

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khider University of BISKRA
Faculty of Arts and Languages
Department of Foreign Languages
English Division



An Investigation of Managing Large Size Classes

**A Case Study of First Year Students of the
Department of English at Biskra University**

**A dissertation submitted in partial fulfilment of the requirements for
the Master's degree in Sciences of Language**

Presented by
Mr. BENGUEGA Ali

Supervised by
Mrs. SAID SALHI Ahlem

June, 2012

Dedication

To the memory of childhood's hour,

To whom every thing in my life symbolises, my mother,

To all my family, friends and colleagues,

I dedicate this work

Acknowledgement

This present dissertation could have never been completed without the invaluable support of my supervisor, Mrs. Said Salhi Ahlam. I am grateful to her for her invaluable observations, commentary and suggestions on numerous drafts of this work, for her advice and expertise which she has given me, for her generosity, and continuous patience, encouragement and support on so many different levels. She has been my model supervisor even in hard times.

I would like to express my sincere thanks, and my deep sense of indebtedness to our teacher and the head of English Department, Mrs. Boudiaf Naima for the compilation of research materials, for her invaluable support and encouragement.

I have profound regards for my first teachers who granted me the basics of English as they still my source of assistance, Mrs. Khirredine Hassina Nachoua and Mrs. Rabhi Salima.

I acknowledge the cooperation of all the teachers and the students who helped me carry out my field work.

I would like also to acknowledge the cooperation, comments and opinion of my teacher, Mr. Meddour Moustapha.

I am particularly indebted to my friend and my colleague, Mr. Chala Ahmed Amine for his immaculate support whenever required.

Finally, I would like to extend my heartfelt thanks to the members of the board of examiners for taking the trouble to examine the present dissertation.

Abstract

The aim behind this present dissertation is to investigate the main problems of managing large size English teaching classes. This study focuses particularly on the problems that being faced by both teachers and students while teaching-learning process and the methods that teacher should use in those large size classes. **We hypothesise that if we teach English in a large size class then, both teachers and students will face problems while managing the classroom.**

The study was mainly conducted to ten (10) teachers and one-hundred (100) first level students at Department of English at Biskra University. The research was both qualitative as well as quantitative. Two types of questionnaires were designed; one for the teachers and other for the students. These questionnaires served as reliable instruments for the study. All the participants responded positively and showed 100 % of interest. The obtained data were analysed through descriptive analysis which is significant for analysing the nominal data. The results of this study showed the main problems being faced in the management of large size English language teaching first level classes including discipline, individual attention, especially, towards the weak students, teacher-student relationship, and the need for adoption of modern teaching aids, in addition to the methods and techniques that should be applied while teaching those classes. Furthermore, the research gave some recommendations as well.

ملخص

الهدف من وراء هذه الھذكرة الحالية هو اكتشاف المشاكل الرئيسية أثناء تدريس أقسام اللغة الإنجليزية المكتظة بالطلبة . تركز هذه الدراسة بشكل خاص على المشاكل التي يواجهها كل من الأساتذة و كذا الطلاب أثناء عملية التعليم والتعلم والأساليب التي ينبغي أن يستخدمها المعلم في تلك الأقسام. و كانت الفرضية تتمحور حول المشاكل و كذا التحديات التي يواجهها كل من الأستاذ و الطلاب في الأقسام المكتظة بالطلبة. قد أجريت هذه الدراسة بشكل رئيسي على عشرة (10) معلمين و مائة (100) طالبا وطالبة للسنة الأولى بقسم اللغة الإنجليزية بجامعة بسكرة. وجاء هذا البحث على حد سواء النوعية وكذلك الكمية. وقد تم تصميم نوعين من الاستبيانات؛ استبيان للأساتذة وآخر للطلاب. استعملت هذه الاستبيانات كأداة موثوقة لهذه الدراسة . و قد كان رد جميع المشاركين بشكل إيجابي، كما أبدو 100٪ من الاهتمام. وقد تم تحليل البيانات التي تم الحصول عليها عبر منهج التحليل الوصفي والذي تعتبر مثالي لتحليل البيانات الاسمية . وأظهرت نتائج هذه الدراسة المشاكل الرئيسية التي تواجهها في إدارة الأقسام المكتظة أثناء تدريس اللغة الإنجليزية للسنة الأولى بما في ذلك الانضباط، والاهتمام الفردي، خصوصا تجاه الطلاب الضعفاء، والعلاقة بين الأستاذ والطالب، وضرورة اعتماد الوسائل التعليمية الحديثة، بالإضافة إلى الأساليب والتقنيات التي يجب تطبيقها أثناء تدريس تلك الأقسام بوجه خاص. علاوة على ذلك، قدمنا بعض النصائح و التوصيات التي تعنى بهذه المسألة.

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General Introduction

Classroom management is one of the main subjects in the teaching-learning process. Normally, language teachers work for finding out the appropriate strategies and techniques that fit with their own classes to achieve the correctly students' use of the new language in speech and writing in a range of contexts. Classrooms are used as an appropriate place for teaching-learning activities. Recently, with the rapid enrolment at universities, it is resulted in the emergence of large classes. Teaching in normal size classes did not provide much problem to the teachers and the students, but the large classes certainly cut the smooth running of the lessons and activities.

Large size classes are a reality in first level classes English Department at Biskra University. These classes make the use of certain language teaching materials and methods difficult if not impossible. In certain cases the students feel the content of some of course meaningless and inappropriate due to the large size of the class. The teachers also feel helpless to impact proper teaching in such classes. Hence need for management of large language classes arises.

Management involves teaching students the ways and means to manage their own behaviour in classroom settings by establishing learning situations that will allow them to do this. Teachers are supposed to create an environment in the classroom to maximize the student's learning opportunities, thus reducing the problems of classroom management. Management of large size English classes demands such strategies, methods and measures which could facilitate productive work in teaching-learning process. Department administration and the teachers themselves have to show their concern and involvement. This problem needs to be considered as part of pedagogical life and worthy of investigation. The only solution generally though is to avoid large size classes since the management of large

classes is not simple but complex. It is also worth investigating the use of term “large classes”; as some teachers appear to regard groups of more than twenty-five (25) students as a large class and a group more than fifty (50) students as intolerable. This problem should not be left unsolved. Such methods and measures can be evolved which may help us in managing the large size classes.

This dissertation comprises three chapters. The first chapter, “Classroom Management”, as an entrance to the dissertation, it attempts a comprehensive definition of classroom management and presents and explains the essentials of classroom management. The second chapter, “Management of Large Size Classes”, it treats the subject of management of teaching large size classes as the main part of the dissertation. The third and last chapter, “Data Analysis and Interpretation”, it includes the data collection and its analysis as a field work of the study.

Statement of the Problem

From observation of first year English classes, and from discussions with some teachers at The Department of English, it has become evident that a large class phenomenon is a real problem in teaching English. This study is designed to find out the problems of large size English classes and suggest the appropriate methods, techniques and approaches to manage them.

Purpose of the Study

The reason behind the interest in the subject is the belief that class size is a significant point in teaching English, and that both teachers and students need an appropriate class size collaborate in an affective and succeeded English teaching-learning process.

We have chosen this topic; "Managing Large Classes" to deal with the main problems that face the teachers when they are managing their classes and to pose some techniques that may help them to solve these problems. The purpose of this study comprises the followings:

1. To study the concept of classroom management
2. To review the class size phenomenon.
3. To identify the practical problems of large size English classes.
4. To explain suitable methods to manage large size English classes.

Research Questions and Hypothesis

The large classes' syndrome which is posing multifarious problems to the teacher, students and the taught needs to be dealt with its following dimensions:

1. What is meant by the term "Classroom Management"?
2. What is class size phenomenon in first level English classes at Biskra University?
3. What are the main problems of large size English classes?
4. What are the main methods and strategies to manage large size English classes?

We hypothesise that: "If we teach English in a large size class then, both teachers and students will face problems while managing the classroom."

Research Methodology and Design

Choice of the Method

We intended to use descriptive analysis design as an approach to acquire and gather data for this dissertation. Moreover, the researcher plan to derive information from any material relevant to their field of interest which is a new and a fresh area in English Department as far as we are concerned.

In addition, we intended to use a questionnaire for teachers, a questionnaire for students, and our observation grids, that fit with such case, to cater for both theoretical and an applied research. The results of the questionnaires and the observation grids will be included in the dissertation.

Sampling

Subjects of our study are first year students at the English Department of Biskra and all the teachers who related to first year English classes. There are 240 first year students divided into twelve groups, each group includes approximately sixty students. Since

it is difficult to deal with the whole number of the population, our sample is composed of one hundred students and ten teachers of first, they are chosen randomly.

Instrumentation

To answer the research questions, quantitative data from students' questionnaires as well as teachers' questionnaires would be collected. We begin with the students' questionnaire in order to have a global view about students' knowledge of the large class phenomenon and their opinions in addition to our observation. Both the questionnaires would help us to collect data about the status of teaching large classes; the problems that students and teachers encounter and to benefit from the teachers' experience in teaching such class sizes. Finally, we will interpret the data according to the research aims, the hypothesis and the results of both questionnaires to prove or disapprove the validity of the hypothesis.

Data Collection

We intended to design an appropriate strategy as a general plan for collecting the data; this may include survey administration to both teachers and students, in addition to our visits to first year classrooms as an observation procedure from a short distance.

Generally, we are supposed to observe these classes during all the second semester, whereas, the administration of the questionnaires are supposed to be in the end of the academic year 2011-2012. The reason behind this schedule is to permit students to discover the environment of learning at university regarding that they are new students.

