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***Classroom Managemant Strategies For Promoting  
Teacher – Student interaction in an overcrowded classrrom.  
Case study of first year E F L students in english department at  
Tlemcen University***

Dissertation submitted to the Departement of English partial  
fulfilment of the requirement for the degree of Master

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## Dedications

To my parents for their unwavering support throughout my research.

To my dear brother and lovely sisters.

To all those who love me.

I dedicate this work

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## Abstract

As the result of the increase of number of students at the English department in Tlemcen University, classroom management becomes one of the most difficult challenges for teachers especially novice ones. Therefore, learning in general, and teacher-student interaction in particular may be affected because of huge number of students in EFL class. The purpose of this research was to investigate the most serious challenges and problems in large size class and to reveal the reasons that hinder the teacher-student interaction. The study was a descriptive research relied on the quantitative and qualitative methods. The population under study included (60) students chosen randomly from three different groups (1<sup>st</sup> year students), and (10) teachers from the department of English, Tlemcen University. The research tool used for collecting data, is the questionnaire for both teachers and students and the data were given both quantitative and qualitative treatment. The outcome of the study indicated that teacher in overcrowded classes face many problems including noise making, lack of individual attention and classroom management are issues that influence interaction in the class . So, to solve this problem it is necessary to adopt new teaching aid in addition to the methods and techniques that should be applied while teaching those classes. Furthermore, the research therefore recommended that teacher and students can use the findings to improve classroom management practices for better interaction.

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## List of acronyms

- ✓ EFL : English as Foreign Language.
- ✓ ICT : Information and Communication Technology.
- ✓ SLA :Second Language Acquisition.

## General Introduction

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Nowadays, learning English as foreign language has become a very sophisticated task, an affective teaching and learning process is based on the teacher, students, and the classroom where the teaching-learning process takes place, and where classroom management is one of the important aspects to take into consideration. Classroom management that used by the teacher can influence the teacher-student interaction.

So, when the classrooms are managed effectively, the student respond positively to instructions, and interact appropriately with both classmates and teacher since the interaction plays a great role in EFL context , and through interaction learners can develop their language proficiency. In an ideal classroom setting, the class should not exceed a certain number of students ie,20 students per class, due to a growing interest towards the English language at Tlemcen University, EFL learning has been invaded by huge number of people and classes can not contain the minimum number required for language teaching classes. This large number certainly creates problems which affect negatively the students learning and their final outcomes, not only that, teacher can not establish an effective teaching environment where the number of learners exceed the normal standard and he can not realize an interaction among the learners in large group and the learners can not prolong their attention during the teaching - learning process. This study stresses basically on how to maintain the teacher-student interaction in large size class setting, therefore, it can be deduced that overcrowded classroom may affect teacher-student interaction either positively or negatively and as a result the objective of the current research is to make some recommendations and suggestions to manage this situation.

Overcrowding has become a very important phenomenon in today's universities. The majority of language teachers see that overcrowded classes are one of the negative factors that could be linked to failure in English language learning, in classes that contains a big number of students , teachers feel that they have a lot of challenges for example, talking to everybody in class, ensuring that everybody is participating , evaluating all learners fairly, reaching all students needs, organizing group work activities, engaging all learners and monitoring the tasks, they also face noise issues which consume much effort and time, that is why large classes is considered as a great

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barriers toward effective language and teaching and teacher-student interaction as well. Therefore teachers need to adopt more technical strategies for reaching the goal of effective teacher-student interaction. The study aimed to realize two main goals: firstly, to arise the awareness on how class size affects at teacher-student interaction in EFL classrooms. Secondly, the research aims to find the most technical strategies that help teachers to cope with their large classes and how they can be used in English as foreign language (EFL) context at the English department at Tlemcen university.

This research study hopes to explore the impact of large classes on teaching and learning and examine the effective ways of coping with those large classes in order to enhance teaching and learning process after investigating the teachers'and students' believes about the phenomenon. It also, intends to make practical solutions and recommendations that are useful for novice teachers in order to reach higher level of understanding that can be used to address the theoretical and practical issues of teaching large EFL classes. This study relies on the following reserach questions:

- Do teachers and students feel comfortable in a class with huge number of students?
- Is it easy to give attention to every individual in large class?
- Does overcrowding classes affect on the teacher-student interaction?

This study is designed to test the following hypothesis:

- Teachers and students probably do not feel comfortable in a class with huge number of students.
- Teachers can not pay attention to every learner in large class
- Classroom size has an effect on the teaching learning process in general and the teacher-student interaction in particular in EFL.

This work will be a descriptive research that focuses on the qualitative and quantitative methods. Using questionnaire for both teacher and students as a research tool that can be useful in collecting data. The sampling population was(60) first-year students who are studying English as foreign language at Tlemcen university, English

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department. The research also select (10) teachers randomly from the same department. In relation to the nature of this research, two questionnaires used, due to the fact that they save time and effort. This research work has two main chapters, the theoretical and practical. The first chapter itself is divided into two parts, the first part starts with the definitions of some basic concepts then it sheds the light on some overcrowded classroom challenges. The second part is devoted to classroom interaction and its aspects, types and some appropriate strategies to enhance interaction. The second chapter, fieldwork, provides a detailed description of data collection as well as analysis of both teachers' and students' questionnaires, in addition this chapter includes a discussion of both questionnaires, and build on the findings the research suggested a set of solutions to decrease the effect of overcrowding on the teacher-student interaction.

# Chapter one: Literature review

## **PART ONE: classroom management**

### **1.1 Introduction**

Classroom is the heart of any educational system. As a result of the globalization, the number of English learners increases which make the classrooms appear overcrowded. A classroom with such setting make the teaching task more complex specially for novice teachers because it has lot of dimensions and challenges, so many teachers worry about how to manage, arrange, and organize their classes for an effective teaching. The main problems of teaching in large classes that the learners in overcrowded class, lose their interest and feel isolated and have no stimulus to participate and interact. However, interaction has great importance in EFL , as teaching English does not only focus on accuracy or linguistic skill but also on improving the students' communicative competence through implementing and adopting interactive activities. Therefore EFL teachers should use a set of techniques and strategies to create and maintain a comfortable atmosphere to suit the learners and keep them interested, organized, interact.

The topic of classroom management becomes a popular topic in EFL researches. This chapter will deal with the notion of classroom management, the importance of classroom management, difficulties in large classes, the notion of interaction, the types, aspects of interaction and some suggested methods and strategies for overcoming large classes.

### **1.2. Definition of Overcrowded Classroom**

How a class can be called a big one? How many students are in a class so it becomes a large one? it has no exact answer; Hayes (1997) says there is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context .Ur (1996) concludes, what is relevant to the class considered as large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it.

Another research says that a classroom is called an overcrowded, in which the numbers of students exceeds the optimum level such that it causes hindrance in the teaching-learning process. Actually, large class has no "exact size " ,it is measured in terms of the number of students per teacher (student-teacher ratio). Ur (1996:302) explained it as follows:

Large is, of course, a relation term, and what a large class is, will vary from place to place...a group of twenty may be considered large; in my own teaching situation 40-50... A study done by a team of the Lancaster-Leeds Language Learning in Large Classes Research Project (Project Report N° 4) of Coleman et al., indicates that an average perception of the large class may be around 50 students .

Some researchers consider a class with 50 students as a large one, others argue that a large class contain over than 100 students. In sum, there is no universal definition of an overcrowded class, it is vary from context to context ; for instance in developed countries consider a class of 25 students as a large unlike others , it is seen as normal class, thus it depends mostly on context and expectation.

The following table contains different funding concerning the number of students should in a class to become a large one:

Authors	Minimum size of large class
Barkers (1976)	55
Chimombo (1986)	50
Dixon (1986)	40
Finoncchiaro (1989)	65
George (1991)	60
Hayes (1997)	50
Hollidays (1996)	50
Hubbard & Al (1983)	45
Li (1998)	50
Long (1977)	60
Nolasko & Arthur (1986)	40

Table 1.1. Some minimum sizes of large classes (proposed by different scholars)



### 1.3. Definition of Classroom Management

Bellon, & Blank (1992) say that term classroom management and discipline are often used interchangeably. It is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students, the term also implies the prevention of disruptive behaviour.

Tan, Persons, Hinson, & Sardo-Brown (2003) find that classroom management refer to all those activities necessary to create and maintain and orderly learned environment such as planning and preparation of materials, organization, and decoration of classroom and certainly the establishment and enforcement of routines and rules.

It is also closely related to issues of motivation, discipline and respect, Krause, Bouchner & Duchesni (2003) claim that classroom management is certainly concerned with behaviour, but it can also defined more broadly as involving the planning organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.

### 1.4. Classroom Managements' Goals

Effective classroom management is a challenging issue, the language teacher encounters with in teaching a large class. Therefore, the experienced teacher is who hope to manage his/her class successfully through creating an atmosphere for:

- Motivation to arise the students' interest, and engage them in the learning process.
- To create and maintain a positive, productive learning environment.
- Effective classroom management is to keep the students interesting, motivation and involvement aiming to create and maintain a positive, productive learning environment.
- To support and foster a safe classroom community.
- Another goal of classroom management is to support and foster a safe classroom community, ie encourage learners' contact and make them feel comfortable enough to discuss their ideas, their previous understanding without farness of being wrong.
- To help the students to manage themselves, that is, to assist students to take responsibility for their own actions as they impact their work within the classroom (Tan, Parsons, Hinson, & Sardo-Brown, 2003).

## 1.5. General Problems of Teaching an Overcrowded Class

Teaching a large class is a serious challenge and most of teachers fear having a teaching experience under this condition because they believe that class size effect negatively on the teaching-learning process, however the majority of them comment on big class as "out of control", "hard to organize class activities" or "impossible to communicate", these teachers' perspective are common with researcher Kennedy and Kennedy (1996) feel that is difficult to control what happens when the number of group passes a certain number.

Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and students and process of teaching and learning. Locastro (2001) summaries the problems of teaching large classes as pedagogical, management-related and affective.

Yu Jianqiong (2004) identifies some similar problems of large classes, eg student's individual differences are ignored and classroom environment is worrying, she also mentions that limited chance for student to practice English hinders the improvement of their oral English. To sum up ; for teaching large classes, it is difficult for teacher :

### 1.5.1. Discipline the Class:

Discipline refers to behavior (students' responsibility-acting responsibly, managing impulse, having self-control). And behavior management refers to the proactive and reactive strategies to alleviate off-task behavior, helping students to act responsibly gain self-control. *Overcrowding increases classroom discipline issues.* More students provide more opportunities for personality conflicts, tension, and general disruptive behavior. Even the best teachers find it difficult to manage an overcrowded classroom successfully. Teachers often find themselves spending more time managing their classrooms than they do teaching.

According to Emmer and stough (2010) teachers find difficulty in monitoring behavior and activities in overcrowded classrooms. So it is challenging for teacher to maintain discipline and monitor the students behavior since the class of large number of students it is certainly becomes noisy and the teacher can not control or reduce the level of noise especially while the students do the exercise or after finishing it.

### 1.5.2. Satisfying All the Students' Needs:

One of the biggest problems teachers face in large class is to teach a class with the students of different levels, some are efficient learners of English, some are less efficient learners and some are problem learner, those who have no interest in English, so they do not like to participate in the activities, and if the teacher give them interest ; it means to teach very slowly so, that lead to efficient learners feel bored or others feel neglected.

### 1.5.3. Organizing Efficient Class Activities:

When a class passes a certain number of students, it would be hard for teacher to organize the activities and monitor the students because the teachers spend lot of time to stop the noise and it would be difficult to move around (lack of physical space) and check their students understanding.

