graph 40: Students' attitudes about the psycho-social environment of their large classrooms.

We intended through this statement (b) to find out whether or not teachers really work on creating an environment which generally includes respect, welcoming and engagement. The statistics in table (b) indicate a majority of students “19” (39.58%) who said that they agree about the statement (b). Also, we have recorded “14” (29.16%) students who showed a neutral attitude. A number of “7” students (14.58%) opted to disagree. Finally, as “4” students (8.33%) indicated a strong agreement, other “4” chose to have strong disagreement.

c) If I participate in making classroom rules, I will be responsible for my learning and behaviour.

Attitude	Number of students	Percentage
Strongly agree	26	54.16%
Agree	19	39.58%
Neutral	1	8.33%
Disagree	1	8.33%
Strongly disagree	1	8.33%
Total	48	100%

Table 41: Students' attitudes about admitting their responsible for their learning and their behaviour within classroom if they are involved in making classroom rules .



Graph 41: Students' attitudes about admitting their responsible for their learning and their behaviour within classroom if they are involved in making classroom rules .

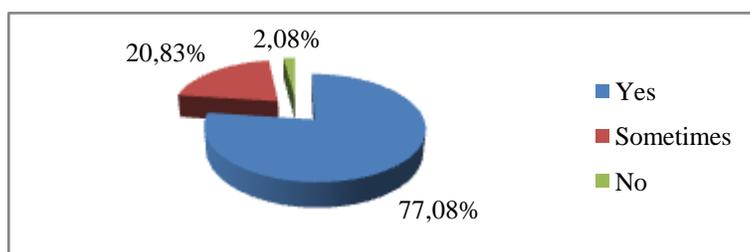
Most students “26” (54.16%) revealed strong agreement about admitting their responsible for their learning and behavior within classroom. A number of “19” students also agreed to do so. Moreover, “1” (8.33%) student had a neutral attitude. In addition to a student who “1” (8.33%) disagreed , another one “1” (8.33%) strongly disagreed. Therefrom, we perceive that large number of the total population (26+ 19=45) welcome and admit their responsible for their learning and their behavior within classroom if they are involved in making classroom rules .

Q5. Do you find difficulties to learn because of the huge number of students?

- List three difficulties that you usually face

Answer	Number of students	Percentage
Yes	37	77.08%
Sometimes	10	20.83%
No	1	2.08%
Total	48	100%

Table 42: The existence of learning difficulties in large EFL classes.



Graph 42: The existence of learning difficulties in large EFL class

Most students “37” (77.08%) acknowledged that they face difficulties within large classes. Moreover, “10” students said that they sometimes face difficulties. Only “1” student stated that he\she faces no difficulties. Analyzing students’ listed difficulties, we found that the most striking difficulties they encounter include:

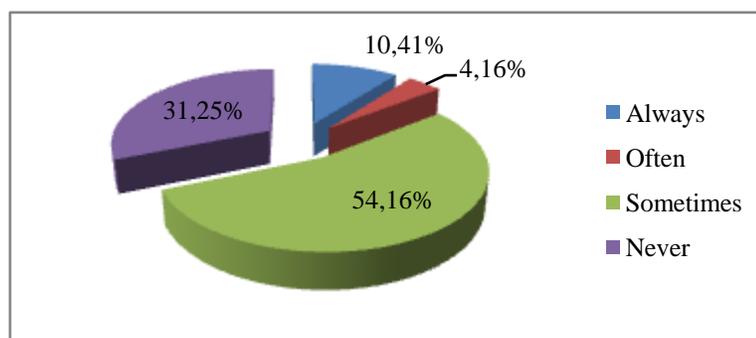
- Hearing the teacher’s explanation. This leads to misunderstanding and misinterpretation of the provided material.
- Uncomfortable environment_ bad arrangement, hot classrooms ... etc.
- Seeing the board and even the teacher.
- Difficulty of focusing due to noise.
- Lack of interaction and motivation.
- Less opportunities to participate or ask all questions they have.
- Most teachers usually do not know students’ needs.
- Speed of presentation.
- Embarrassment to participate.
- No real feedback.