Limitations and Delimitations

Limitations

Considering the importance of the subject, time may be a potential weakness of this study. In addition to this, we are supposed to explain clearly the problem of large classes to the teachers and the students.

Delimitations

This study is delimited to the problems of large size first level English classes in the Department of English at Biskra University. This study will be narrowed in the scope of first year level classes and not all levels classes since the phenomenon of large class size is clearly present in these classes than the other ones.

Significance of the Study

Large classes are a reality in the Department of English at Biskra University. These classes can create various challenges especially to the teachers. Students, also, may feel anonymous and passive. What to talk about of getting individual attention of the teacher and the teacher-student relationship. In this scenario it becomes incumbent upon all to realize the gravity of the problem and evolve such methods and techniques which should help in managing large size English classes.

Chapter One

Classroom Management

Introduction

Classroom management is a technical term used in the field of education which has special connotation in ELT situations. Different educationists, researchers, and linguists have expressed their opinions about classroom management in their own ways. Harmer, Hedge, and Ur are the most significant sources in classroom management.

In this chapter, we try to define classroom management concept, then, to mention the essentials of classroom management: seating arrangement, motivating students, discipline, teacher's and learners' roles, characteristics of a good learner, lesson planning and classroom communication.

1.1. Definition of Classroom Management

Classroom management is a term made up of two parts; classroom and management. From Oxford Learners' Pocket Dictionary, "Classroom" is defined as "a room in school, college...where classes are taught", and "Management" as "the control or organization of something". (72-261)

Classroom management is defined by Fenwick et al., as the ability to manage, to engage, to focus, and to bring productive order to the classroom full of active students. (19)

Also Mackenzie states that classroom management paves the way for cooperation and learning by defining the path teacher want the students to stay on. (4)

Thus, classroom management is based on the teacher's use of several techniques to reach good results.

1.2. Seating Arrangement

Teachers should take into consideration the arrangement in the class. The suitable seating can facilitate the interaction and influence the success of activities. The teacher has the choice the appropriate seating according to activity in a reasonable way. Gower and Walters stated that:

Sometimes, students try to set up space between themselves and other students and between themselves and you in order to establish their own superior-seeming relationships. So you will need to be sensitive, yet positive, from the very beginning. (31)

There are different types of seating arrangement in the class. According to Harmer these types are:

1.2.1. Orderly Rows

There are obvious advantages when students sit in rows in the class. In this type of seating both teachers and students can see each other. It makes lecturing and discipline very easy, the teacher can walk in the class and take contact easily.

1.2.2. Circles and Horseshoes Tables

Many teachers and students prefer this seating. In circles the position of the teacher is less dominating, and s/he will be very close to students. Students can see each other when they answering and participating. In horseshoes, the teacher will be at the open end of the arrangement.

1.2.3. Separate Tables

This type is suitable for group work activity in which the teacher can work easily with one table while the others still work. This type of arrangement may have some problems; for example, the students do not want to sit with the same colleagues, and when they are separated teachers find difficulties in teaching in some modules.

1.3. Motivating Students

Rivers state:

A behaviourist tends to consider motivation largely in terms of external forces, i.e. what specific conditions give rise to what kind of behaviour and how the consequences of that behaviour affects whether it is more or less likely to happen again. (111)

Student must feel enthusiastic about their own progress; this depends on the teacher's motivation to their students. Bligh suggested that many factors affect students' motivation to participate and learn, such as, interest in subject matter, perception of its usefulness, general desire to achieve, self-confidence, self-esteem, as well as patience and persistence." To motivate students to participate and learn, teachers should:

1. Help students to set achievable goals for themselves.
2. Tell students what they need to do to succeed in the course.
3. When possible, let students share in choosing what will be studied.
4. Vary their teaching methods.
5. Give students feedback as quickly as possible.
6. Introduce learners to the good work done by their peers.

1.4. Discipline

Keeping discipline in the classroom is very important, so teachers should keep it to have a well-managed classroom. Ur argued that discipline is the main pre-occupation of some teachers, especially teachers of beginner students. Other teachers hardly have to worry about it; good order, co-operation, and respect in the classroom are seldom accidental. They are the usually the direct result of the way teachers behave and the way they are related to the students. He defined discipline as follows:

Classroom discipline is a state in which both teachers and learners accept and consistently observe a set of rules about behaviour in the classroom whose function is to facilitate smooth and efficient teaching and learning in a class. (270)

Teachers should use three main methods to maintain discipline while teaching their classes; keeping students' attention, establishing clear rules, and addressing discipline problems.

1.4.1. Keeping Students' Attention

Teachers should provide a clear and dynamic structure for the lesson, apply many short activities rather than one long activity, and use order when calling on students.

1.4.2. Establishing Clear Rules

Learners should feel their autonomy. It is important to create correct rules at the beginning of the lesson to avoid the conflicts. Teachers should apply the rules to every one without favouritism, and these rules must be concise and clear.

1.4.3. Addressing discipline problems

There are three ways of addressing discipline problems. Non-verbal approach, verbal approach, and reacting to the disruptive behaviour

a. Non-verbal approach

When student do something to disturb the class, the teacher should continue with the lesson while reacting calmly and non-verbally.

b. Verbal approach

Without interrupting the lesson, the teacher can use other techniques to stop disruptive behaviour.

c. Reacting to the disruptive behaviour

The teacher can make short statement identifying the incorrect behaviour.

1.5. Teacher's Roles

In the teaching-learning process, teachers' role changes from one activity to another. It can change from one stage of the activity to another. Harmer stated that:

Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because we are always on the stage. Others think they are like orchestral conductors because I direct conversation set to pace and tone. (56)

According to Harmer, these roles are:

1.5.1. Manager

It is one of the most important roles of the teacher; teacher as manager has to know that the success of many activities depends on the organisation and on the students' knowing exactly what they are to do. To be a good manager in a communicative language teaching classroom, the teacher has to know the use of space and time, the use of students' names, the use of the blackboard the way check is conducted. (56)

1.5.2. Facilitator

This role is important in a learner-centred lesson; it means that the teacher can facilitate a communication process among all participants in the classroom. The teacher provides material and guidance to enable student to work on their own.

To be a good facilitator, the teacher must think of the various techniques, gestures that could facilitate the learning process for learners as Harmer pointed out “One of the things that we are uniquely able to do on the spot is to mime, gesture and expression to convey meaning and atmosphere” (64)

1.5.3. The Teacher as a Source

This role is to encourage learners to use resource materials for them. The teacher should always be ready to give help if learners need it. Harmer wrote:

A few thing need to said about this role no teacher knows everything about the language! Questions like what’s the different between X and Y? Or why can’t I say Z? are always difficult to deal with because most of us do not carry complex information of this kind in our heads. (61)

To be a good resource, the teacher must be helpful and resourceful. Harmer arguing that when the teacher is acting as a resource s/he will want to be helpful and available, but at the same time s/he has to resist the urge to spoon-feed his or her students so that they become over-reliant on him or her.

1.5.4. Counsellor

This teacher’s role is when the teacher advice students how best to approach a task. To be a good counsellor, teachers should encourage their students to be self reliant in their learning and provide them suggestions to approach the activities. Harmer states that teachers often needs to encourage students to participate or needs to make suggestions about how

students may proceed in an activity when there is a silence or when they are confused about what to do next. (204)

1.5.5. Model

The model teacher is the one who can describe the lesson in a way that the learners can make an idea about “how they do this?” which can be useful for them in the future. For instance, teacher asks students to repeat sentences after him/her for pronunciation practice. Also, teachers should help learners to negotiate in the target language through their own active participation in it. (Harmer, 206)

1.5.6. Participant

A good participant teacher is who participate as equal with the students in an activity, and helps them to express themselves in English. Harmer argued that “There are also times when we might want to join in an activity not as a teacher, but also as a participant in our own right” (60)

1.6. Learner’s Roles

Teaching-learning process is more effective when teachers and learners share the same purpose in approaching an activity. Thus, how shared perceptions can be achieved? According to Hedge, there are four perspectives of learner-centred:

1.6.1. Learner-centred EFL, first perspective applies usefully to situations in which adult learners can specify discernible needs for learning English.

1.6.2. Learners contributing to the design of language learning activities are the second perspective on learner-centeredness. The objectives of the classroom activities are well understood.

1.6.3. Encourages the students to take on the degree of responsibility for their own successful learning are the third perspective. Students have effective strategies for planning, performing and monitoring their independent learning.

1.6.4. The fourth perspective is using methodology which allows learners greater control over the learning process. Classroom observation suggests that motivated students wish to do this anyway. (34-35)

These perspectives suggest a far wider range of roles for the learner. Hedge stated that in contributing to course design, learners can research their needs, negotiate content, and help to monitor the progress of the course. In contributing to activity design, learners can explore and experiment. In developing more independent approaches, learners can plan, initiate and organize their own work. And in a classroom where participation is high and its nature is flexible, learners can question, clarify, and comment. (36)

However, these perspectives depend on various factors. Hedge points out that they are:

...contextual constraints ...perceived roles and responsibilities of the teacher

...learner disposition and cultural expectations of classroom behaviour

...culturally influenced learning styles ...motivation for learning English.