### 1.5.4. Providing Equal Chances for participation:

It very important to involve learner to take a part in the teaching learning process through participating, negotiating to break the barriers and avoiding isolation “ one of the most critical problems faced by instructors of large classes is that students feel isolated and are often anonymous to both the instructor and to one another. ” (Svincki & Mc Keachie, 2010:273).

Students in an overcrowded classes often fear to react and interact either with the teacher or with their classmates, because of being embarrassed and ashamed of showing others that they do not understand, so the students are mainly to be passive recipient of knowledge during the lesson, this does not allow for learner-teacher interaction and the teachers are obliged to rely on the lecturing method rather than learner-centered lesson , even the teachers aim to pay attention to every individual in their large classes, it is still difficult to give equal chance to participate in the lesson, so, undoubtly, the interaction with all students will fail since the teachers find themselves interact with some students more than do with

others, this what has to be called the teacher's zone, so, the students who are within the teacher's action zone are likely to participate more actively.

Cooper & Robinson (2000) find that students who perceive that they are anonymous often have less responsibility for learning, have decreased motivation to learn, and attend less frequently.

#### 1.5.5. Giving Timely and Effective Feedback and Evaluation :

Evaluation is so crucial in language teaching, but as the class is so big, it is impossible for the teachers to assess their students' progress and provide feedback and to every individual and check the activities done in class or given as homework, almost it is impossible to correct their errors. it will not be possible to give feedback that responds to specific needs. Even when feedback is possible the attention paid to one or a few students may cause other activities to stop, and result in the other students losing interest in the lesson. So, the quality of feedback to students can be much reduced in large classes.

#### 1.5.6. Varying the teaching method:

Teachers in an overcrowded classes feel bored and hopeless that reduces their performance and their teaching effectiveness, so the teachers find themselves sticking blindly to one single ancient method that will not suitable and adequate to fulfill their students' needs. Also relying on the lecturing method and the idea of taking notes is seen as bad habit, since it does not encourage learners to use their reasoning and thinking capabilities to understand the idea, therefore, the students should be well involved and engaged in class by stimulating higher order thinking for not just being passive learners, like create a debate. Mc Keachie (1999) & Nance (1990) who identify plenty of methods which can be utilized in lectures to actively engage students and stimulate their higher-order thinking, such as the employment of class discussion visual and multimedia aids, handouts or written and small group activities

### 1.5.7. Accessing to equipment and technology:

*Overcrowding leads to less access to equipment and technology.* Space is already at a premium for many schools and there often is not enough room to accommodate specialties such as science or a computer lab. A science teacher would find it hard to conduct experiments safely with forty students in a laboratory meant for twenty. Computer labs are often maxed out with twenty-five computers making it difficult to use for classroom who have more students than the number of computers available.

### 1.5.8. Motivating learners:

Almost the learners complain of being unmotivated in large classes therefore, they do not participate in the learning activities, they usually feel tired and bored and lose their attention as they become unmotivated.

## 1.6. Psychological problems

Overcrowded classroom does not affect only learner, but also the teacher as well. The teacher in large class becomes less effective and is not dynamic because of their teaching condition. Mundt (1991) claims that teachers who face with teaching challenges could end up with lack of self-confidence, confusion, frustration and isolation. Furthermore, big class has created a stress for teachers making it difficult for them to handle the learning needs of learners. According to Wilson (2006) class size also impacts the teacher motivation and job satisfaction.

To sum up, the following table contains the most famous problems identified by many scholars :

Problem	References
<p>Learning</p> <ul style="list-style-type: none"> <li>• Less effective learning</li> </ul>	<ul style="list-style-type: none"> <li>• Coleman (1989d) ; Ur (1996)</li> </ul>
<p>Management/Activities</p> <ul style="list-style-type: none"> <li>• Discipline</li> <li>• Absentee students</li> <li>• Organising activities</li> <li>• Reliance on lectures and drills</li> <li>• Avoidance of some activities</li> </ul>	<ul style="list-style-type: none"> <li>• Coleman (1989d); Dudley-Evans &amp; St. John (1998); Hayes (1997); Li (1998); LoCastro (1989); Nolasco &amp; Arthur (1986); Peachey (1989); Sabandar (1989); Ur (1996); Woodward (2001)</li> <li>• George (1991)</li> <li>• Harmer (1998); LoCastro (1989)</li> <li>• Coleman (1989e) ; Hubbard et al. (1983)</li> <li>• McLeod (1989); Peachey (1989)</li> </ul>
<p>Physical/Practical</p> <ul style="list-style-type: none"> <li>• Space</li> <li>• Discomfort</li> <li>• Students can't see/hear</li> <li>• Noise</li> <li>• Timing</li> <li>• Time for student presentations</li> <li>• Provision of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Coleman (1989d); Nolasco &amp; Arthur (1986); Peachey (1989); Woodward (2001)</li> <li>• Hayes (1997)</li> <li>• Long (1977)</li> <li>• LoCastro (1989); Nolasco &amp; Arthur (1986); Woodward (2001)</li> <li>• Peachey (1989); Sabandar (1989)</li> <li>• Watson Todd (1999)</li> <li>• Coleman (1989d); Dudley-Evans &amp; St. John (1998); Nolasco &amp; Arthur (1986); Peachey (1989)</li> </ul>
<p>Affective factors</p> <ul style="list-style-type: none"> <li>• Achieving rapport</li> </ul>	<ul style="list-style-type: none"> <li>• Harmer (1998); Holliday (1996);</li> </ul>

<ul style="list-style-type: none"> <li>• Impersonalisation</li> <li>• No sense of community</li> <li>• Teacher discomfort</li> <li>• Intimidating atmosphere</li> <li>• Learning names</li> </ul>	<p>Hubbard et al. (1983); LoCastro (1989); McLeod (1989)</p> <ul style="list-style-type: none"> <li>• Carbone (1996d)</li> <li>• Hubbard et al. (1983)</li> <li>• Coleman (1989d)</li> <li>• Harmer (1998)</li> <li>• Dudley-Evans &amp; St. John (1998); Hubbard et al. (1983); LoCastro (1989)</li> </ul>
<p>Interaction</p> <ul style="list-style-type: none"> <li>• Few opportunities to speak</li> <li>• Giving attention to individuals</li> <li>• Focus on the action zone</li> <li>• Increased use of the mother tongue</li> <li>• Less interesting lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Coleman (1989d) ; Hubbard et al. (1983); Ur (1996)</li> <li>• Coleman (1989d); Dudley-Evans &amp; St. John (1998); Hayes (1997); Peachey (1989); Ur (1996); Watson Todd (1999)</li> <li>• Shamim (1996)</li> <li>• Dudley-Evans &amp; St. John (1998); Woodward (2001)</li> <li>• Ur (1996)</li> </ul>
<p>Feedback and evaluation</p> <ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Giving feedback</li> <li>• Assessment</li> <li>• Marking load</li> </ul>	<ul style="list-style-type: none"> <li>• LoCastro (1989); Peachey (1989)</li> <li>• Dudley-Evans &amp; St. John (1998); George (1991); LoCastro (1989)</li> <li>• Coleman (1989d); Dudley-Evans &amp; St. John (1998); Hayes (1997); Sabandar (1989)</li> <li>• LoCastro (1989); McLeod (1989); Peachey (1989); Ur (1996) Watson Todd (1999).</li> </ul>

Miscellaneous	
• More mixed abilities	• Dudley-Evans & St. John (1998)
• Getting feedback from students	• Hayes (1997)

Table1.2: problems of large size classes

(proposed by different scholars)

### 1.7. Small Classes vs Large Classes Which are better ?

Actually, there is no agreement among teachers about teaching a large classes, but usually most of language teachers believe that class size effect negatively on teaching- learning process, however the majority comment on the big classes as out of control hard to organize class activities or impossible to communicate. Harmer also finds out in this study that large classes bring difficulties to both teachers and students and process of teaching and learning. Moreover, Yu Jianqiong (2004) identifies some similar problems of large classes, eg, students 'individual differences are ignored and classroom environment is worrying, she also mentions that limited chance for student to practice; English hinders the improvement of their oral English. In sum, the majority of language teachers prefer small classes because of holding the idea that the smaller the class is, the more students learn; and fear teaching in an overcrowded classrooms as they feel bored, hopeless and out of control, they tempted to give up and believe that impossible to have their students learn. Yaman & Uygulamada (2009) find that small class sizes enhance students' effective learning and academic success, ie, academic success fundamentally based on the number of students and small class support interest for individual students, it means that the student can benefit from individualized learning and engage creatively, also the teachers have the opportunity to adopt various instructional strategies and learning activities which result of having more positive attitude and moral.

But there are some researches that support teaching in large class, like Ur (2000) and Hess (2001), who argue that large classes can provide rich human resources and greater opportunities for creativity than smaller class.



Xu Zhichang (2001) notices that more students mean more ideas, and therefore, provide more opinions and possibilities. Qi Li and Wang Jiana (2009) complement three more advantages in detail by saying that large classes can provide more opportunities for co-students' interaction, foster an atmosphere of cooperation and encourage creativity and innovation. So large classes can not be seen as challenge but rather bring opportunities for teacher as noted by Lewis and Wood Ward (1988), it is the teaching methodology rather than class size that contributes best to efficacy of teaching, ie , that the skill and competency of instructor, the teaching methods used and the course design are likely more important factors affecting students' learning than class size alone so, the class size is not matter but rather teaching proficiency (quality as the student can learn both in large, and in small class).

Ur (1996:302) specifically proposes that " the exact number does not really matter: what matters is how the teacher see the class size in his/her own specific situation. Hoxby's (2000) study on the effect of class size established that smaller classes had insignificant or no effect on student achievement. Similarly, Milesi and gamaran (2006) report in their research study that there was no evidence of class size effects on students' achievement.

In addition, the center for excellence in learning and teaching (1992) clearly also indicates that reducing the number of student in class does not necessarily improve the quality of instruction, so also, increasing class size need not to necessarily worsen it. So, large classes give the teachers the chance to organize their big class creatively and make it a relaxed, welcoming learning environment and manage many student within it.

The value of big class is that it has a diversity of learners with different learning styles, Hess (2001) who argues that large classes are characterized by rich human interaction because there are plenty of diverse students. So, it helps the teacher to adopt various active, and humor ways of performance. Also students in large class feel more relaxed as they can enhance their knowledge from their peers

through exchanging thoughts and opinions it means that the students within a large class can benefit by forming study groups to work in real classroom based issues.

### 1.8.The characteristics for Teaching a large class

Waugh and Waugh (1999) suggest that certain characteristics are necessary to effective teaching of large classes of students , these include:

- A relaxed atmosphere.
- Compelling."real world"content.
- Light-heartedness/humor.
- Demonstrated concern for student progress.
- Well-timed breaks.
- Relevant illustration and examples.
- Stimulating and entertaining delivery.
- Accompanying tutorial system.

### 1.9. Part two: classroom interaction

The most important challenges faced by teacher in large group of students is how to keep their student paying attention, interaction and interest in the lesson presented as the student in an overcrowded class feel just to take the course passively, that surely affect negatively on classroom interaction.

#### 1.9.1. The definition of classroom interaction:

There is a great debate among educators in the literature over the definition of interaction. Classroom interaction is more than students' ability to speak and express themselves, classroom interaction encompasses any type of classroom participation occurring in the classroom such as teacher-student, student-student, group discussion and any other type of classroom participation. Walsh (2013) describes interaction as a kind of communication that requires collective competence by all parties, as with classroom interaction, the teacher allow learners to interact and express themselves.