Q6. How often do your teachers do the following practices in the classroom?

a) Involve students in establishing classroom rules and activities.

Frequency	Number of students	Percentage
Always	5	10.41%
Often	2	4.16%
Sometimes	26	54.16%
Never	15	31.25%
Total	48	100%

Table 43: How frequent teachers involve students in establishing classroom rules and activities.



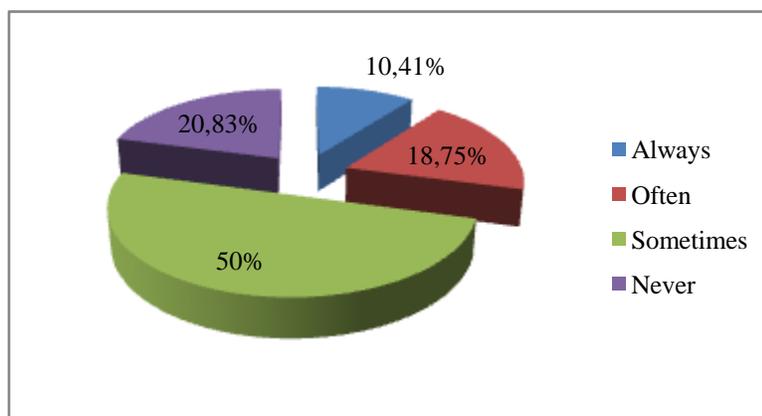
Graph 43: How frequent teachers involve students in establishing classroom rules and activities.

The majority of students “26” (54.16%) indicated that their teachers sometimes involve them in establishing classroom rules and activities. A number of “15” students (31.25%) said that teachers never do so. A minority of “5” students stated that they always involve them in such task and “2” others said that the teachers often do so. These results reveal that most teachers are likely to involve students in establishing classroom rules and activities.

b) Explain to students how they should behave within the classroom.

Frequency	Number of students	Percentage
Always	5	10.41%
Often	9	18.75%
Sometimes	24	50%
Never	10	20.83%
Total	48	100%

Table 44: How frequent teachers explain to students how they should behave within the classroom (setting expectations).



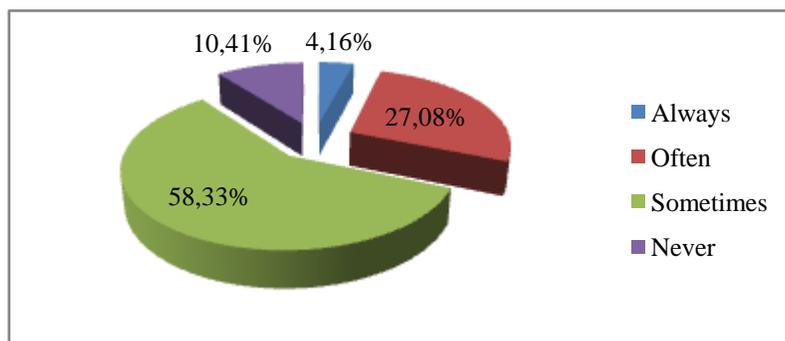
Graph 44: How frequent teachers explain to students how they should behave within the classroom (setting expectations).

We remarked that half “24” of the total number of students (50%) indicated that teachers sometimes explain to students how they should behave within the classroom set expectation. Furthermore, “10” students (20.83%) said that teachers never do so. Also, we have recorded “9” students (18.75%) who opted often and other “5” who chose (10.41%).

c) Make students aware of the learning goals in each session.

Frequency	Number of students	Percentage
Always	2	4.16%
Often	13	27.08%
Sometimes	28	58.33%
Never	5	10.41%
Total	48	100%

Table 45: How frequent teachers make students aware of the learning goals in each session.