(Hedge 36)

1.7. Characteristics of a Good Learner

Students, as a principal and dynamic part in the classroom, have a main role in the effective teaching-learning process especially if they possess some characteristics. Harmer asserts these characteristics as follows:

1. A good learner has the opportunity to hear the teacher's instructions, not just listen to her/his expressions but also to focus the language s/he uses.
2. S/he always ready to take risks, try to do things and see how it works.
3. Successful learner can ask questions when s/he has the chance. Also, s/he judges when it is appropriate to do and when it is not.
4. The learner thinks about how to learn. S/he uses the best way to write, to read...,etc. The learner has the ability and the opportunity to invent new ways and techniques for her/his own.
5. Willingness to accept correction, good learners are prepared to be corrected, if it helps them.

These are some good learner's qualities which are the part of the teacher's job as s/he encourages them by creating an atmosphere which shows learners that their participation and questions are welcome. (10)

1.8. Lesson Planning

Richards and Renandya state that: “Lesson planning is defined as the daily decisions a teacher makes for the successful outcome of the lesson”. (30)

Richards states that: “The success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which lesson was planned.”(103)

Lesson plan is systematic records of a teacher’s thought about what will be covered during a lesson. Richards suggests that lesson plan helps teachers to think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. (103)

Lesson planning is also important for persevice teachers because they may feel more of a need to be in control before the lesson begins. Richards and Renandya stated that:

Daily lesson planning can benefit English teachers in the following ways:

- A plan can help the teacher think about content, materials, sequencing, timing and activities.
- A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of a classroom.
- A plan is a long what has been taught.
- A plan can help a substitute to smoothly take over a class when the teacher can not teach. (31)

They added that daily planning of lessons also benefits students because it take into account the different backgrounds, interest, learning style and ability of the student in one class.

Teachers should think about a number of questions while planning lessons.

1. Who exactly are the students for this activity? Differences such as, students' age, level, cultural background and individual characteristics influence planning the lessons and the activities.
2. Why does the teacher want to do it? The selection of such activity depends on its interesting.
3. What will it achieve? Before selecting any activity, the teacher should know its aims and objectives, for example, which skill students will achieve by the end of the lesson.
4. What might go wrong? Teachers should deal with the problems which may occur, this will help them to create a good and secure plan.
5. How does it work? Teachers should have pre-knowledge about the procedures, tools, and (or) materials to deal with such activity.
6. How will it fit with what comes before and after it? Teachers should know the connection between the previous and the next activity, because may be there is no connection between on activity and another. (Harmer, 132-124)

Moreover, Richards and Renandya suggest the following list of questions:

What do you want the students to learn and why?

Are all the tasks necessary, worth doing and at the right level?

What materials aids, and so on, will you use and why?

What type of interaction will you encourage pair or group work and why?

(34)

A lesson plan is a systematic product of teacher design for teaching methodology.

Teachers should be familiar with lesson plan since a perfect lesson plan is the passport to a successful teaching process.

1.9. Classroom Communication

The teacher in the communicative classroom has many roles beside of providing and presenting new language. Within communicative language teaching, teachers are asked to make the available materials more communicative and more effective in the classroom.

Communicative activities have many characteristics. Nolasco and Arthur state:

1. They involve using language for purpose.
2. They create a desire to communicate!
3. They encourage students to be creative and contribute their ideas.
4. They focus on message and students concentrate on 'what' they are saying rather than how they are saying it.
5. The students work independently of the teacher.
6. The students determine what they want to say or write. (59)

Moreover, within CLT learners are communicators. They are actively engaged in using communicative strategies such as clarification, confirmation, comprehension checks, request, repairing, reacting and turn taking. Thus, students are seen more responsible managers of their own learning.

Conclusion

Teachers should be familiar with all these essentials of classroom management to reach, with the cooperation of the students, the results needed. However, these elements, to be effective, it requires a proper teaching-learning situation. In teaching large classes; when the number of students exceeds the proper size, the teachers certainly need a special methods and techniques that fit with those classes.

Chapter Two

Management of Large Size Classes

Introduction

The term management of large classes is often misunderstood with maintaining discipline in the large classes. However, management of large size language classes means the complex set of plans and actions that the teacher uses to ensure that the learning in these classrooms is effective and efficient.

Effective management of large classes is a popular topic in higher education. Carbone, Hayes, Nolasco and Arthur, and Hess have produced books focused on the large class management, offering strategies for course design, student engagement, active learning, and assessment. The advantages of large classes include decreased teachers costs, efficient use of faculty time, availability of resources, and standardization of the learning experience. However, there are significant disadvantages to large classes, including strained impersonal relations between students and the teacher, limited range of teaching methods, discomfort among teachers managing large classes. In this dissertation, we try to review the related literature of published in different books, magazines newspapers, and internet web about managing large size English classes.

In this chapter, we shall discuss four main points; definitions of large class, class size phenomenon in English Department, then, general problems, methods and strategies of teaching in large size classes.

2.1. Definition of the Large Class

Researchers argue that there is no exact definition of a large class. It differs from country to country and from one situation of teaching to another.

Hayes states there can be no quantitative definition of what constitutes a “large” class, as perceptions of this will vary from context to context. (4)

Ur sees that:

Large is of course a relation term; and what a large class is will vary from place to place...a group of twenty may be considered large; in my own teaching situation 40-50... A study 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. (302)

Similarly, Nolasco and Arthur state that: “Teachers who are used to teach groups of 12-14 students might find a group of 20 rather threatening. Others may be relieved when they have only 40.” (04)

2.2. Class Size Phenomenon

Generally, teachers meet several classes in one day; their quality of teaching is influenced by the number of students in their classes. There is no agreement upon the optimum class size for the ideal learning situation. English teaching classes the number of students should be reasonable so that the teacher can easily communicate with his or her students. From my observation to first level classes, what should be an optimum teacher-student ratio in English classes is a question which has been bothering me.

In the light of data extracted from appendix (C), it is revealed that the total enrolment of first year English classes is six hundred and seventy-eight (678) students that are divided into twelve groups. The most of these groups contains sixty (60) students and the smallest class is considered a large class in addition to extra sixty-five (65) second year students have modules in first year classes. Out of the total enrolment, seven hundred and thirty-eight (738) students are enrolled as first year students in the academic year 2011-2012. The enrolment of boys is two hundred and nine (209), whereas the enrolment of girls is five hundred and twenty-nine (529).

2.3. General Problems of Large Size Classes

It is very difficult to enumerate all the problems regarding large size ELT classes. However, there are certain problems which may look small from general point of view but may affect teaching-learning process badly. Certainly, there are certain problems which are related to all the large size English teaching classes and can not be ignored at any time.

2.3.1. Discipline

Teachers face difficulties in controlling their students, who make noise especially when they do activities or finish before the others, then the teachers cannot stop them. A disciplined class is an ideal field for a teacher to impart knowledge. Discipline is only possible if the strength of a class is normal. In a class of 40 students and more, it is impossible to maintain discipline. May be a teacher is very competent in his profession, his preparation is satisfactory, is smart and punctual; but will fail to control and maintain discipline in those large size classes. Hayes shows that: "...it is noisy, some students who aren't interested in class will disturb the others....when we have the activities in class, it will be difficult to control or to solve their problems."

2.3.2. Discomfort

Teacher may be very competent in their modules but they will never find themselves at ease when facing a large number of students; they feel 'unhappy' and 'hopeless'. It is not because the students are not ready to listen to them, but because overall situation is hostile. Teachers can not keep proper eye contact with the class. They can not speak constantly at a high pitch. They can not involve their students in learning activities. If they can not do so, they get nervous, then, teaching-learning process will not be in a natural manner. Hayes

argues that: “Large size of class makes me frustrated and tired and I feel hopeless to manage the class successfully.” (109)

2.3.3. Individual Attention

Ur argues that: “I can’t get to know and follow the progress of all the individuals in my class; they are too many of them, and they’re all so different.” (303)

In large size classes individual attention may not exist. Teachers neglect their students as individuals and focus only on groups. A class is composed of individuals who belong to different backgrounds having different problems. They need to be given individual attention. It is very difficult to speak and listen to individual students all the time within the period of the lesson. It also becomes difficult for the teacher to know his students individually. A teacher will always find a lot of embarrassment in identifying the specific need of individual learner in a large size classes.

2.3.4. Evaluation

It is very difficult for the teachers to carryout proper evaluation in a class of large size. The teachers consider it very difficult to supervise a class and check all the exercises done by each student in the classroom. It becomes almost impossible to correct their mistakes. Pair work, group work and trio work becomes impossible. It is troublesome for the teacher to mark too many scripts of home assignments. But all this evaluation is very essential in the teaching system. (6)

2.3.5. Teaching-Learning Process

In a class of large size the teaching-learning process gets very slow. There are many distractions and disturbances. The teacher is not audible to the students. Because of overcrowding, there is much noise in the class. The students find it easier to talk with each other than to ask the teacher and listening to him. As a result, the class lacks the proper teacher-student relationship and the teaching-learning process gets disrupted. Hayes points out:

...I'm not sure that my students get what I've taught exactly. It is difficult to control the students and I don't know what they have learnt because there are a lot of students. Some may understand, but some may be not understood and the teacher doesn't know what. (109)

2.3.6. Teaching through Lecture Method only:

In large size classes teachers are forced to depend on lecture method only. McKeachie notes that class size and method are almost inextricably intertwined. Thus, the research on class size and that on lecture vs. discussion overlap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes. (181)

Consequently, this leads to the question of how learning outcomes achieved by courses taught with the lecture method only in large class settings compare with outcomes achieved in smaller sized classes, where the discussion method is more likely to be employed.

In fact, Lecture method is not appropriate for teaching English. Bligh, based on his extensive review of the research literature: "The balance of evidence favours this conclusion: Use lectures to teach information. Do not rely on them to promote thought, change attitudes, or behavioural skills if you can help it." (20).