### 1.9.2. The importance of classroom interaction:

Interaction has great value in language learning, Ellis (1985) argues that the quality of interaction is thought to have a considerable influence on learning. Teaching EFL does not only focus on accuracy or linguistics skill but also on improving the students' communicative competence through implementing and adopting interactive activities Bonwell and Eiso (1991) indicate that one of the ways to enhance learning in large classes is through interactive learning. Brown.H.D (1994) says that interaction is the heart of communicative language in USA teaching

So classroom interaction plays an important roles which are follows:

- it helps students to develop their abilities to engage socially outside the classroom.
- It enhance the students' language proficiency.
- It helps the teacher to measure students' progress and development.

### 1.9.3. The types of classroom interaction

Classroom interaction is organized in different way according to teachers' objectives and students' needs. the structures of interaction can be classified into two basic types:

- **Teacher-learner interaction:** This type of interaction occurs between the teacher and student when the teacher asks questions to one student or small groups of student or the whole class. Therefore, the teacher is the sender and the student is receiver. ie the teacher initiates the interaction by asking a question and then closes the exchange by giving direct feedback. Harmer (2017) assert that teachers should encourage learners to produce communication out puts and be engaged in communicative activities.

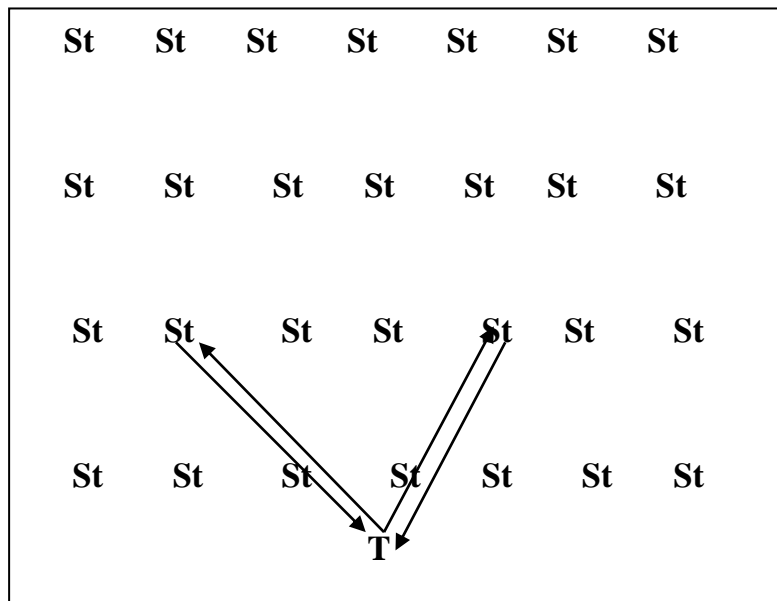


Figure 1.1: interaction between teacher and student.

Key:

- ↗ Teacher interact with student.
- ↘ Student interact with teacher.
- St Student.
- T Teacher.

- **Learner-learner interaction:** The structure can be learner-learner or learner-learners, or learners-learners. It takes place among students in different pair work, and the teacher monitors and guides students toward more organized, progress in interaction.

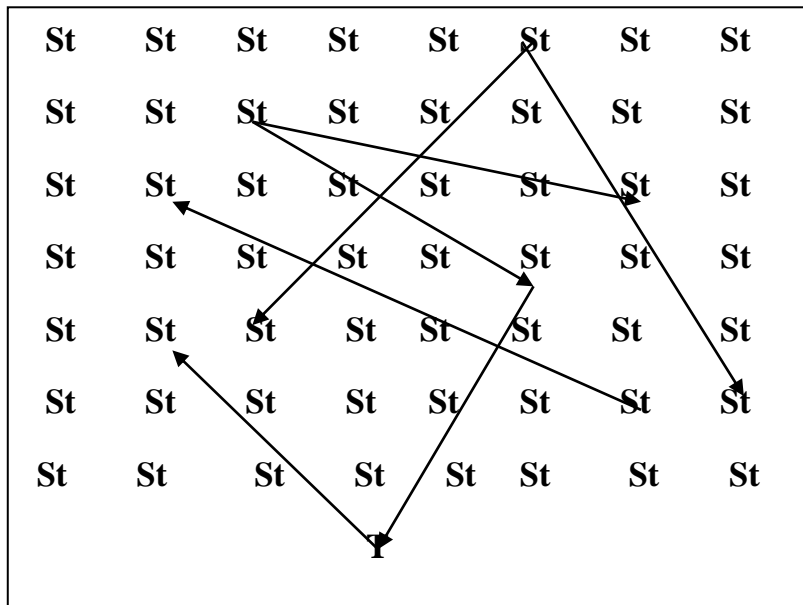


Figure 1.2: interaction between students.

#### Key:

↗ Student-student interaction.

St Student.

T Teacher.

There are other types of interaction which are not given importance:

- **Learner-interface interaction:** It is a type of interaction that take place between the learner and technology used for online education. It is considered as one of the most challenging types of interaction as because people are not familiar with such kind of learner-interface interaction in their traditional classroom education.
- **Vicarious interaction:** When participate internally silently when chooses to observe instead of verbal reaction.
- **Learner-self interaction :** Such kind of interaction gives the value of self-talking when engaging with learning content.

### 1.9.4. The aspects of Classroom Interaction

Classroom interaction can not be achieved without realized three fundamental aspects which are, negotiation of meaning, encourage questioning, and providing feedback if the three elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Ellis and Foto (1999:09) say, “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.” Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

#### 1.9.4.a. Negotiating of meaning:

Negotiating of meaning is seen as fundamental aspect of interaction can not be achieved without negotiating of meaning , through it, the students involve themselves in interaction. In case of misunderstanding , Ellis & Barkhuizen,( 2008) define negotiation of meaning as the verbal exchange that occurs when speakers seek to prevent the breakdown of communication, during the process the input given should be comprehensible, otherwise, input should be cor-reacted to make interaction going on, through repetition, segmentation, and rewarding.

Repetition involves repeating the students’ exact speech as it is when the others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation. Rewording means rephrasing the original utterance, i.e. using other simple words.

Negotiation of meaning has great value on language learning as, one way in which occurs, when the negotiation breaks down and learners seek to segment the input into units, so they can understand then, secondly, negotiation of meaning provides learners with feedback on how to use the second language, finally negotiation of meaning encourages learners to adjust, manipulate and modify their personal out put.

#### 1.9.4.b. Teacher questioning

Brown (2006) indicates that classroom interaction involves a significant number of teacher questions directed to learner. The EFL language teacher should frequently ask students to have an effective classroom interaction so questioning plays very important

role. Richards (2003) claims that the act of verbal questioning and answering that occurs between teacher and student is more frequent than any other event in EFL classroom. So, the verbal questioning is teaching method that classroom teachers use to involve students in classroom discussion and promote more interaction.

#### 1.9.4.c. Providing feedback

Researches also suggested that providing oral feedback can be used to promote classroom interaction. According to Mackey (2007) through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification. In language teaching learning process, the learners need to recognize their errors for correction. The feedback can be either send from the teacher or from peers. Mackey (2007) suggests two forms of feedback, an explicit and implicit feedback. Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also meta linguistic feedback because teachers provide the learners with the linguistic form of their errors. Whereas implicit feedback, refers to the corrective feedback that includes requests for clarification or recasts. However, teachers should not deal with all oral production of the students and during all the time, they should make decisions when and how to react to the students' errors so that the interactive activity will not break down each time.

#### 1.10. The effect of motivation on classroom interaction

Motivation, generally define (in education ) as the willingness and readiness of people to try, achieve or acquire some things, as Rob Dean (2010) points out, for motivation to occur, for the students their need to be an interest in the topic.

So, motivation is a fundamental aspect of successful learning interaction gives learner the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation. Therefore, the teacher who hopes to get their students learn English he/she needs to motivate their students' interests.

### 1.11. The effect of technology (ICT) in promoting interaction

The new developed technology change the world around us and the teaching learning environment as well, however, implementing the ICT in teaching-learning process has become important and affect significantly on the teaching effectiveness, and learners' achievement and it supported successfully the student-centered learning and increasing student motivation, and for increasing student responsibility in their learning process and improving the learner's ability to take charge of his/her own learning .

So, the lesson presented by using power point, integrating animation, as this idea may catch student's attention and support the discussion on the subject because students easily got the meaning of concepts, asking questions, because they relate things and issues to what had been seen, through this, the lesson become student-centered, interesting and engaging.

In sum, using power point presentations, student unconsciously preserve their interest in the lecture at any moment, they pay attention and concentrate on the information exposed by power point; and that what had been found by Szabo et al the advantages of power point soft ware in projecting and in facilitating the explanation of information. In addition, many educationalists appreciate its value and believe that it is an excellent resource for making the learning process more attractive.

### 1.12. Strategies and techniques to enhance classroom interaction in overcrowded classes

Teaching overcrowded classes may be seen as big challenged and hard task for the majority of language teachers to cope with such classes. One of the most concerns voiced by language teachers with responsibility for teaching a class that passes a certain number of student is how well they manage their classroom and reach a high level of interaction in order to get their learners involved and engaged them effectively in the learning process, they find the following tips useful:



### 1.12.1. Discipline the class

Effective classroom discipline is an essential part of teaching-learning process, and the teacher has a great role in the educational process and he/she ought to make efforts in order to impose control and maintain discipline.

The teachers need to establish a position of authority from the first day of class, they must learn to analyse discipline problems accurately, and deal with them quickly, fairly and in a consistent manner. Spahiu and Spahiu (2013: 95) stresses that effective teachers should listen actively without becoming defensive or authoritarian, avoid win-lose conflicts, respect each student as an individual, emphasize positive rather negative expectation, explain the rationale behind rules, able to earn students' respect. To discipline the class the teachers need post some rules and adopt some techniques as Jhonson (2011) proposes some of classroom discipline:

- Model the behaviour you expect from the student.
- Allow the student to back down gracefully.
- Assign consequences that address specific behaviour.
- Focus on rewarding good behaviour.
- Provide positive feedback when behaviour improves.

### 1.12.2. Organizing the physical environment

Seating shape and tables' arrangement are very crucial, so the teacher can see all of the students and move around easily, and the students themselves can see each other as well. The ancient organization and tables arrangement has been criticized, as it limits students' interaction and make group activities hard to manage and monitor.

There are a number of approaches to seating arrangement in the classroom; Harmer (1998) suggests the following types of seating:

Orderly rows: when the students sit in rows in the classroom. MacAulay, 1990; Walker & Walker, 1991 argued that Seating students in rows facilitates on task behavior and academic learning; whereas more open arrangements, such as clusters, facilitate social exchanges among students. It means that the teacher has a clear view of all the students and the students can all see the teacher. It enables the teacher

maintain eye contact with the pupil he or she is talking to. Orderly rows help the teacher work with the whole class because some activities are especially suited to this kind of organization: watching a video, using a board etc.

Circles and horseshoe: in this kind the teacher will probably be at the open end of arrangement since that may well be where the board is situated. In a circle, less dominating. Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in. With all the people sitting in a circle, there is a far greater feeling of equality – the teacher has a much greater opportunity to get close to the students.

Separate tables: When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in the other arrangements. However, this arrangement is not without its own problems. Primarily, students may not always want to be with the same colleagues, indeed their preferences may change over time. Secondly, it makes “whole-class” teaching more difficult, since the students are more diffuse and separated (Harmer:19-20).

Although, there are many seating shapes, it is up to the teachers to arrange their groups of students in the classroom as they want in a form that suits the classroom dimension and feel comfortable to the students.