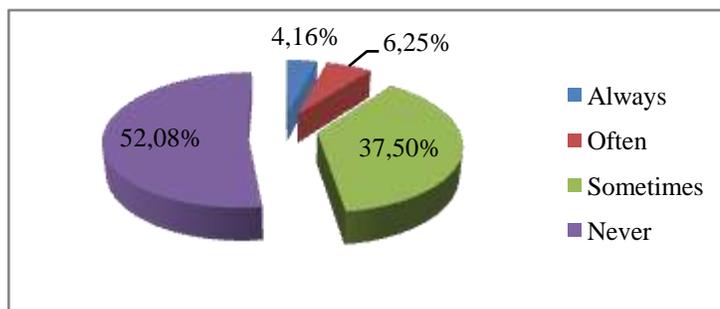
Graph 45: How frequent teachers make students aware of the learning goals in each session.

The majority of students “28” (58.33%) opted ‘sometimes’ to present how frequent teachers make students aware of the learning goals in each session. In addition, “13” students (27.08%) reported that teachers often do so. Whereas “2” students informed that teachers always make learning goals clear to students, “5” students stated that they never do so.

b) Use technology aids to support learning.

Frequency	Number of students	Percentage
Always	2	4.16%
Often	3	6.25%
Sometimes	18	37.5%
Never	25	52.08%
Total	48	100%

Table 46: How frequent teachers use technology aids to support learning.



Graph 46: How frequent teachers use technology aids to support learning.

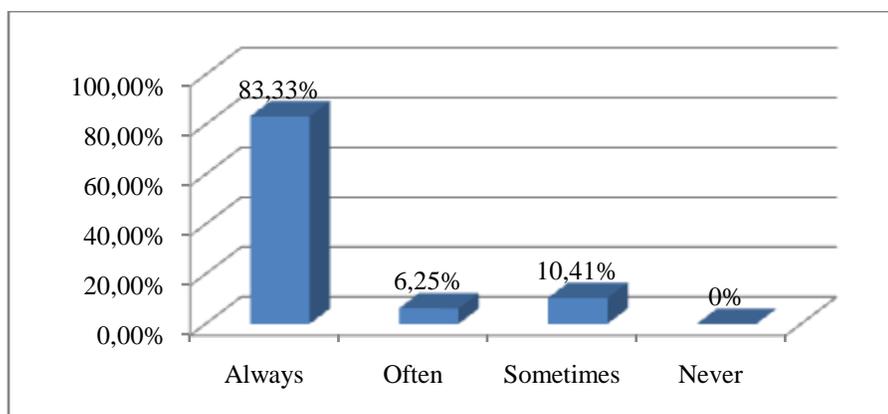
The majority “25” of students (52.08%) stated that teachers never use technology aids to support learning. Also, “18” students (37.5%) reported that teachers sometimes use them. Moreover, a minority of “3” students (6.25%) said that teachers always use technology aids and other “2” students informed that they often do so.

Q7. How often do your teachers use the following strategies in teaching?

a) Lecture

Frequency	Number of students	Percentage
Always	40	83.33%
Often	3	6.25%
Sometimes	5	10.41%
Never	0	0%
Total	48	100%

Table 47: How often teachers use lecture strategy in teaching large EFL classes.



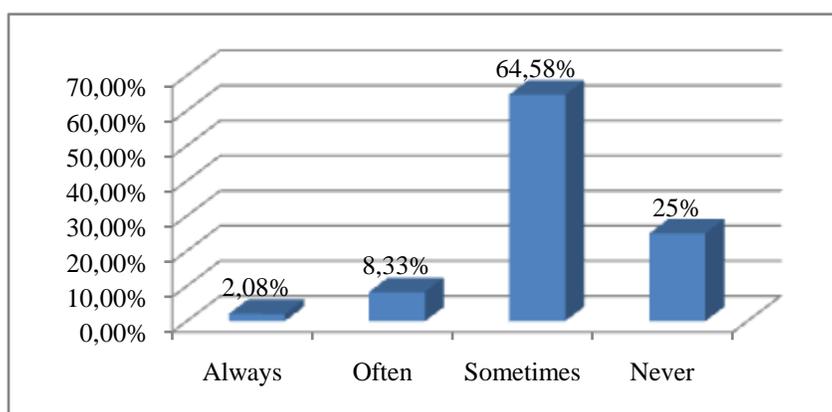
Graph 47: How often teachers use lecture strategy in teaching large EFL classes.