By teaching through lecture method, teachers or rather their skills thus becomes the medium for transmitting knowledge orally and the student receives it and accumulates it. The diagram, then, becomes enlarged and proceeds.

In the lecture method the teacher needs to make sure that the decoding of information by the student is correct and the decoded message is learnt. The feeding of information by the teacher is based on the assumption that it is valid. Lecture method need to be modified and in certain situations substituted with alternative methodologies. So, we can conclude that the lecture method can not be found suitable all the time in almost all the English language activities and lessons. (20)

2.4. Methods and Strategies of Teaching in Large Size Classes

Teaching in classes of large size may not be a big problem so far as the scientific specialities are concerned. In such specialities the students can easily be taught in the form of groups. But teaching English in a class of large size is really a difficult task. The following tools and strategies can help the English language teachers to teach in a class of large size.

2.4.1. Managing Pair and Group Work

Pair-work is an activity in which two students work together. When the number of students exceeds two it is, then, called a group-work. These two types are very important while teaching a large class. For example, teacher through these techniques can maximise participation, make clear instructions, and give feedback. Harmer states:

Pair (and group work) will help to provoke quite students into talking.

When they are with one or perhaps two or three other students, they are not under so much pressure as they are if asked to speak in front of the whole class. (131)

Managing pair and group work is needed more in some activities, but teacher, in some cases, may find difficulties. So that, Harmer adds that: “...even when chairs and desks can not be moved, there are ways of doing this: first rows turns to second rows, third rows to face fourth rows.” (129)

2.4.2. Managing Discipline

Discipline is very important in every class. Managing discipline in a large class is not as in a small one; it demands some clear rules.

Establishing a code of behaviour that is created by teacher and learners together. Kunkam et al., state that it should state clear basic rules of conduct that learners understand, such as; they have to work quietly; they may talk, but not loudly; and students who have finished the lesson tasks can read a book to keep them busy. (2)

Teacher in a large class has to use the environment and experiences outside the classroom. According to Lyons, it offers a new, different space when students get noisy or bored, and helps to reduce overcrowding.

Teacher should collaborates with the students and build up a good learning atmosphere in large classes. According to Hess, in the large class working together is needed, many students value the 'safe' learning atmosphere in large classes. Therefore, teachers of large classes should take advantage of this, and build up a collaborative and lively learning atmosphere. (10)

Teacher should benefit from the advantage of the size of the large classes. Ur argued that when we consider a large class as a better opportunity for the teacher, we take only the positive aspects of such a class. Teaching practice and experience of many who have ever been teaching in large classes show that it is not only possible to build up a good learning atmosphere in large classes, but also feasible to take advantage of the large class size.

Richards and Rodgers see that a teacher should communicate, discuss and share regularly the classroom management techniques with other teachers who are involved in large class teaching. (156)

2.4.3. Managing Students' Anonymity

The teacher, according to Yule, must know the names of at least some of his students using different ways as must create a more personal environment by letting students 'know' him in appropriate ways (his interests, how he first encountered a concept, and how he uses course-related materials in problem-solving, etc. He can try to find ways to be accessible to students on a personal level using different strategies; arrive early and chat with students who are already there, greet students as they come in, stay a few minutes after class to answer individual questions, consider lecturing or leading discussion from different points of the classroom to give students the feeling of being in the midst of the action rather than simply being an observer, etc. When he asks questions, he can start on a personal level, asking students to share their own experiences with a concept, and then move to the more abstract. (198)

2.4.4. Managing Class Activities

Carbone pointed out that lectures as a rule have little educational value. If the teacher is teaching a small class and he is good, he may be able to make many of his students participate into activity; get them asking and answering questions, discussing issues, challenging conclusions. However, with large classes, no matter how good he is, he probably will not be able to persuade most students to open their mouths in front of 60 and more classmates; it seems too risky for them. If the teacher hopes to move away from statue students to active students, the teacher has to select deferent approach. (38)

The so called “In-class exercise” is the technique the teacher need for a large class. As the teacher lectures on a body of material or go through a problem solution, instead of just posing questions to the class as a whole and enduring the ensuing time-wasting silences, occasionally assign a task and give the students anywhere from 30 seconds to 5 minutes to come up with a response.

With individual, pairs, groups, or think-pair-share approach the teacher should from time to time call on groups or individuals to present what they came up with. Ali argues that if teacher never does this, students will have little incentive to work on the exercises when he assigns them and many will not. Group exercises have the added benefit of giving students an opportunity to meet and work with one another, a good first step toward building a sense of community. He can augment this benefit by periodically asking the students to sit in different locations and work with students they have not been with before. The principal benefit of these exercises is that they get students acting and reflecting, the only two ways by which human beings learn. The teacher doesn't have to spend a great deal of time on active learning exercises in class; one or two lasting no more than 5-10 minutes in a 50-minute lecture can provide enough stimulation to keep the class with him for the entire period. (17)

2.4.5. Managing Teaching Method

According to Richards and Rodgers, teachers should remember the characteristics of some of the worst lectures that they had as students. These might include; reading from the text or taking material straight from the assigned text only, 50 minutes of non-stop lecturing, outdated or incorrect information presented, etc. If they have subjects or topics unavailable to the students in textbooks or other sources, they can distribute an outline and go through it on a transparency while you lecture. They, also, can give students practice in remembering lecture material by asking questions from time to time or providing quizzes at the end of the lecture. They should try to provide hints or cues during the course of the lecture that students may use to remember important points. Moreover, they can use examples and images when explaining concepts and principles. Whereas, they should avoid non-stop lecturing; teachers has to divide lectures into short segments and to be enthusiastic and expressive when lecturing, too. In addition, visual aids help a great deal. Teachers should mix up films, overheads, computer graphics, and even guest lecturers. (156)

Carbone states that teachers must encourage active participation by students during the course of the lecture such as, working on problems, answering multiple choice questions which are inserted periodically. They may tell students when they have responded correctly; if they ignore student responses they will tend to extinguish them altogether. Before beginning the lecture, teacher tells the students how it will be organized. A brief outline on the board at the beginning of class is an excellent means of helping students gear their thoughts to the topic for the day. At the end of the class, they probably summarize the important points which were covered during the lecture and give the students some idea of what to look forward to for the next time. (129)

Joyce et al., tabulate the most suitable method for every teaching model that can be used with teaching large classes. (1-2)

Teaching Models	Suitability for large classes	Methods for implementation
<p>The social models These models emphasize our social nature and how social interactions can enhance academic learning. The social context in which knowledge is constructed is emphasized. The focus is on developing a community of learners, resolving conflicts, negotiating meanings and cooperating to complete set tasks.</p>	<p>Some of these methods may be difficult to implement practically in large lectures, although the use of these methods can be demonstrated. Better suited to small group sessions (lab, tutorial etc.).</p>	<ul style="list-style-type: none"> • group investigations • role plays • jurisprudential inquiry • case studies • utilizing learning styles • cooperative learning
<p>The information processing models The information processing (IP) models emphasize the development of the mind: namely reasoning and problem-solving skills. Teaching students how to think and learn is seen as a major goal. Students are encouraged to reason causally and master complex bodies of concepts by generating, analyzing, applying and evaluating information. The generation and use of analogies and metaphors is also common.</p>	<p>Some IP methods are difficult to implement in large lectures and are more suited to smaller groups.</p> <p>Other IP methods can be used equally well with large groups as with smaller ones. May need to be modified or simplified for larger groups.</p>	<ul style="list-style-type: none"> • induction (data collection and hypotheses testing) • inferential/Socratic method • concept attainment • mnemonics & metacognition • synectics advanced organizers

<p>The personal models These models see the student as central to his or her learning process. They emphasize the ways in which individuals create their own internal environment. Personality, self-esteem and self-concept are seen as crucial influences on learning. The goal is to enhance the mental and emotional health of students in order to generate learning needs and aspirations. The teacher is seen as a facilitator.</p>	<p>Impossible to fully implement in large lectures, however may be demonstrated in a modified or incomplete way; for example, the use of divergent and creative thinking exercises. Best suited to smaller groups (tutorials, etc) where one-to-one relationships can develop and activities can be monitored closely and followed through.</p>	<ul style="list-style-type: none"> • student-teacher partnerships • non-directive work contracts • student-defined problem solving • modelling growth (and self actualizing behaviours)
<p>The behavioural models These models see students as a collection of learned behaviours. As such, behaviours can be learned and behaviours that do not work well can be 'unlearned'. These models also emphasize reinforcement schedules. Desired responses and behaviours need to be rewarded if they are to re-occur in students. Learning goals are generally individualized and discrete. Self-paced learning is valued and encouraged. Criteria for assessment and standards are rigid and objective.</p>	<p>Most suitable (and common) of all the models for large classes including large lectures. Excessive use of these models in small group work (tutorials, etc) is probably wasteful since it is important to use small group sessions to apply the other models. However, small group work may require some amount of direct instruction and training etc., especially in lab and practical situations.</p>	<ul style="list-style-type: none"> • direct instruction • training & simulations • programmed instruction • self-instruction (e.g. self-paced study kits or workbooks)

Table 1: Models and Methods of teaching large classes

Conclusion

Teaching English in large classes is presently still not being preferred by the most of teachers. In other words, many teachers choose not to, but have to teach in large classes, because they take it for granted that many problems arise along with the increase in class size. The large size of the class should not be an excuse of not to search for an appropriate methods and techniques to create an effective teaching or to apply for solutions for improving teaching-learning process.