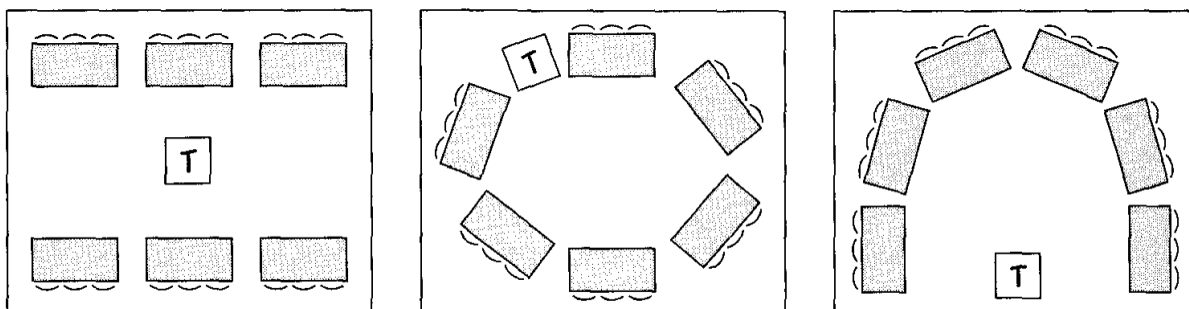


Figure 1.3. Alternative seating plan (Scrivener.2005:88).

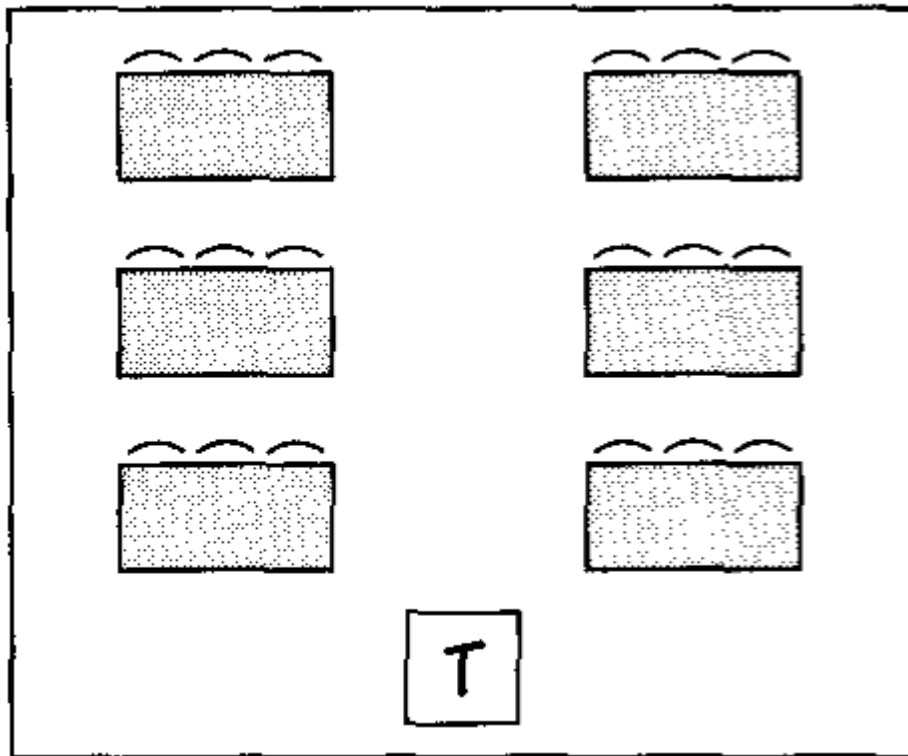


Figure 1.4 .Traditional row-based seating plans

( Scrivener.2005:88).

### 1.12.3. Building the psycho-social environment

Classroom almost called " learning community ", thus it is up to teachers to develop an idea of community so what is a classroom community? And how do teachers develop it? Mara Sapon –Sbevin note that to have the most welcoming supportive classroom, that does not happen by chance, but rather depends on the teacher's desire of creating welcoming spaces, because a student who feels safe and supported learns more than s student who feel anxious or afraid that is to say, organize a relaxed environment where the students are highly encourage to interact to express themselves without fearness of being mistaken. So, how do teachers build a community?

To build a community, the teachers should believe strongly that all the learners are basically good therefore, to show interest that push the learners to take a part and participate in the learning process also, through interaction with every student, by responding with compassion when students interact with each other, the teacher should

be model for their learners in terms interaction because, the students unconsciously will imitate the way the teacher speaks and acts.

The aim behind building and creating the sense of community is to motivate and involve the learner and help them to study. Moreover, students confess that they score higher due to their teachers' desire to provide aid to learn but how to create?

- **Make a large class feel small:** The teacher must attempt to turn the large class seen smaller by moving around a lot, get near from the learner who is responding, also opens the door for student to discuss with him/her ie treating their students as people.
- **Know the students' names :** In order to encourage student to participate, one way which is learning your student's names, it makes them feel comfortable, and it is a proof for them that the teacher is interested in them as individual.
- **Be personal:** The teacher should introduce himself as a person not only a teacher, by showing his interest and know about their student. Tell them about what they learn and so on.
- **Allow students to express themselves:** To get the students interact and participate, they should be given the opportunity to speak in class, as the longer a student goes without talking in class, the more difficult it will be for him or her to contribute, also working in small groups id preferable for timid student , to break the barriers towards acting and participating in large class setting.

- **Encourage questions and comments:** Though, many teachers do not like students to ask questions, but questions are crucial means for having feedback on what the students are learning, what are the difficulties they are having.
- **acknowledge difficult concepts and anticipate difficulties:** Students in overcrowded classes often fear to react and interact because of being embarrassed and ashamed of showing others that they do not get the point taught, so to help them break that feeling, that rely on the teacher to anticipate the difficulty of the concept in advanced to increase their students' self-confidence.

#### 1.12.4. Managing collaborative or cooperative language learning

According to Olsen and Kagan (1992), cooperative learning is defined as "group learning activities organized so that learning is depends on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and and motivated to increase the learning of others".

So cooperative learning organize the class in small groups of four or six students to do the given task together, the task is based on interaction and reciprocal interdependence among the members of groups. To create an intimate learning and social atmosphere.

According to Benhow and al.(2007) also contend that some of the ways to overcome the problems associated with overcrowded classroom is through team teaching and peer teaching. Also Johnson and Christensen (2010) also mention that one ways to manage large classrooms is through collaborative learning where the students work in teams to accomplish common goals. Student working in groups is an effective way of managing tasks especially in overcrowded classes since it would be easier to control groups better. Therefore, individual work should be avoided as it leads to low level of interaction and it is difficult for teacher to monitor and observe the learner individually and it should be replaced by pair and group work in order to promote collaboration and interaction among learners, tasks are more motivating, it gives the learners to interact with each other and the learner has more active role. Sidin (1993); group activity

enable students to acquire relevant skills of communication, skills of discussion and argument, skills of interactive learning and cooperative inquiry and develop appropriate attitudes to learning and teaching.

Students work in group help each other and share experiences, have more chance to ask for clarification and negotiation, further, they learn the linguistic skills due to discussion, arguments. In grouping students the teacher should be aware about many aspects in order to succeeded in such grouping task:

- size of each groups, and the number of the students in each groups.
- The amount of materials.
- the amount of time.

#### 1.12.5. Variety

Sticking blindly on one single teaching method or approach, it would be bored, therefore it is necessary to minimize boring repetitive tasks and introduce tasks which have challenge, unless the teacher lose their students' concentration and attention, so what are the stimulus variation techniques?

The stimulus variation techniques are teacher's movement , verbal focusing to emphasize particular statement, changing interaction, teacher to whole class, teacher to small groups, teacher to individual. Also it is very useful to use different types of instruction for the sake of having discussion, interaction, involvement.

It is important to differ stimulus in order to maintain student's attention and prevent boredom, that surely causes a problem for teacher.

#### 1.12.6. Scaffolding

The regional center for educational innovation and technology (INNOTECH), (2014) defines scaffolding as a technique of instruction in which the teacher models the desired learning outcome or task, and smoothly (gradually) pass the responsibility to the students, the teacher helps their students to interact and encourage them to express themselves by reformulating extension or modeling. In addition, the student can scaffold by providing help to each other in pair and group work, therefore, scaffolding does not necessary come from an expert or a teacher, even novice or student who does not speak fluently, can also provide assistance when learning

### 1.12.7. Providing feedback

Feedback generally refer to specific knowledge or skill level and informs students of the appropriate manner in which to use the language in relation to a specific knowledge or skill. Mackey(2007) indicates that feedback can also be used to promote interaction , the advantage of providing feedback during the teaching learning process is to motivate and give a constructive critics about the students' language usage and performance so, feedback enhance learning and encourage the students to produce language again and again.

### 1.12.8. Using ICTs

ICT is an acronym for the word (information communication technology). “ it encompasses various technologies that are used for facilitating communication such as Cellular phones, radio, video, television, computers, and satellite systems among others”.( Sharnadama 2013:34). many educationalists appreciate the value of using ICT in teaching a large classes such as data projectors, overhead projectors, projection screens, sound system computers, microphones and as it is an excellent resource for making the learning process more attractive and the students preserve their interest in the lectures. According to Mohamed(2013:3-5)“technology can provide the opportunity for the teacher to approach the students and have individual conversation during the class”, using ICT can help the teacher to create a relaxed atmosphere and students can feel at ease when asking and answering question. In addition, “ICTs enable the teacher to modify teaching and learning strategies in order to create student centered learning environment instead of the traditional teacher centered persisted for long.”(Sharnadama 2013:34). So, the universities should equipped with the ICT facilities. Indeed, the employment of new technology materials in teaching big classes facilitate the flexibility of lectures from one side but, it can decrease level of teacher-student interaction, therefore, the teachers must be aware when it is appropriate to use the communication and information technology, depend on the lecture's content and objective.

### 1.13. Conclusion

Despite, the problems faced in large classes, it is a teachers' role to make the been large classes a welcoming, enjoyable and maintain a control, interest, since what has proved that class size is not matter but rather the teaching method and teachers' perspective. However, the large class can provide the teacher with many opportunities like creating an atmosphere for collaborative working, sharing ideas and opinions. So, the teacher need to enhance their innovative awareness and capabilities for developing effective ways for dealing with large classes based on the characteristics of large classes, also searching for appropriate methods including interactive activities, and cooperative learning for promoting classroom interaction.

The following chapter is the first practical part of this paper. It is dedicated to Research methodology, data collection and analysis.



# Chapter Two: Data collection and analysis

### 2.1.Introduction:

The number of first year students in English department in Tlemcen university exceed 400 students which are divided to 10 groups that means each class includes more than 40 students. The purpose of this research is to investigate the impact of classroom management for better teacher-student interaction. This chapter is going to be accomplished depending on the analysis of questionnaires, which are distributed two to both teachers and students as major participants and whose opinions are significant for research hypothesis to be tested. This chapter includes: the aim of the questionnaire, the description of the questionnaires, data analysis results discussion, suggestion and recommendation.

### 2.2. Teachers' questionnaire

The questionnaire is the first option it comes to collecting data from relatively large masses of population. Preparing a questionnaire is an easy task which is one of its strengths. Brown defines the questionnaire as:“Any written instruments that present respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”(Brown 2001:6).

#### 2.2.1. The aim of the teachers' questionnaire

This questionnaire is administered to (10) teachers of different modules from English department at Tlemcen University. The main goal of this questionnaire is to understand how teachers think about overcrowded classroom as well as about classroom interaction, also about the relationship between large classes and teacher-student interaction.

#### 2.2.2. Description of teacher' questionnaire

Teachers' questionnaire consist of 10 questions aiming at obtaining teachers' perception on overcrowded classrooms, and to know their opinions on classroom interaction and its relation with large classes. The questionnaire is a mixture between close-ended questions, multiple-choice questions, as well as we have used follow-up questions where the teachers are supposed to justify their answers.