As it is illustrated in table (32), most students “40” (83.33%) reported that teachers always use lecture method in teaching large EFL classes. In addition, “5” students stated that they sometimes use lecture method. A minority of “3” (6.25%) students said that teacher use lecture method in teaching large EFL classes. However, none of students indicated that teachers never do so.

b) Group work

Frequency	Number of students	Percentage
Always	1	2.08%
Often	4	8.33%
Sometimes	31	64.58%
Never	12	25%
Total	48	100%

Table 48: How often teachers use group work strategy in teaching large EFL classes.



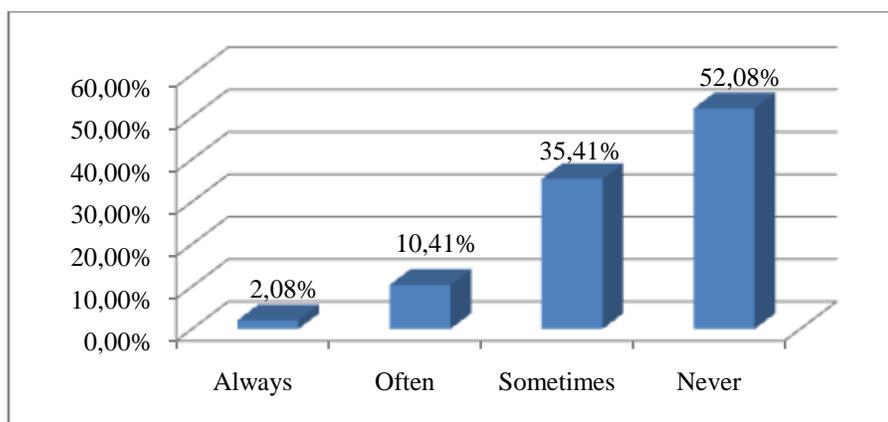
Graph 48: How often teachers use group work strategy in teaching large EFL classes.

Table (48) clearly illustrates that most students “31” (64.58%) reported that teachers sometimes use group work strategy in teaching large EFL classes. However, a number of “12” students stated that they never do as such. In addition, few students “4” (8.33%) indicated that teachers often use group work strategy. Only “1” student said that they always do so.

c) A combination of the two.

Frequency	Number of students	Percentage
Always	1	2.08%
Often	5	10.41%
Sometimes	17	35.41%
Never	25	52.08%
Total	48	100%

Table 49: How often teachers use a combination of lecture and group work strategies in teaching large EFL classes.



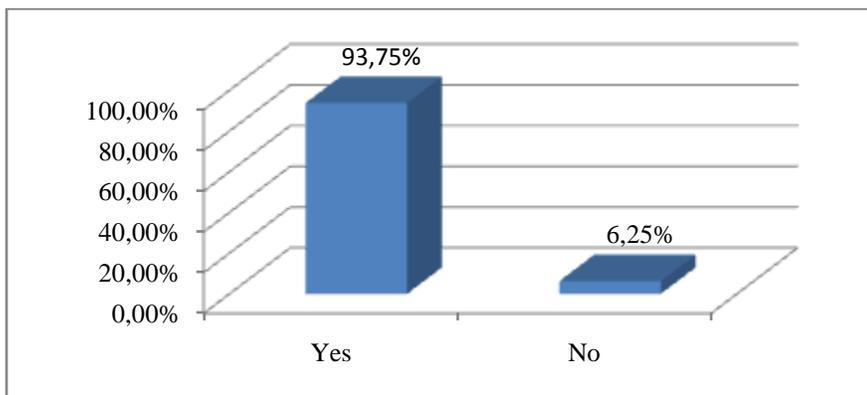
Graph 49: How often teachers use a combination of lecture and group work strategies in teaching large EFL classes.

More than half of the total number of students indicated that teachers never use a combination of lecture and group work strategies in teaching large EFL classes. Furthermore, “17” (35.41%) students said they sometimes apply such combination. Five “5” students reported that teachers often do as such, while another student stated that they always use this combination of lecture and group work

Q8. Do you think that peer and group assessment would help you to learn, exchange knowledge with your peers and benefit from their opinions and remarks?