However, teachers besides their need to serve a great effort to choose then to apply the appropriate method in such activity, they need mainly the cooperation of the students in this task. In managing large size classes, where the individual attention to the students as individuals and to the interaction between them and the teacher absent, the need to a field work has emerged.

Chapter Three

Data Analysis and Interpretation

Introduction

This chapter presents the study in which we have focused mainly on the teachers' and students' knowledge, fact and opinions about classroom management as well as the teachers and students' problems in managing large classes. This study has been conducted at the English Department of Biskra University. In this chapter we shall discuss the description and the administration of the questionnaires, teachers' and students' responses, and finally the findings.

3.1. Teachers' Questionnaire

The main tool of enquiry information is the questionnaire for both teachers and students. It aims at answering the research questions and investigating the opinions towards teaching and learning in large classes. Teachers are more concerned with the problem of teaching large classes than students especially when they are responsible of creating a proper atmosphere that fit with the needs of teaching-learning process. The sample population was ten (10) teachers of different modules that have a clear relationship with the field of the study; first level classes of English Department at Biskra University.

3.1.1. Administration

The questionnaire has been administered at the English Department of Biskra during a four-day period from May 3rd to May 9th, 2008. Teachers preferred to answer it at home and to return it the day after.

3.1.2. Description

The questionnaire is divided into three sections. The first section is designed to get background information on the teacher concerning gender, age, experience, and the module s/he has been taught. The second section, classroom management, is about the teacher's knowledge and opinion toward the importance of classroom management elements. Whereas, section three as a main section aims at investigating the degree of difficulty of teaching a large class.

Both the teachers' and students' questionnaires are divided according to the organisation of the dissertation itself; classroom management and management of large classes, as both the questionnaires' elements accomplish themselves as a source of information.

3.2. Students' Questionnaire

To investigate students' opinions and problems of being studying in a large class, we have prepared a questionnaire directed to the students. Hence, the sample population includes one hundred (100) first year students at the English Department of Biskra University, aged between seventeen (17) and twenty-four (24) years.

3.2.1. Administration

The questionnaire has been administered during the second semester of the academic year 2011-2012, precisely at the end of the second semester. The students' questionnaire has not been administered until the students have discovered the atmosphere of the class well. A total of three (45) minutes has been sufficient for students to answer all the questions.

3.2.2 Description

The questionnaire is divided into three sections: section one is about the students' general information, section two aims at getting information about students' opinions and attitudes about classroom management, and section three makes a survey about students' problems and challenges while studying in a large size class.

Section one includes two questions, Question one and two are about gender and age. Section two comprises two tables; the first table shows the students' attitudes and opinions about learning English and to get their knowledge about the methods of teaching. Whereas, section three, as a main part, shows the class size, the class' atmosphere, and the kind of classroom management elements given to the student.

3.3. Teachers' Responses

3.3.1. Section One: General Information

1. Gender

Gender	Number	Percentage
Male	02	20%
Female	08	80%
Total	10	100%

Table 3.1: Teachers' Gender

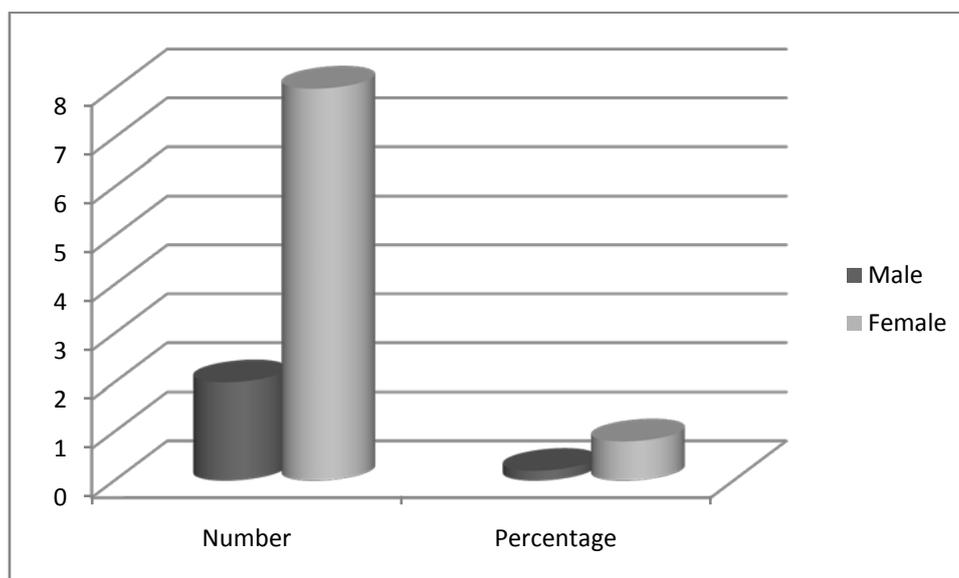


Fig. 3.1: Teachers' Gender

2. Teaching Experience

Experience	Number	Percentage
Up to 1 year	02	20%
5 to 10 years	08	80%
More than 10 years	00	00%
Total	10	100%

Table 3.2: Teachers' Experience

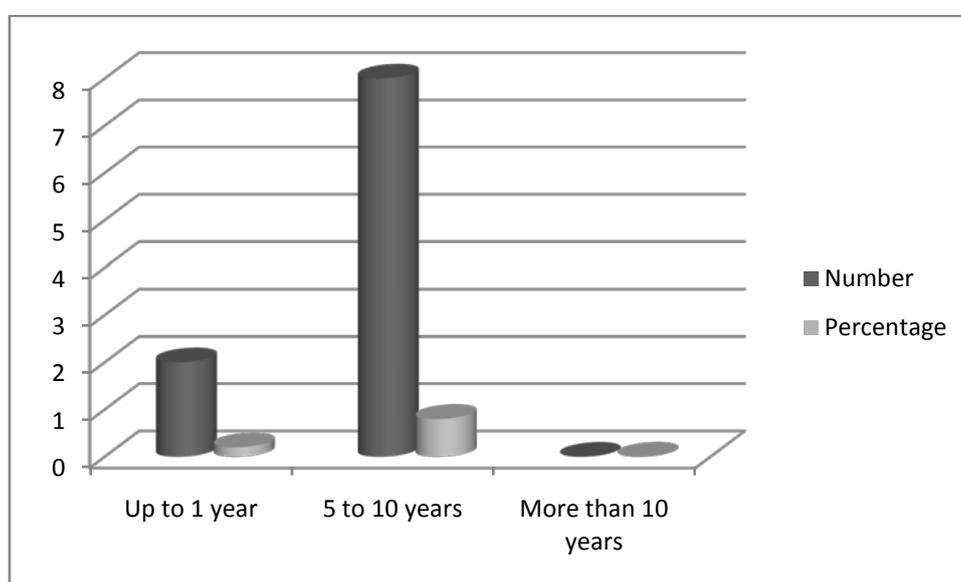


Fig. 3.2: Teachers' Experience

3. Status

Status	Number	Percentage
Part-time	04	40%
Full-time	06	60%
Total	10	100%

Table 3.3: Teachers' Status

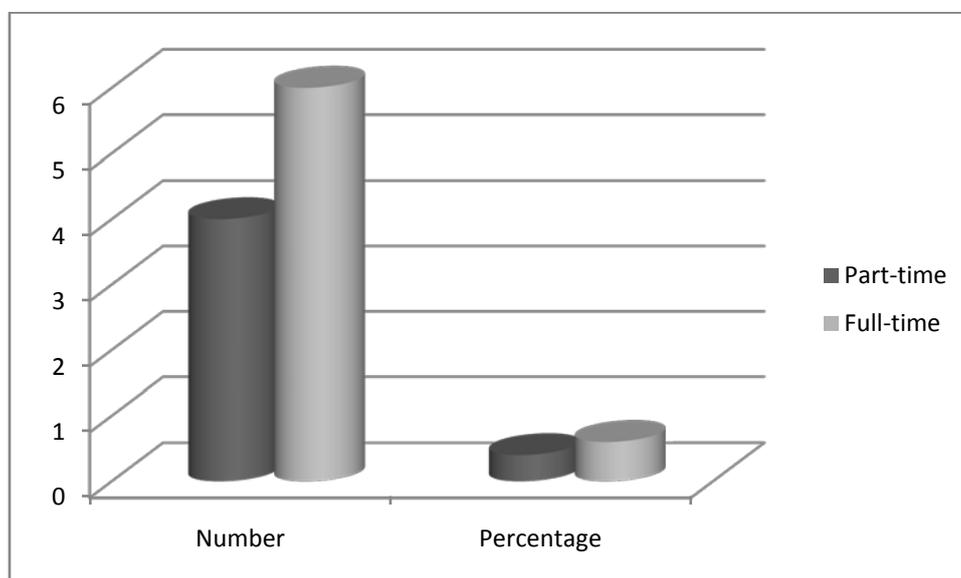


Fig. 3.3: Teachers' Status

3.3.2. Section Two: Classroom management

A rating of "1" is **Very Important**

A rating of "5" is **Not Important**

N°	Classroom management elements	1	2	3	4	5	Degree of Importance
1	Arranging the classroom - seating, use of space, etc.	4	4	2	0	0	1.8
2	Communicating with students	7	3	0	0	0	1.3
3	Establishing positive teacher-student relationships - connecting with students	5	4	1	0	0	1.6
4	Integrating technology in the classroom	6	3	1	0	0	1.5
5	Maintaining students' attention and focus - keeping students on task	7	3	0	0	0	1.3
6	Managing student behavior – discipline	6	4	0	0	0	1.4
7	Managing time	8	2	0	0	0	2.2
8	Motivating students to learn	9	1	0	0	0	1.1
9	Planning and preparation of lessons	8	2	0	0	0	1.2