Item a (Q1, Q2):are about teachers’perceptions on overcrowding.

Item b (Q3, Q4):asked to know the influence of overcrowding on the teacher performance.

Item c (Q5, Q6, Q7, Q8, Q9, Q10):aimed to examin the teachers’ knowledge about the value of classroom interaction.

2.2.3. Analysis of teachers’ questions

Question 1(item a): Do you feel that there is problem of overcrowded classes at the level of Tlemcen university in English department?

options	numbers	%
Yes	10	100%
No	0	0%
Total	10	100%

Table 2.1. Teachers’ Opinions on Overcrowding

The table shows that all the teachers (10) confirmed that there is the problem of large group in classes at the English department in Tlemcen University.

Question 2 (item a): Do you feel comfortable while teaching large classes? If no, why?

Options	Numbers	%
Yes	1	10%
No	9	90%
Total	10	100%

Table 2.2. Teachers’ Attitudes on Overcrowded Classroom

It can be seen from the table that the majority of teachers do not feel comfortable while teaching large class (90%); however, 10% of them feel comfortable.

For teachers whose answers no, they justified their answers as the following: some of them say that it is hard to pay attention to every individual, too much of distraction, and it is impossible to get in touch and interact with all students, others teachers mentioned the noise problem because the students who seat at the back do not receive the sound and end up speaking which make the teacher speak loudly without recognizing and that is tiring and consume efforts and time to explain the instructions, also other teacher find it difficult to cope with large group as it is very hard to check all the students' comprehension, providing feedbacks and correct everyone's work.

Question3 (item b): In a large class, can you pay individual attention to all the students? If no, Why?

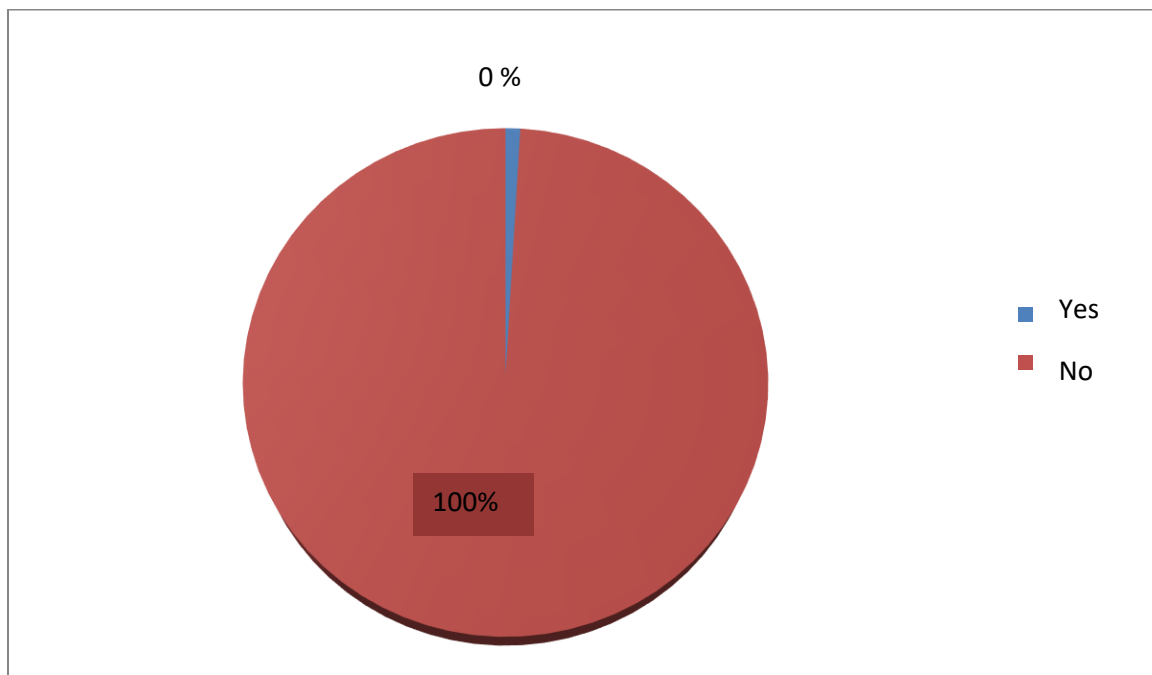


Figure 2.1. Teachers' Opinions on Individual Attention.

As illustrated in the graph above, all the teachers (10) shared one answer that they cannot provide each student with individual attention. Yet it can be observed that 100% of them answered as and none of them chose yes.

Teachers justified their answers by the lack of individual attention because of distraction and because of time limits constraints the number of students.

Question 4 (item b): Do overcrowded classrooms influence your choice of teaching method?

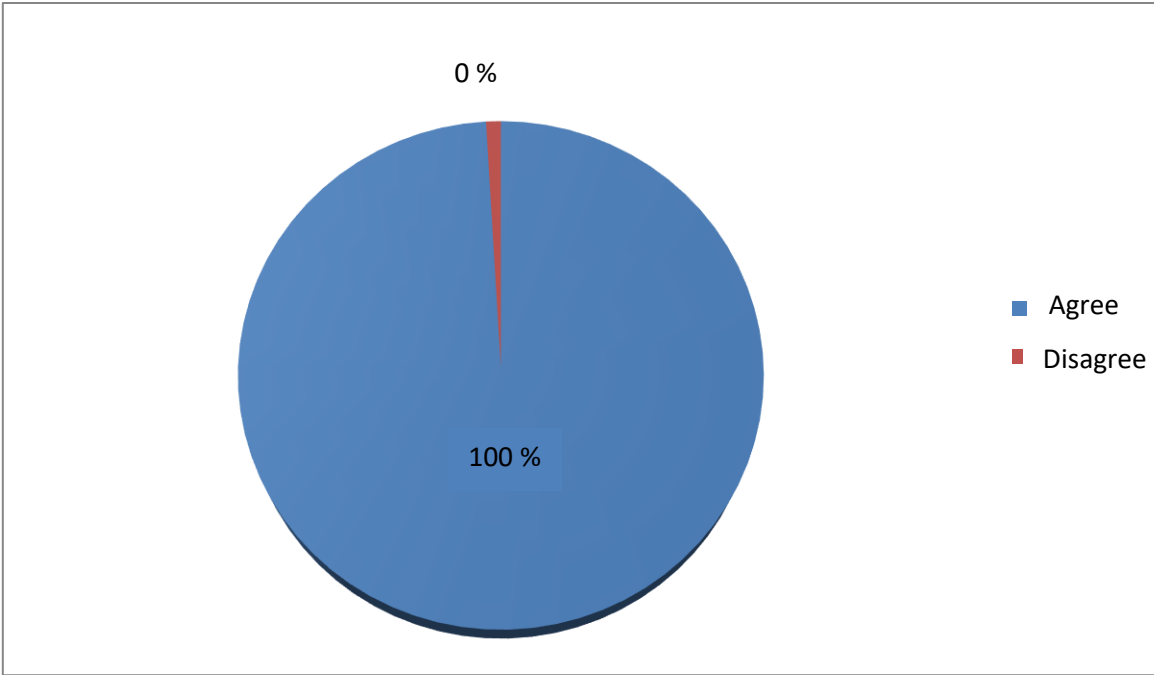


Figure 2.2. Teachers' Agreement with Crowded Class and Teaching Method.

The graph shows that all teachers (100%) agree that overcrowded classrooms influence their choice of teaching method. However, none of them disagree with it.

Question 5 (item c): Do you know about the value of classroom interaction? If yes, could you specify some of its characteristics?

options	numbers	%
Yes	10	100%
No	0	0%
Total	10	100%

Table 2.3. Teachers' Knowledge about Classroom Interaction.

The common shared answer between teachers (yes) shows that all of them know about the value of classroom interaction. In addition, the researcher asks them to specify some of its characteristics. All the ten teachers stated some of them. Classroom interaction is an integral part in language teaching because it fosters a healthy relationship between teachers and his learner also it fosters learners' self-confidence and self-esteem.

As well, it enhances students’ communicative skills and level of analysis and argumentation. In addition, it lessens their inhibition especially shy students, as well as to be more motivated, engaged, and fosters cooperation among learners.

Question 6 (item c): How often do you invite your students to interact with each other?

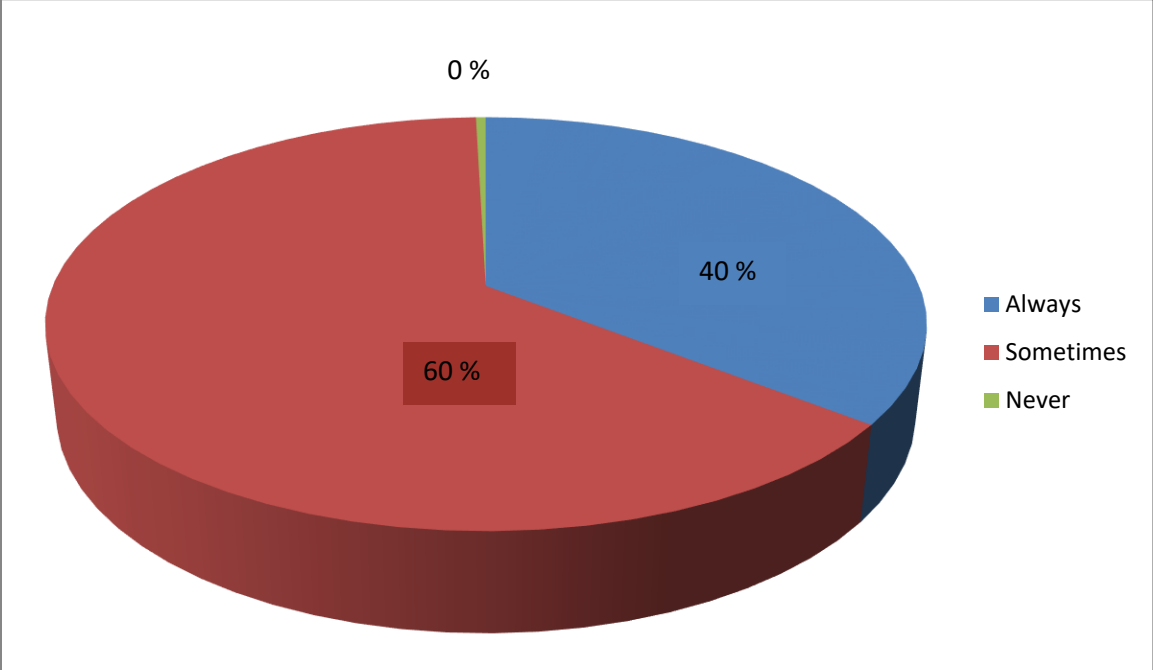


Figure 2.3. Students’ frequency of engagement in classroom interaction

When the teachers are asked about learner-learner interaction, a clear majority of teachers (62%) claim that they sometimes invite their students to interact with each other. On the other hand 40% who said they always invite students to interact together. Question 7 (item c): What do you do to make silent students interact in the classroom?

Option	Number	%
a	4	40%
b	1	10%
c	0	0%
d	0	0%
a + b	2	20%
a + b + c	1	10%
a + b + d	2	20%

Table 2.4. Teachers' Decision to make silent students interact.

It is clear from the table above that 40% of teachers prefer to design group and pair work to make silent students more engaged in the lesson, whereas 20% of teachers claim that they design groups and pairs as well as choose interesting topics to enhance silent students' interaction. 20% choose a+b+d option that is to say that besides group work and interesting topics, some teachers try to raise their students' attention by giving them motivating tasks and creating motivating atmosphere of learning, use humor, give exposes and projects. 10% of teachers choose a+b+c option it means they give additional marks to groups and interesting topic, the remaining 10% of teachers tries only to choose more fresh interesting topics to make silent students more active interact more.