Attitude	Number of students	Percentage
Yes	45	93.75%
No	3	6.25%
Total	48	100%

Table 50: Students' attitudes about that peer and group assessment.



Graph 50: Students' attitudes about that peer and group assessment.

This question was asked in order to figure out whether or not students welcome peer and group assessment as a strategy through which they learn, exchange knowledge with their peers and benefit from their opinions and remarks. Almost all students “43” (93.75%) showed a positive reaction towards peer and group assessment. On the other hand, only “3” (6.25%) students reported negative response.

IV.2.5. Discussion

A high percentage of students (47.91%) maintained their demotivation due to uncomfortable physical environment of classrooms. This asserts the influence of the latter on their learning. However most of them revealed their appreciation about teachers' efforts in creating a positive classroom environment.

Most students revealed strong agreement about admitting their responsible for their learning and behaviour within classroom. This asserts that if students' responsibility is highlighted within the process of organizing positive and efficient educational environment, selecting appropriate instructional and assessment strategies, as well as effectively reducing disruptive behavior, then EFL teachers would establish an effective classroom management for large EFL classes.

Moreover, most students acknowledged that they face difficulties within large classes. ,including hearing the teacher's explanation, uncomfortable environment, seeing the board and even the teacher, difficulty of focusing due to noise, lack of interaction and motivation, less opportunities to participate or ask all questions they have, most teachers usually do not know our needs, speed of presentation, embarrassment to participate and no real feedback.

Furthermore, students reported that it is sometimes that their teachers involve them in establishing classroom rules and activities, explain to them how they should behave within the classroom (setting expectations) or make them aware of the learning goals in each session. This also assures that teachers still adapt the traditional theory of classroom management. In addition, they indicated that their teachers never use technology to support learning.

Students maintained that their teachers always use lecture method in teaching; sometimes use group work and never use the combination of the two.

Almost all students “43” showed a positive reaction towards peer and group assessment. This means that they welcome this strategy that would enable them learn, exchange knowledge with their peers and benefit from their opinions and remarks.

Conclusion

Throughout the analysis of the questionnaires of teachers and students, we found that teachers have negative perspectives about large classes due to the teaching and management difficulties they encounter. Moreover, their classroom management style basically highlights control and strictness. However, they are aware of the influence of classroom physical and psycho-social environment on students learning. Furthermore, they are likely to welcome new strategies for dealing with large classes, such as self-, peer and group assessment or involving students in the process of classroom management. They highlighted lecture\ group work combination, but students said they never used it. This may be due to resources or time constraints. In addition, effective teaching would contribute to the reduction of students’ disruptive behaviors.

Whereas students reveal their negative attitudes about the appropriateness of classrooms physical environment, they certainly admit their teachers’ efforts in trying to maintain a welcoming and engaging classroom environment .Furthermore, they mentioned various difficulties which they face within large classes. Mentioning that their teachers always use lecture method in teaching and never use group work or the combination of the two implies that they are fed up with traditional lecturing method; therefore, most of their recommendations highlighted the use of technology and\or

innovative and more engaging methods which takes their needs into consideration, particularly cooperative learning activities. Also, most of them have appreciated the strategy of self-, peer and group assessment.

Thus, the positive results revealed in this study concerning establishing effective classroom management for large EFL classes have confirmed our hypothesis.

General conclusion

English language teaching in large classes is a worldwide phenomenon. Thereby, most teachers believe that the use of certain management and teaching methods and strategies would be difficult or even impossible. The present research revealed that such perspectives can change through different and innovative strategies that can be implemented to establish an effective classroom management for large EFL classes.

These strategies highlight involving students in whatever changes that are made in the physical environment as their involvement create an attractive and comfortable classroom environment. Establishing friendly relationships with students and personalizing the classroom are the backstone for building appropriate psycho- social environment. The teacher's objective should not be imposing situational control, but building student's capacity for managing their own behavior and their own learning. However, when possible, they intervene in ways that do not disrupt lesson momentum or distract students.