Table 3.4: Teachers' Knowledge about Classroom Management Concept

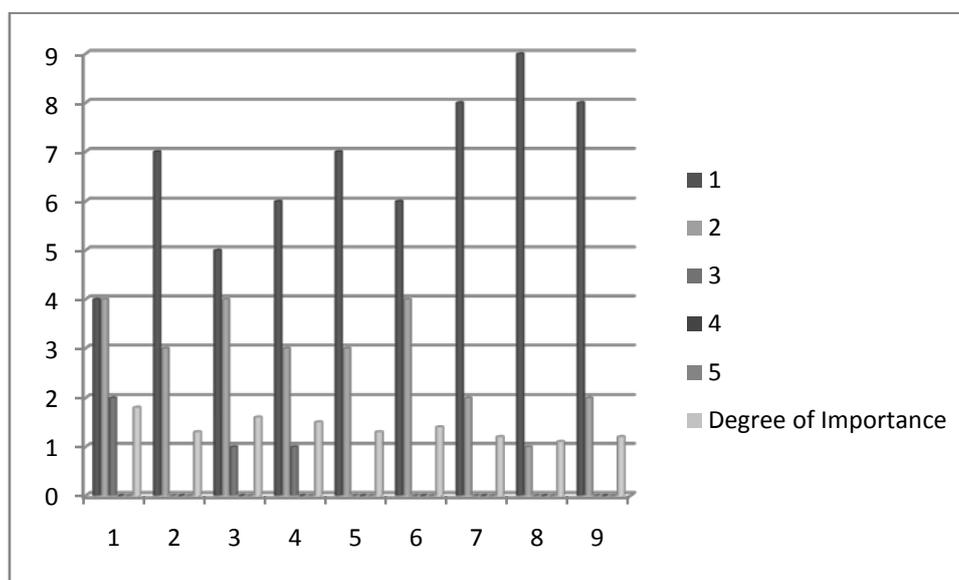


Fig. 3.4: Teachers' Knowledge about Classroom Management Concept

3.3.3. Section Three: Management of Large Classes

5 = Very difficult
 4 = Difficult
 3 = Certain
 2 = Easy
 1 = Very easy

N°	What a teacher has to do	5	4	3	2	1	Degree of Difficulty
1	Timing the lessons	6	3	1	0	0	4.5
2	Setting up goals of the lesson	6	2	2	0	0	4.4
3	Determining models and strategies of teaching	5	4	1	0	0	4.4
4	Selecting instructional techniques of teaching	4	4	2	0	0	4.2
5	Previewing lessons	5	4	1	0	0	4.4
6	Reviewing lessons	4	6	0	0	0	4.4
7	Preparing handouts and other materials.	6	3	1	0	0	4.5
8	Determining methods of evaluating student outcome	4	4	2	0	0	4.2
9	Being able to see the whole class	10	0	0	0	0	5
10	Using the right level of voice	9	1	0	0	0	4.9
11	Having students work in groups in class	7	3	0	0	0	4.7
12	Being able to give support and advice to individual students at the same time	9	1	0	0	0	4.9
13	Giving equal share of class activities	7	3	0	0	0	4.7
14	Providing appropriate pace of lessons	4	5	1	0	0	4.3
15	Giving and checking homework or Assignments	3	5	2	0	0	4.1
16	Correcting exams	1	8	1	0	0	4
17	Creating a good relationship between the teacher and the students.	6	3	1	0	0	4.5
18	Knowing the students individually	7	3	0	0	0	4.7
19	Developing productive skills, i.e. writing and reading	5	5	0	0	0	4.5
20	Developing productive skills, i.e. writing and speaking	4	6	0	0	0	4.5
21	Monitoring work and giving feedback	4	5	1	0	0	4.3
22	Managing discipline	2	8	0	0	0	4.3
23	Using audio-visual aids	3	5	2	0	0	4.1

Table 3.5: Teachers Fact and Management of Large Classes

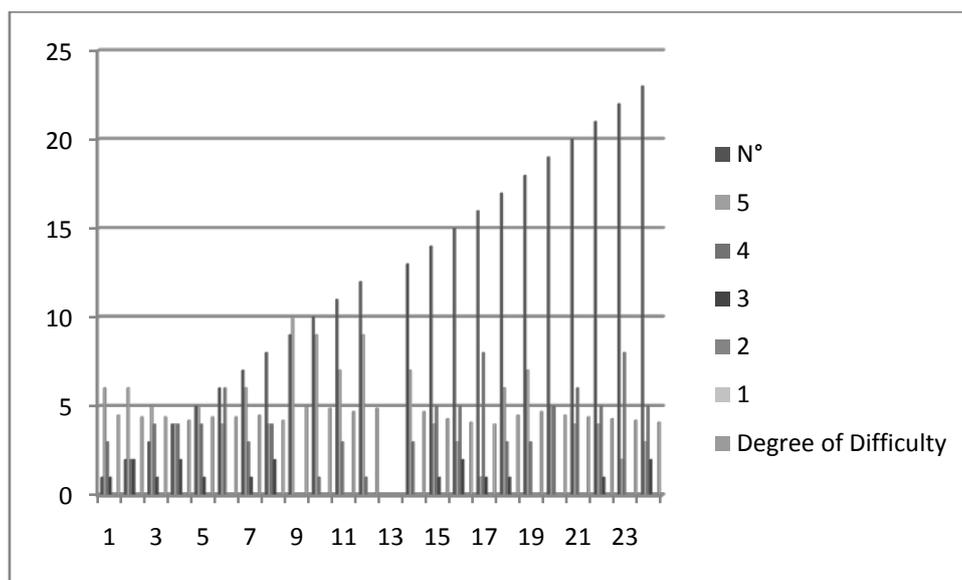


Fig. 3.5: Teachers Fact and Management of Large Classes

3.4. Students' Responses

3.4.1. Section One: General Information

1. Gender

Gender	Number	Percentage
Male	33	33%
Female	67	67%
Total	100	100%

Table 3.6: Students' Gender

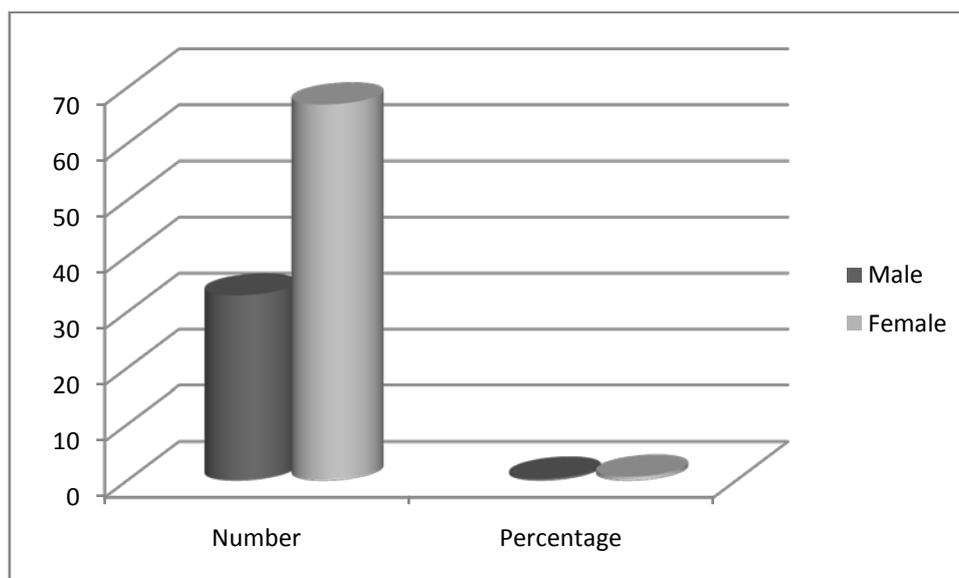


Fig. 3.6: Students' Gender

2. Age

Age	Number	Percentage
18 to 20 years	22	22%
20 to 24 years	47	47%
More than 24 years	31	31%
Total	100	100%

Table 3.7: Students' Age

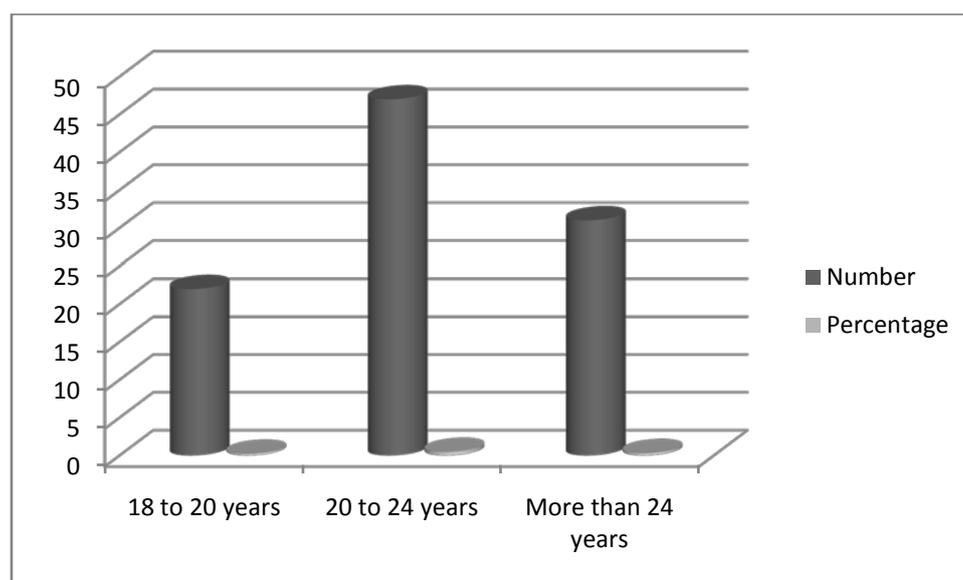


Fig. 3.7: Students' Age

3.4.2. Section Two: Classroom management

(N=100)