Question 8 (item c): Is it easy to give interest to every individual in order to involve learner in the learning process (in large class)?

In this question, we have asked teachers if it is easy to give interest to every individual in order to involve learner in the learning process (in large class). All the teachers say that it is not easy to immerse everyone simply because of number of student is big and there are students who are not interested by the topic/module.

Question 9 (item c): How can overcrowded classes affect on teacher-student interaction?

In this question, the teachers were asked on how overcrowded classes can affect on teacher-student interaction. The majority of teachers claim that too many students will not afford a good, positive and smooth interaction and others say that a large number of students lead to noise issue, less attention, students are neglected especially who seat at the back zone, weak contact, no debate, participation only with the front class.

Question 10 (item c): According to you; what are technical solution to reach high level of interaction?

The teachers respond to this questions which they find them useful to deal with an overcrowded class: so they suggest asking their students to work in pairs/groups, teaching students that their learning is their own responsibility by assigning them precession home works that contain more information than the one provided in class, making debate, exposes, home preparation, also, it is very important nowadays to introducing technology to classroom, make a supportive environment, bring interesting topic, using of web-retrieved materials as home work in order to raise motivation as well as gaining time.

### 2.3. students' questionnaire

#### 2.3.1. The aim of students' questionnaire

To understand more fully whether overcrowded classes has an effect on the teacher-student interaction, a short questionnaire was designed to gather opinions of sixty (60) first year students chosen randomly from the department of English at Tlemcen University.

#### 2.3.2. Description of the questionnaire

This questionnaire is largely conceptualized based on the review of literature described in the theoretical part of the present research, the questionnaire is simple so it can be answered by everybody, it consist of (10) questions, the researcher have mainly used the technique of close ended questions because they are easy to answer and their coding tabulation is straightforward and leaves no room for subjectivity. In this type of questions, respondents are asked to choose from pre-determined answers. The researcher avoided open-ended questions because they take more time and concentrate and they are generally left unanswered mainly by less proficient students.

Item a' (Q1, Q2, Q3, Q4): to know the students' attitude on the class with huge number of students.



Item b' (Q5,Q6, Q7, Q8, Q9):to know the frequency of student interaction and to investigate the reasons behind high level of interaction and low level of interaction.

Item c' (Q10) to know the students' opinions on the atmosphere of large class setting.

2.3.3. Analysis of students' questionnaire

Question 1 (item a') : How many students are there in your (class) group?

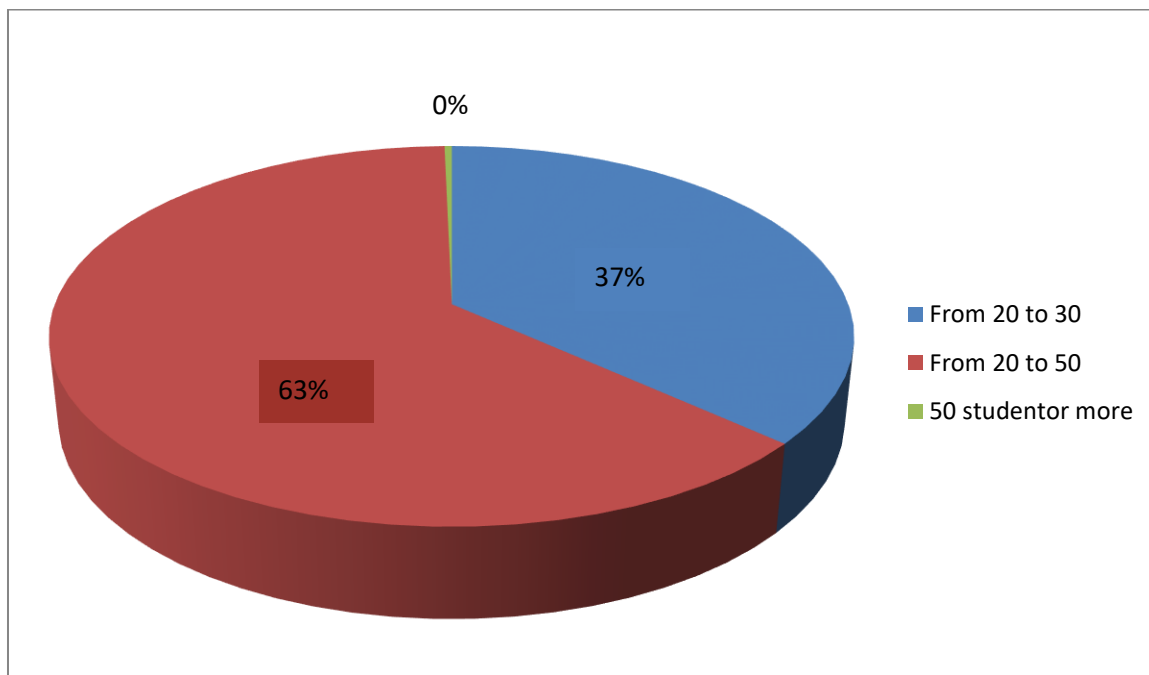


Figure 2.4: Number of students in class

It can be seen from the figure above, 63% of students claim that there are between 30 to 50 student in their class which is remarkably a huge number for EFL class, in the other hand, 37% of students state there is between 20 to 30 students in their class.

Question 2 (item a') : Do you feel comfortable in crowded class? Why ?

Options	Numbers	%
Yes	20	34%
No	40	66%
Total	60	100%

Table 2.5. students' attitudes on crowded classes.

As the table shows, only 34% of students feel comfortable justifying their answers that the class with large number provide opportunity to share ideas, knowledge and working collaboratively in small groups motivate them to study more. However most of students (66%) claim they never feel comfortable, they justified their answers through stating many reasons, noise, they feel stressed and shy to participate, they could not focus and hear the teacher explanation, they can not understand and lack of individual attention and appropriate feedback from the teacher are the most common answers between them.

Question 3 (item a'): Is there noise in the class?

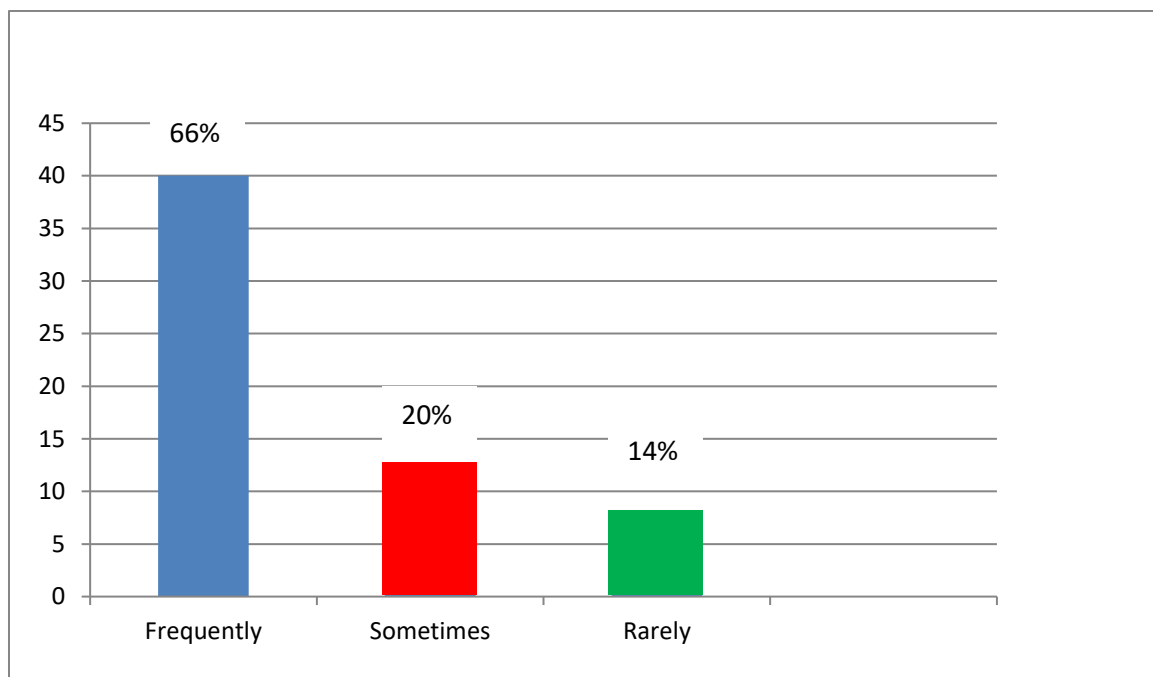


Figure.2.5. Students' Perception on the Noise in the Class

It is clear from the graph that 66% of students argued that frequently there is noise in their classes; other 20% stated that sometimes there is noise and the least percentage (14%) claim that rarely hear noise in their classes. We can result from the statistics that 86% of overcrowded classes are noisy thus many students do not feel comfortable as stated in previous question.

Question 4 (item a'): do you like your class' seating shape?

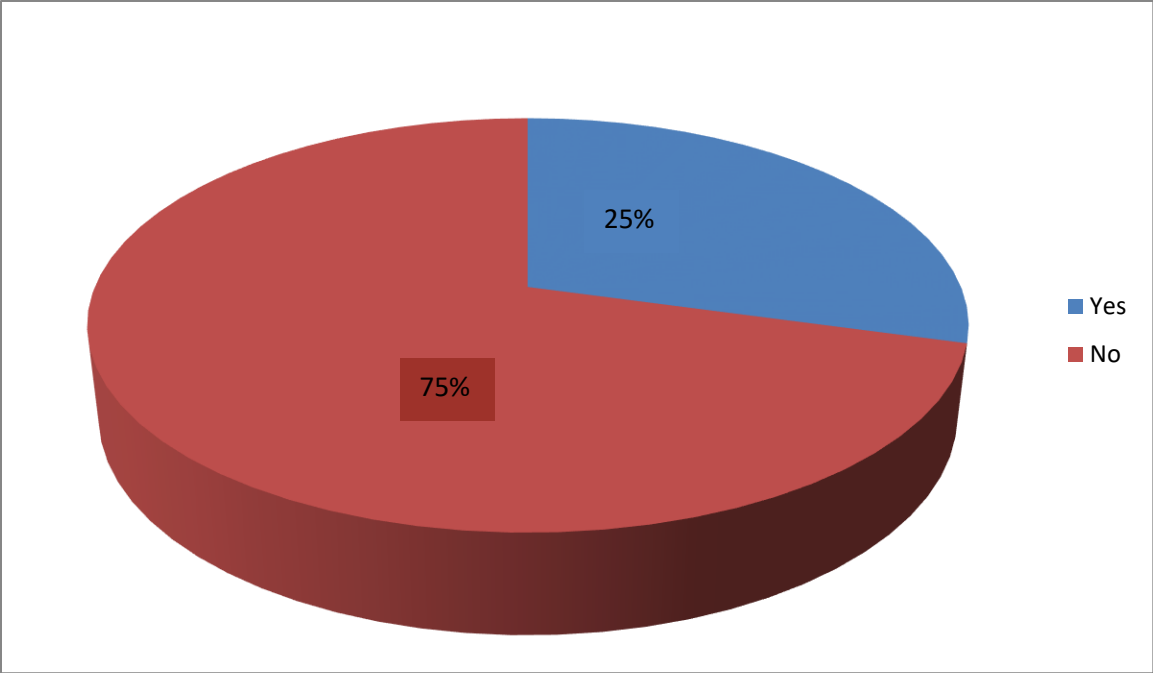


Figure 2.6. Students’ Opinion on their Class’ Seating Shape.