What counts is not the size of the class, but the quality of the teaching. The key to effective instruction and students learning, regardless of class size, is engaging students in active learning through effective lesson planning. The purpose of assessment is not only to grade students, it can, rather, become a learning experience through effective feedback from their teacher or their peers.

Finally, as Brophy states

teachers who approach management as a process of establishing an effective learning environment tend to be more successful than teachers who emphasize their roles as

disciplinarians. Effective teacher do not need to spend much time responding to behavior problems because they use management techniques that elicit students' cooperation and sustain their engagement in activities.

Recommendations

This present research revealed that most teachers manage their classes based on control and order. Thereby, teachers should reconsider such management style as it can work against building a positive psycho-social environment.

Teachers should place more emphasis on classroom seating arrangement due to its remarkable influence on teachers and on students learning. As most teachers advocated involving students in the process of classroom management, we recommend that they do their best to attempt to implement some of the strategies which have been presented throughout this present work.

In light of what have been said, more support to students and teachers should be provided on the part of University of Biskra in terms of increasing the number of EFL teachers, reducing class number and\ or providing more appropriate classroom setting.

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Appendices

Appendix I: Teacher's questionnaire

Mohamed khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Devision

Questionnaire

This questionnaire is designed to investigate teachers' attitudes and personal techniques within large EFL classes in terms of classroom management, as well as teaching and assessment strategies. This questionnaire is intended to gather data for my Master dissertation. Therefore, your completion of this questionnaire would be of great help.

Background information

These are questions about your education, the time you have spent in teaching and your students.

In responding to the questions, please mark the appropriate box.

1. What is your gender?

Female

Male

1

2

2. How old are you?

Under 25

25-29

30-39

40-49

50-59

60+

1

2

3

4

5

6

3. What is the highest level of formal education that you have completed?

License (BA)

MA

Dr

1

2

3

4. How long have you been teaching large classes?

This is my
first year

1-2 years

3-5 years

6-10 years

11-15 years

16-20 years

More than
20 years

1

2

3

4

5

6

7

5. How many students do you teach?

a) Per class

b) Per section

Classroom management, teaching and assessment techniques.

These questions are about your attitudes and your personal strategies and techniques in terms of classroom management, teaching and assessment.

6. Indicate the degree of importance that you assign to the following aspects to achieve an effective classroom management?

Please **mark** the appropriate box.

	<i>Very important</i>	<i>quite important</i>	<i>more or less importance</i>	<i>of little importance</i>	<i>not important</i>
a) Good instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Establishing strict and consistent classroom rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Controlling misbehaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Read the statements below and then **put a tick** in the appropriate box.

Teaching large classes implies:

No	statement	Agree	Disagree
1.	Classroom management challenges.		
2.	Teaching difficulties (eg.selecting appropriate strategy)		
3.	Inability to monitor (control) students' actual progress.		
4.	Saving time and energy when teaching large classes as teachers do not need to repeat the same lesson many times.		
5.	The University does not need many teachers.		
6.	Thorough discussions and different ideas.		

8. How much importance do you place on each of the following elements?

Circle the number that applies to you in each row.

	<i>Very important</i>	<i>Quite important</i>	<i>More or less important</i>	<i>Of little importance</i>	<i>Not important</i>
a) Appropriate seating arrangement.	1	2	3	4	5
b) Positive psycho-social environment (Classroom climate).	1	2	3	4	5
c) Establishing classroom rules and procedures.	1	2	3	4	5

9. To what extent do you agree or disagree with the following statements?

Please mark the appropriate box in each row.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a) Classroom seating arrangement affects students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is the teachers' responsibility to select suitable seating arrangement for their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Different seating arrangements (e.g. Rows, u-shape, etc) can be used for large classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What techniques do you use to create a welcoming and engaging class environment within large classes?

List at least three (03).

-
-
-

11. How much emphasis do you place on involving students (asking them to suggest or help) in establishing classroom rules and procedures?

Please **tick** the appropriate box.