N°	Statement	Not at all	Not much	Some what	A Lot
1	I really want to learn.	01	02	04	93
2	I participate regularly in class.	07	09	58	24
3	I often need extra help with activities.	05	38	46	11
4	I try my best but it doesn't help me do well.	05	06	23	66
5	I am usually bored with what we study in class.	03	23	28	45
6	The topics I am studying in class are interesting and challenging.	00	21	36	43
7	I can do better work than I'm doing now.	00	06	20	74

Table 3.8: Students' Opinions about Learning English

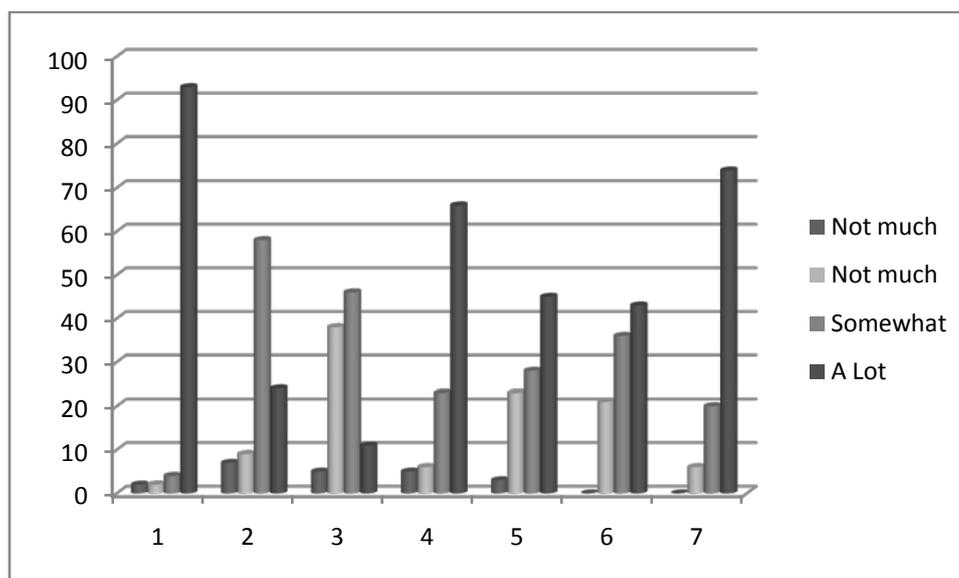
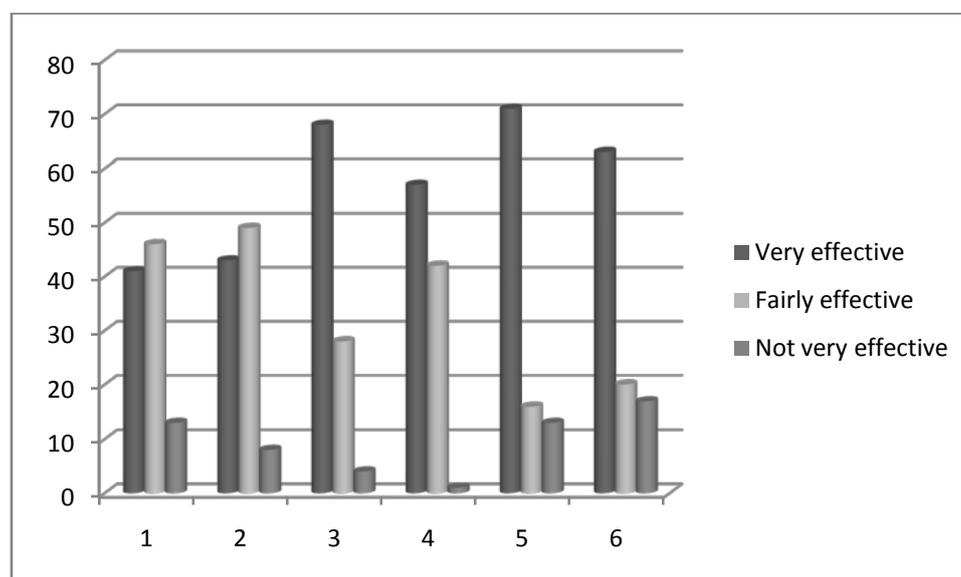


Fig. 3.8: Students' Opinions about Learning English

(N=100)

N°	Teaching method	Very effective	Fairly effective	Not very effective
1	Lectures	41	46	13
2	Tutorials	43	49	08
3	Language lab work	68	28	04
4	Pair work	57	42	01
5	Group work	71	16	13
6	Discussions	63	20	17

Table 3.9: Students' Opinions about Teaching Methods**Fig. 3.9: Students' Opinions about Teaching Methods**

3.4.3. Section Three: Management of Large Classes

(N=100)

N°	Question	Yes	No
1	Is individual attention given by the teacher?	17	83
2	Is teaching done through lecture method only?	57	43
3	Is attendance checked regularly?	62	38
4	Can you easily ask and answer questions?	21	79
5	Does proper teacher-student relationship exist?	23	77
6	Do the weak students feel ignored?	79	21
7	Are the best students given more attention?	89	11
8	Are the back zone students (back benchers) neglected?	78	22
9	Do the front zone students (front benchers) dominate the entire class?	73	27
10	Do the teachers know the most of the students' names?	39	61
11	Are sufficient assignments given?	54	46
12	Can the teacher check the assignments satisfactory?	46	54
13	Is the viewgraph available in the classroom?	44	56
14	Is the language laboratory available while learning?	21	79
15	Do the teachers use tape recorders while teaching?	09	91
16	Is the data-show used in the class as a teaching aid?	05	95
17	Is there no teaching aid available except the blackboard?	89	11

Table 3.10: Students Fact and Management of Large Classes

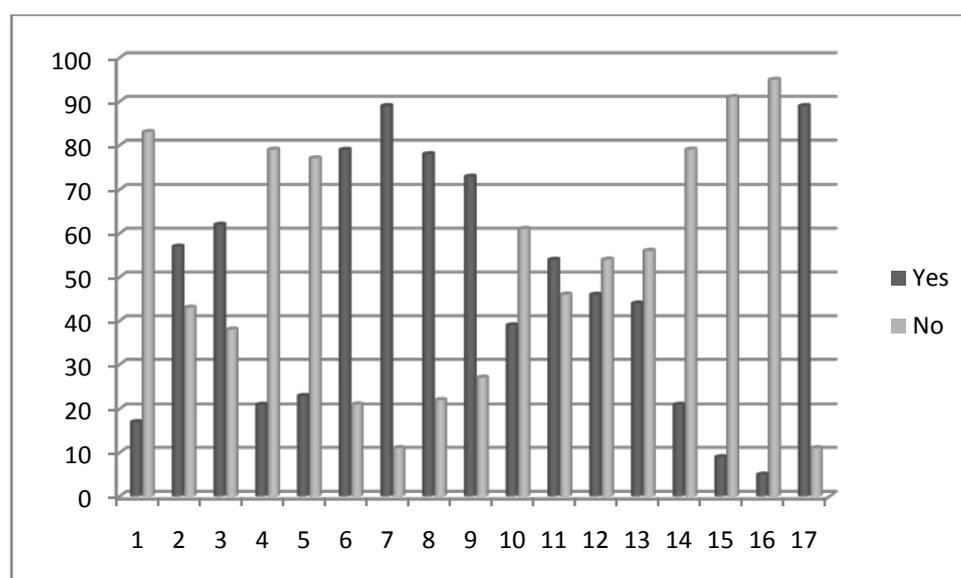


Fig. 3.10: Students Fact and Management of Large Classes

3.5. Discussion

The participant teachers are from the both gender; two (02) males and eight (08) females, Whatever is their gender, it would not influence the results of our research since they teach the same syllabus content within the same environment. Most of them have the experience from five (5) to ten (10) years in teaching English in English Department at Biskra University. Some of them are part-time teachers and others are full-time ones. They cover almost all the modules of English teaching.

Almost all the teachers are familiar with the concept of classroom management and its importance in teaching-learning process, including classroom arrangement and communication, planning and reparation lesions, individual attention toward the student, motivating student, and managing discipline and time.

Most of teachers agree that their usual class size is beyond sixty (60) students and their ideal class size is twenty- four (25) students, they also consider a class size of forty (35) student and more as a large class; they are clearly not comfortable with teaching large classes. A significant number of teachers say that motivating students in these classes is difficult and individual attention to all the students is impossible, and most of them think that teaching English in a large class is a real challenge. A good number of them confirmed that they evaluate their students through exams, tests and oral questions. Most of the teachers see that it is not impossible to teach a large class, however, all of them find that being able to see the whole class, knowing the students individually, using the right level of voice, giving equal share of class activities, managing discipline, being able to give support and advice to individual students at the same time is very difficult. As they find that setting goals of the lesson, selecting instructional techniques of teaching, previewing and reviewing lessons, preparing handouts, having students work in groups in class, giving and checking students'

assignments, monitoring work and giving feedback, and using audio-visual aids also difficult in such classes.