As illustrated by the graph, 75% of students do not like their class’ seating shape, whereas, 25% of students say they like their class’ seating shape.

Question 5 (item b’): How many time do you interact with your teacher?

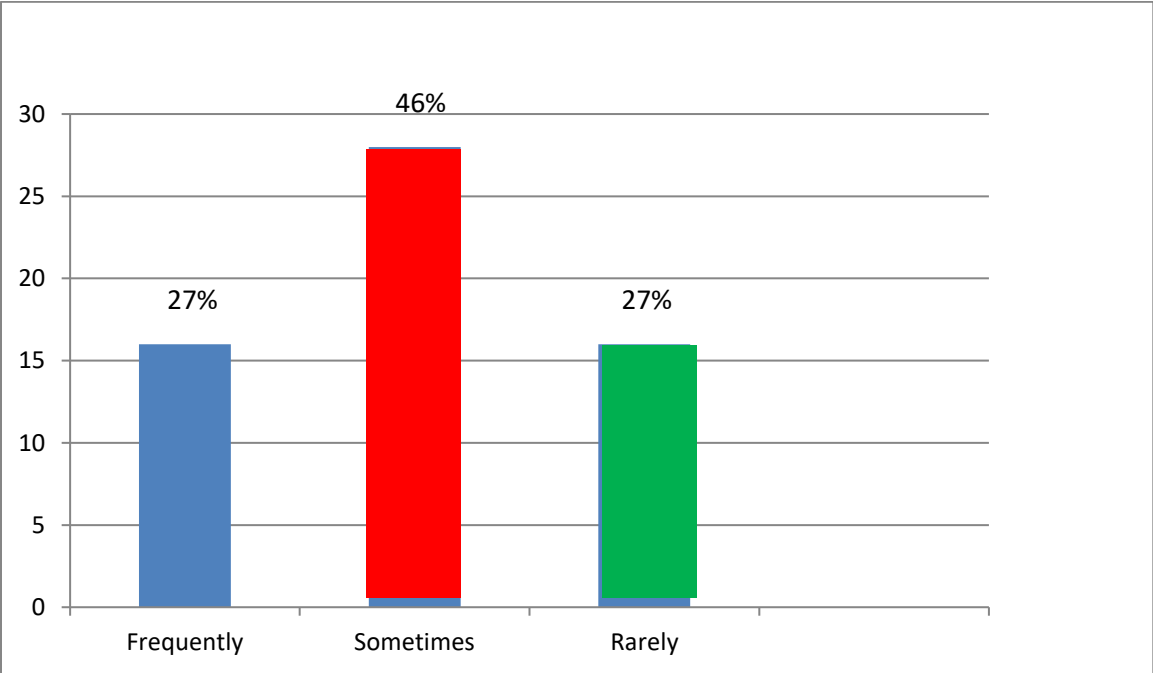


Figure 2.7. Frequency of Student-Teacher Interaction.

46% of students state that they sometimes interact with their teachers, in the other hand, those who say they frequently interact with the teachers represents (17%) of total number whereas 37% of the remaining students claim that they rarely interact with their teachers.

Question 6 (item b'): How often do you interact with your classmates inside the classroom?

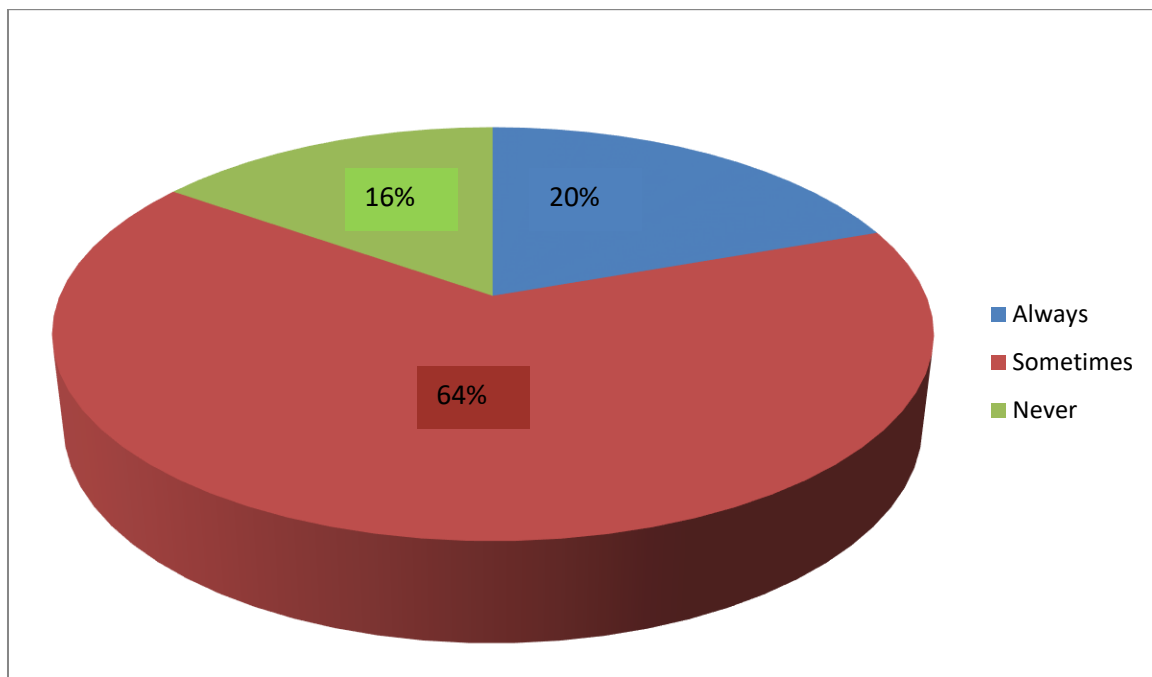


Figure 2.8. Frequency of Learner-Learner Interaction.

As the graph show, 64% of students sometimes interact with each other inside the class, whereas 20% of respondents state that they always interact with their classmates inside the class, the remaining number 16% claim that they never interact with other learners in class.

Question 7 (item b'): When you interact in the classroom. It is:

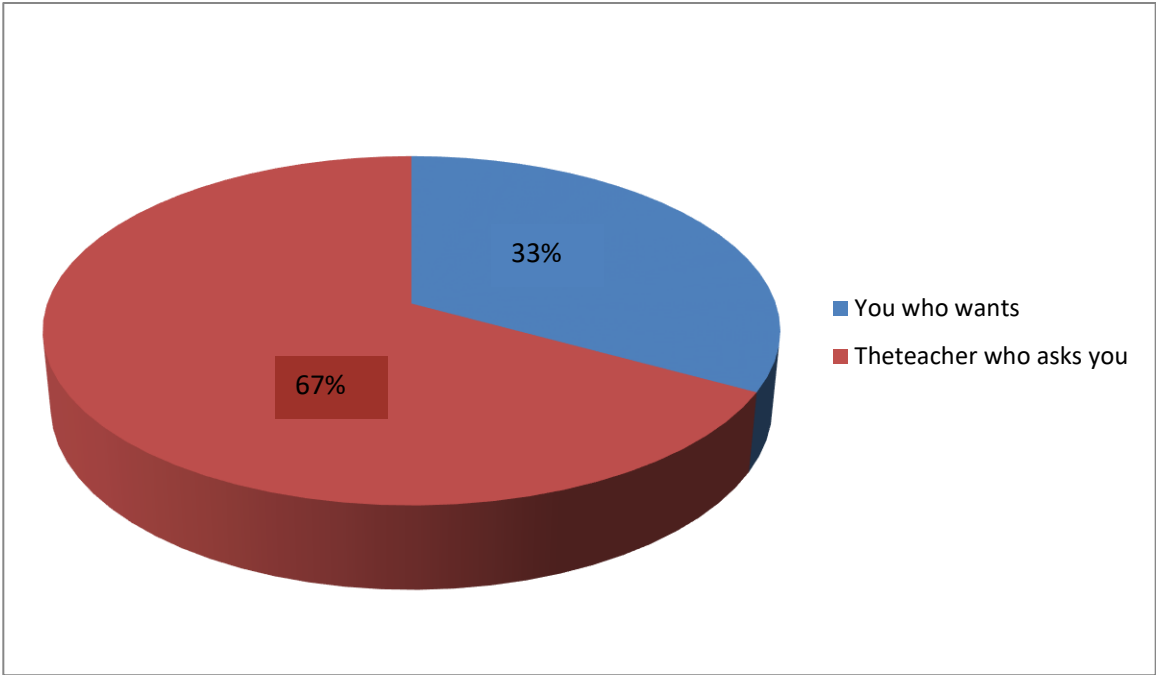


Figure 2.9. Students’ contribution in interaction.

It can be seen from the graph 2.14 that the majority of students (67%) interact when the teacher asks them but 33% students state that they interact when they want to.

Question 8 (item b’): If you do not interact, it is because:

Option	Number	%
a	14	23%
b	10	17%
c	8	13%
d	28	47%

Table 2.6. Students’ reason behind not interacting.

One can notice from the results shown in the table that 47% of students do not interact in classroom because they are overcrowded, others (23%) do not interact because they are not talkative, whereas 17% of students state that do not interact because the topic is not interesting for them; on the other hand (13%) claim that do not interact because the teacher do not motivate them.

Question 9 (item b’):For you, what is the importance of teacher’s feedback in empowering teacher-student interaction?

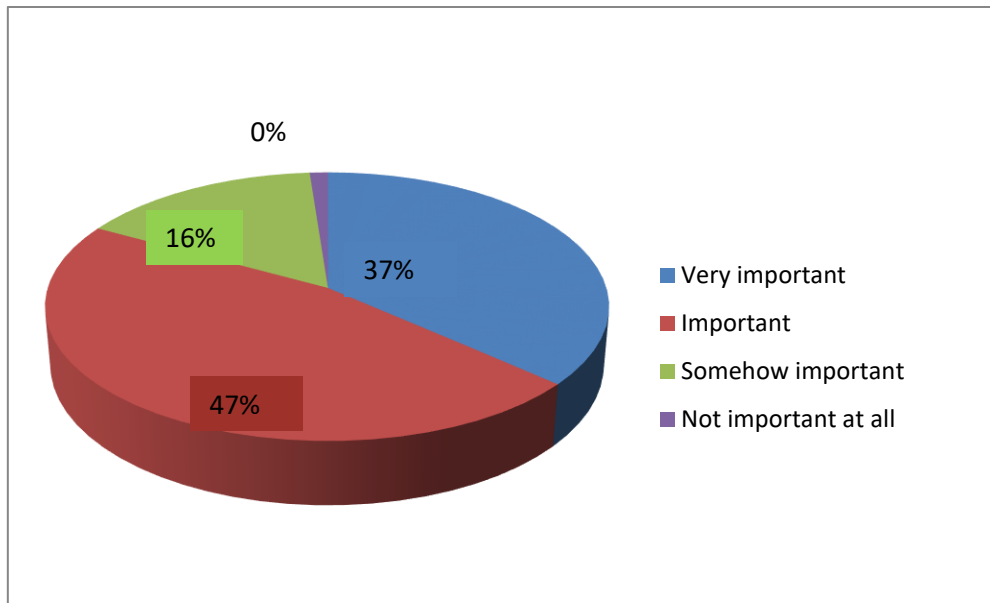


Figure 2.10. Students' perception on teacher's feedback

The graph 2.12 indicates that 47% of students state that teacher's feedback is important, 37% of students argue that is very important, thus they are aware of its role in interaction whereas none of them state that teacher's feedback is not important but a few number, which constitute (16%), say that it is just somehow important.