Major emphasis	Some emphasis	Little emphasis	No emphasis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you think that involving students in establishing classroom rules and procedures would enhance their sense of belonging, their responsibility and reduce disruptive behaviors?

Please tick the appropriate box.

Yes

No

13. **Read** the following statements **carefully** then state whether you **agree or disagree**:

Tick the appropriate box.

	<i>Agree</i>	<i>Disagree</i>
a) Successful behavior management in large classes requires fairness and consistency.	<input type="checkbox"/>	<input type="checkbox"/>
b) For students to effectively learn, silence must be maintained in large classrooms.	<input type="checkbox"/>	<input type="checkbox"/>
c) Effective teaching may reduce disruptive behavior in large classrooms.	<input type="checkbox"/>	<input type="checkbox"/>

14. How much emphasis do you put on each of the following aspects when planning a lesson for your large classes? **Circle the number which applies to you in each row.**

	Major emphasis	Some emphasis	Little emphasis	No emphasis
a) Lesson content.	1	2	3	4
b) Lesson presentation (teaching strategy).	1	2	3	4
c) Classroom seating arrangement.	1	2	3	4
d) Students' learning styles and strategies.	1	2	3	4

15. In your opinion, which of the following teaching methods can be effective for large classes? **Tick the appropriate box.**

- a) Lecture b) Group work c) A combination of the two

16. How often do you ask your students whether or not your teaching style(techniques) fits their needs? **Tick the appropriate box.**

- a) Always c) Sometimes
- b) Often d) Never

17. Do you think that advanced (talented) students' assistance can be an effective strategy to implement in large classes? **Tick the appropriate box.**

- a) Yes
- b) No

18. Do you agree or disagree with the following statements. **Tick the appropriate box.**

a) Self- , peer and group assessment can be an effective strategy to reduce the teacher’s effort when assessing students’ achievements. Agree Disagree

Explain why?

.....

.....

.....

b) Peer and group assessment can provide learning experiences for students.

Agree Disagree

Explain why?

.....

.....

.....

19. Thinking of your professional development needs, please **indicate the extent to which you have such needs** in each of the areas listed:

	No need at all	Low level of need	Moderate level of need	High level of need
a) Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Innovative teaching and assessing practices for large classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)Skills of using technology to support Teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

➤ Others (Please specify below)

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

If you have any suggestions or recommendations, please state them below.

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

Thank you very much for your cooperation

Appendix II: Students' questionnaire

Mohamed khider University of Biskra

Faculty of Letters and Languages

Department of Foreign

English Language Devision

Questionnaire

This questionnaire is designed to investigate students' attitudes and personal experiences within large EFL classes. Your completion of the questionnaire would add to the validity of my Master Dissertation.

Background information

1. What is your gender?

Female

Male

1

2

2. How old are you?

Under 20

Years

20-25

26-30

30+

3. How many students are there?

In your class

In your section.....

Students ‘attitudes and experience in large

4. State whether you agree or disagree with the following statements. **Please mark the appropriate box.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
a) The physical environment of classrooms at our University motivates me to learn .	<input type="checkbox"/>				
b) Most teachers respect us and do their best to create a welcoming and engaging classroom environment.	<input type="checkbox"/>				
c) If I participate in making classroom rules, I will be responsible for my learning and behaviour.	<input type="checkbox"/>				

5. Do you find difficulties to learn because of the huge number of students?

Yes

 Sometimes

 No

List three difficulties that you usually face.

.....

.....

.....

6. How often do your teachers do the following practices in the classroom?

Please mark the appropriate box in each row

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
a) Involve students in establishing classroom rules and activities .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explain to students how they should behave within the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Make students aware of the learning goals in each session .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Use technology aids to support learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How often do your teachers use the following methods in teaching?
Please mark the appropriate box in each row.

	Always	Often	Sometimes	Never
a) Lecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A combination of the two.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do you think that peer and group assessment would help you to learn, exchange knowledge with your peers and benefit from their opinions and remarks?

- a) Yes
- b) No

If you have any suggestions or recommendations, please state them below.

.....

.....

.....

.....

.....

.....

Thank you very much for your cooperation