Question 10 (item c'): Please, put a cross (x) in the appropriate box.

N <sup>o</sup>	Question	Yes	%	No	%
1	Does the teacher give individual attention?	20	33%	40	67%
2	Are most of the modules taught through the lecture method?	46	77%	14	23%
3	Is attendance checked regularly?	44	74%	16	26%
4	Can you easily ask and answer questions?	24	40%	36	60%
5	Is there discipline problems?	12	20%	48	80%
6	Is the teacher authoritarian?	34	57%	26	43%
7	Do the weak students given more attention?	32	54%	28	46%
8	Are the back zone students neglected?	30	50%	30	50%
9	Do the front zone students dominate the entire class?	40	67%	20	33%
10	Is there any other teaching aid available except the black board.	26	43%	34	57%

Table 2.9. Students' opinions on the atmosphere of the class.

It can be seen from the table 2.9 that the majority of students (67%) agree that the teacher does not give individual attention to all of them, while 33% of students argue that the teacher provide all students with an individual attention. 77% of students state that most of their module are taught through lecture method, the other 23% state that there are other methods in which their modules are being taught not only lecture method. In statement number (3), in which we have asked students if the attendance is checked regularly; 74% said that it is checked regularly, and the remaining percentage (26%) said that it is not checked regularly. After that we asked students if they can easily ask and answer questions, the result were respectively as the following: 60% answered no and 40% answered yes. In the following question, we have asked them if there is discipline problems; the answers showed that a high percentage (80%) of students argue that there is discipline problems in class with large number of students, an only (20%) say that there is no discipline problems. In statement (6), the students were asked about their teachers' authority, (57%) of students claim that the teacher is authoritarian, in the other hand, (43%) of students claim that the teacher is not authoritarian. However in question (7) and (9), (54%) of students state that good students are given more attention and 67% of students state that the class is dominated by the front zone students, for number (7), 46% said that good students are not given more attention than others and in number (9), 33% of students said that the front zone does not dominate the whole class. In question (8), (50%) of students claim that the back zone students are neglected and the second half said that it is not. Finally, in number (10) we notice that 43% said yes there are other teaching aids available, others 57% said no there is no extra teaching aids used in the class except the black board.

#### 2.4. Summary of the main results

Data collected by means of this research confirm the hypothesizes stated at the beginning of research. First, most of language teachers prefer small classes than big classes and they do not feel comfortable with a class that exceed a certain number of students as it can not be easily managed. Second, the second hypothesis speculates that it is hard to pay attention to everybody in a class with huge number of students. Third, overcrowding may decrease the level of teacher-student interaction as the teacher are

obliged to limit their contact and do not open the door for a deep and long discussion to save time and effort and to avoid noise as well. So, the answers obtained from (item a, Q1) and (item a',Q2), reveal that most of teachers and students confess the atmosphere of overcrowded classroom make them feel unrelaxed ie large class create a noisy atmosphere and that is not a good climate for effective teaching and learning, see (table 2.1 & table 2.5) so, this result agree with the first hypothesis. Teachers' responses on the (Q3,Q8) confirm the second hypothesis because the highest percentage argue that paying attention to every individual in large group is hardened because of noise and distraction, in addition to limit of time as well and that certainly take much time and efforts, see (figure 2.3). (item c, Q6) and (item b',Q5,Q6, Q8) reveal that the majority of student are lacking interaction both with their teachers and their peers because of being in overcrowded classrooms, even teachers clearly stated that they only sometimes invite their students to interact together as it is difficult to manage and monitor group discussion and debate in large classes and they may lose their control over the whole class (noise problems),see (figure 2.3, figure 2.7, figure 2.18, and table 2.6), and this obviously confirm the third hypothesis that the number of students effect negatively the teacher-student interaction. Thus, the main results can be summarized in the following points:

- Teachers and students never feel comfortable in an overcrowded EFL classrooms.
- It is impossible for the teacher to provide every learner with attention, as they are huge and different (different learning styles, different needs, different personalities, from differents backgrounds).
- Overcrowded classroom create a noisy atmosphere and this is not good for effective learning.
- Overcrowding reduce the level of teacher-student interaction.

### 2.5.Suggestions and recommendations

Increase in university enrolments, it is because the increase of population and because education in Algeria is for free, therefore many people are able to come to



school because of free education. No doubt if having smaller class size will enhance the quality of teaching and learning. The following recommendations are made to help all teachers gain appropriate knowledge about classroom management strategies for effective and smooth EFL classroom interaction:

- As the population/students enrolment increases so also government establish and build additional classes, equip them, for effective teaching-learning.
- The government and ministry staff has the role to treat this problem through increasing the graduation average for accessing to learn EFL in higher education.
- It is up to administration staff to manage the problem by increasing the number of groups and classes as well.
- Organizing conferences and seminars to share ideas and experiences with other universities especially foreign ones to benefit and exchanging successful experience and adopt them locally.
- Involving learners and encourage students interaction by forming pairs/groups, so the students are given opportunities to learn from each other and through meaningful feedback, and for save time and effort as well.
- Splitting one large group into two smaller ones especially for the modules that requires practice the language.
- Creation of good teacher-student relationship is essential, because successful classroom interaction depends on teachers' ability to establish a good relationship with students, and keep in contact with them even outside of classroom.
- Teachers should be open to all points of view and be wholeheartedness.
- Reorganizing the class seating shape, so it would be easy to be closed to every individual like cercal, semi cercal C, the U shape; and moving around talking to involve the learners in the teaching learning process.
- Introducing the ICT to promote effective learning and for enhancing classroom interaction.

**2.6.Conclusion**

This chapter is concerned with getting real data about students' attitudes and opinions about the class size in relation to classroom interaction and the teachers' perception concerning the importance of classroom interaction as well as adopting some technical strategies and methods to maintain a relaxed learning environment , and try to find possible solution for better classroom interaction, since interaction is the most essential aspect in language learning and acquiring the skills, after the analysis of data gathered, the problem of overcrowding is obviously noticed, that both teachers and students are facing a real challenges because of large size classes (noise, lack of individual attention, no variety, no feedback, no motivation) which affects negatively on the teacher-students interaction. So the all the research hypothesizes have been confirmed by the questionnaires.To conclude, it can be said that if class is well managed and organized, it can be easy to reduce the effects of overcrowding and prevent classroom discipline problems and noise and maintain order and control to have relaxed atmosphere that helps to promote effective learning and enhance teacher-student interaction despite of the huge number of students in class.

# General conclusion

## General Conclusion

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Effective language teaching requires expert teachers so teachers need to acquire classroom management skills, strategies and techniques to establish a good classroom climate especially for actual classroom where the number of students increases and overcrowding becomes a great challenge that language teachers face in English department at Tlemcen University. The research is an attempt to prove that class with huge number of students affects negatively the teacher-student interaction.

To carry out this research, the work was divided into two main chapters; the first chapter is devoted to theoretical part, which contains a general overview about classroom management as a phenomenon that comes under the umbrella of classroom managements, in addition to the comparison between large class and small class, then it identified some problems related to overcrowded classes coming to the second part where the researcher have tried to demonstrate the meaning of classroom interaction, its aspects and types. finally, it proposed some strategies for better classroom interaction. The second chapter is devoted to practical part where the researcher tried to validate their hypothesizes, therefore teachers' and students' questionnaire are used as a tool to gather data. The findings showed that the current phenomenon of overcrowded classes bring innumerable challenges to language teachers which hampers effective communication and interaction with their students. The most voiced problems by language teachers in large classes were that of assessment, discipline particularly noise, classroom interaction, another impact of overcrowded classes have an adverse impact on students learning, and students do not feel at ease. Also chances of learning are reduced where students feel neglected and do not have enough attention from the teacher, lack of ICT tools. Therefore the results of questionnaires confirm our hypothesizes which say that:

- Teachers and students probably do not feel comfortable in a class with huge number of students.
- Teachers can not pay attention to every learner in large class

## General Conclusion

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- Classroom size has an effect on the teaching learning process in general and the teacher-student interaction in particular in EFL.

Therefore, it would be useful and beneficial for future studies to investigate how can future and novice teachers be better trained and well prepared to cope with overcrowded classrooms. As far as the limitations are concerned, actually, this study contribute in understanding the phenomenon of overcrowding as well as its effects on teacher-student interaction, the limitations of research also need to be acknowledged, in any kind of research, the objectives to be realized are limited by time, space, as well as population. In this case, the selected sample that consists students and teachers from the English department at Tlemcen University might not be able to provide the qualitative data support for any conclusive findings, which may be representative of the whole Algerian student population. In addition, the short time provided in conducting this research, do not allow the researcher to analyze deeply the phenomenon being studied.

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# Appendices

Appendix 1

Teacher's questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about The Effects of Overcrowded Classrooms on Teacher-Student Interaction. We would be so grateful if you could sincerely answer the following questions.

Q1 :Do you feel that there is the problem of overcrowded classes at the level of Tlemcen university in English department ?

 Yes No

Q2: Do you feel comfortable while teaching large classes?

 Yes No

If no, why?

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

Q3: In a large class, can you pay individual attention to all the students?

a. Yes

b. No

If no, Why?

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

Q4: Do overcrowded classrooms influence your choice of teaching method?

a. Agree

b. Disagree

Q5: Do you know about the value of classroom interaction?

- a. Yes
- b. No

If yes, could you specify some of its characteristics?

.....  
.....

Q6: How often do you invite your students to interact with each other?

- a. Always
- b. Sometimes
- c. Never

Q7 :What do you do to make silent students interact in the classroom?

- a. Design groups and pairs
- b. Choose interesting topics
- c. Add additional marks
- d. Use other means (please specify)

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

Q8: Is it easy to give interest to every individual in order to involve learner in the learning process (in large class) ?

.....  
.....

Q9 : How can overcrowded classes affect on teacher-student interaction ?

.....  
.....

Q10 : According to you ; what are technical solution to reach high level of interaction ?

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

Thanks for time and collaboration .

## Appendix 2

### Student's questionnaire

Please student, you are kindly requested to respond the following questions that use for collecting data needed for a master dissertation about the effect of overcrowded classrooms on teacher-student interaction.

Q1. How many students are there in your (class) group?

- a. From 20 to 30
- b. From 30 to 50
- c. 50 student or more

Q2. Do you feel comfortable in crowded class?

 Yes No

Why ?

.....

.....

Q3. Is there noise in the class?

- a.Frequently
- b.Sometimes
- c.rarely

Q4.do you like your class's seating shape?

 Yes No

Q5 :How often do you interact with your teacher?

- a.frequently
- b.sometimes
- c.rarely

## Appendices

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Q6. How often do you interact with your classmates inside the classroom?

- a. Always
- b. sometimes
- c. Never

Q7. When you interact in the classroom. It is

- a. You who wants
- b. The teacher who asks you

Q8.If you do not interact, it is because:

- a.You are not talkative
- b.The topic is not interesting
- c.The teacher does not motivate
- d.Overcrowded classrooms

Q9. For you, what is the importance of teacher's feedback in empowering teacher-student interaction?

- a. Very important
- b. Important
- c. Somehow important
- d. Not important at all

Q10. Please, put a cross (x) in the appropriate box.

No	Questions	Yes	No
1	Does the teacher give individual attention?		
2	Are most of the modules taught through the lecture method?		
3	Is attendance checked regularly?		
4	Can you easily ask and answer questions?		
5	Is there discipline problems?		
6	Is the teacher authoritarian?		
7	Do the weak students given more attention?		
8	Are the back zone students neglected?		
9	Do the front zone students dominate the entire class?		
10	Is there any other teaching aid available except the black board		



## Appendices

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