However, almost all the teachers assert that with an ideal number of students in their classes they could set clear objectives to the lesson, provide students with the adequate number of activities and be able to check all the students' assignments correctly, help students to develop their skills, give extra information and knowledge and teach at ease and get better outcome.

The participant students are from both genders; thirty three (33) males and sixty seven (67) females and all of them are aged between nineteen (19) and twenty-four (24) years.

Most of the students have an attitude to learn English and participate regularly in the class. Some of them need an extra assistance from their teachers, however, a significant number of them find the topics interesting and challenging as they think they can do better. All of the students find that pair-work and group-work help them largely in learning English as they agree that studying in language laboratory is even effective.

Almost all the students pointed out that there are beyond fifty-five (55) to sixty-five (65) students in their classes and most of them are not comfortable with their class sizes as some of them find their classes noisy. A significant number of the students lack the teacher's individual attention, proper teacher-student relationship, and sufficient assignments given by the teacher. Most of them pointed out that they study through lecture method only and that rarely have sessions in language laboratory. Moreover, some of them argue that the viewgraph is sometimes not available especially while lectures. A significant number of them that the back zone students (back benchers) are neglected and the front zone students

(front benchers) usually dominate the entire class. Some of them find that the best students are given more attention and the weak ones are neglected.

Conclusion

Statistical analysis has indicated that noticeable problems exist while managing large size English classes. These problems create challenges to both teacher and students. According to the questionnaire's results, both of them do not feel comfortable with these classes. Thus, the research hypothesis has been confirmed by the questionnaires.

A significant number of teachers and students highlighted various problems and challenges in managing large size English classes. From one hand, teachers face difficulty while managing such classes; they find that it is hard to apply almost all the classroom management tasks especially the individual attention and to interact with all the students. Sometimes they fail to maintain discipline which is mostly a serious problem in large size classes since this problem itself may results other problems. From the other hand, students, in this very level, need a proper learning atmosphere to acquire and develop good skills in learning English language.

General Conclusion

Large size class teaching in English Department of Biskra University is a real problem. It is considered as a challenge to both teachers and students. This problem needs to be considered as part of pedagogical life and worthy of investigation; maintenance discipline, individual attention and teacher-student interaction should be given top priority; teachers should be firm, fair and friendly. Teachers, to feel comfortable, should try to come well prepared as well as s/he has to keep the class interactive by encouraging students and forming pair and group work from while to while. In addition, weak students should be given as individual attention as much to reach the other students' level. Modern teaching aids must be available for teaching English classes. Teachers should not be considered as the only responsible for managing those large classes.

Hence, the most appropriate solution that is resulted from this study is to avoid large size classes since the management of these classes is not simple but complex. It is also worth investigating the use of term "large classes"; as some teachers appear to regard groups of thirty-five (35) students and more as a large class and a group of sixty (60) students and more as intolerable.

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Appendix A: Questionnaire for Teachers

Questionnaire

Dear Teacher,

“An Investigation of Managing Large Size Classes: A Case Study of First Year Students of the Department of English, BISKRA University” is the title of the Master’s degree dissertation I am preparing. Would you kindly allow me to benefit of your knowledge and experience by completing the attached questionnaire.

The information provided will be used only for research purposes and it will undoubtedly help a great deal in understanding the present difficulties of English teaching in large size classes and in drawing conclusions and suggesting solutions for the management of large size English teaching classes.

Yours sincerely,

Section Three: Management of Large Classes

1. What is your usual class size? _____
2. What is your ideal class size? _____
3. What is the largest number of students you have had in a class? _____
4. At what number of students do you consider a class large? _____
5. Do you feel uncomfortable while teaching large classes? _____
 Yes No

How? _____

6. Is motivating students in those classes difficult?
 Yes No

How? If yes, please explain _____

7. In a large class, can the teacher pay individual attention to all the students?
 Yes No

Why? _____

8. Do you think it is possible to teach English in large classes?
 Yes No

Why? Please explain

9. How do you evaluate your students?

10. How do you find these categories while teaching in large classes? Please give a rating for each item according to the criteria below.

5 = Very difficult

4 = Difficult

3 = Certain

2 = Easy

1 = Very easy

N°	What a teacher has to do	5	4	3	2	1
1	Timing the lessons					
2	Setting up goals of the lesson					
3	Determining models and strategies of teaching					
4	Selecting instructional techniques of teaching					
5	Previewing lessons					
6	Reviewing lessons					
7	Preparing handouts and other materials.					
8	Determining methods of evaluating student outcome					
9	Being able to see the whole class					
10	Using the right level of voice					
11	Having students work in groups in class					
12	Being able to give support and advice to individual students at the same time					
13	Giving equal share of class activities					
14	Providing appropriate pace of lessons					
15	Giving and checking homework or Assignments					
16	Correcting exams					
17	Creating a good relationship between the teacher and the students.					
18	Knowing the students individually					
19	Developing productive skills, i.e. writing and reading					
20	Developing productive skills, i.e. writing and speaking					
21	Monitoring work and giving feedback					
22	Managing discipline					
23	Using audio-visual aids					

11. With an ideal number of students in my class, I could:

Appendix B: Questionnaire for Students

Questionnaire

Dear Student,

“An Investigation of Managing Large Size Classes: A Case Study of First Year Students of the Department of English, BISKRA University” is the title of the Master’s degree dissertation I am preparing. Would you kindly allow me to benefit of your knowledge and by completing the attached questionnaire.

The information provided will be used only for research purposes and it will undoubtedly help a great deal in understanding the present difficulties of ELT in large size classes and in drawing conclusions and suggesting solutions for the management of large size English teaching classes.

Thank You,

Section One: General Information

Gender: 1. Male
2. Female

Age: 1. 18 to 20 years 2. 20 to 24 years 3. More than 24 years

Level: 1st year LMD

Section Two: Classroom Management

1. Please mark how well you think the following statements *describe you*:

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

N°	Statement	Not at all	Not much	Some what	A Lot
1	I really want to learn.				
2	I participate regularly in class.				
3	I often need extra help with activities.				
4	I try my best but it doesn't help me do well.				
5	I am usually bored with what we study in class.				
6	The topics I am studying in class are interesting and challenging.				
7	I can do better work than I'm doing now.				

2. In general, how *effective* at helping you learn do you find the following teaching methods?

(N=100)

N°	Teaching method	Very effective	Fairly effective	Not very effective
1	lectures			
2	tutorials			
3	language lab work			
4	pair-work			
5	group-work			
6	discussions			

Section Three: Management of Large Classes

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

2. Do you feel comfortable in the class?

a. Frequently

b. Sometimes

c. Rarely

Why? _____

3. Is there noise in the class?

a. Frequently

b. Sometimes

c. Rarely

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

N°	Question	Yes	No
1	Is individual attention given by the teacher?		
2	Is teaching done through lecture method only?		
3	Is attendance checked regularly?		
4	Can you easily ask and answer questions?		
5	Does proper teacher-student relationship exist?		
6	Do the weak students feel ignored?		
7	Are the best students given more attention?		
8	Are the back zone students (back benchers) neglected?		
9	Do the front zone students (front benchers) dominate the entire class?		
19	Do the teachers know the most of the students' names?		
11	Are sufficient assignments given?		
12	Can the teacher check the assignments satisfactory?		
13	Is the viewgraph available in the classroom?		
14	Is the language laboratory available while learning?		
15	Do the teachers use tape recorders while teaching?		
16	Is the data-show used in the class as a teaching aid?		
17	Is there no teaching aid available except the blackboard?		

Appendix C: Lists of Students

Group: 01

N°	Name
1	Abba Lamia
2	Abbas Ibtissem
3	Abbassi Fatma
4	Abboud Elalia
5	Abdellaoui Saber
6	Achour Ramdane
7	Achouri Hassna
8	Achouri Mohamed Salah
9	Adjiri Bouthaina
10	Adouane Rania
11	Affissa Mohamed ayoub
12	Aggoune Nedjla
13	Aghoggal Djamila
14	Aidoudi Ahlam
15	Akribi Zohir
16	Aleiat Lamia
17	Amara Sofia
18	Amrane Hadjer
19	Amraoui Khaled
20	Amraoui Mazen
21	Amraoui Mohamed
22	Andallah Embarek leila
23	Angar Meryam
24	Angar Sedick
25	Aoubid Hadjer
26	Aouiche Hadjer
27	Aouragh Abla
28	Arbi Khaoula
29	Arbi Elkhansa
30	Arbia Ahlam
31	Atia Wafa
32	Atmani Hana
33	Atrous Saida
34	Azizi Amina
35	Azzouz Mounira
36	Azzouz Wahiba
37	Baa Yasmine
38	Bahri Ikram
39	Belaâla Fatma
40	Berri Nabila
41	Chelali Djehad
42	Chiha Sara
43	Chikhaoui Hassiba
44	Djeffal Khanza
45	Ghaoui Rahima
46	Hani Oualid
47	Hraki Hanane
48	Menacer Malika
49	Menacer Fariha
50	Messaoudi Souhiela
51	Mohamedi Nadjela
52	Mouissat Fatma Zohra
53	Mouissat Khaoula
54	Nasri Zahia
55	Ouardjek Chahla
56	Rahman Narimane
57	Saadoune Brahim
58	Said Ibtissam
59	Saidi Basma
60	Saidi Djamel
61	Sangare Mohamed Moussa
62	Telli Afaf
63	Zerari Ouissem

Group: 02

N°	Name
1	Ayache Hichem
2	Bachiri Nadjla
3	Bahaz Maroua
4	Bakir Nouha
5	Bar Yasmina
6	Bari Messeouda
7	Bedra Hassina
8	Belakhder Zina
9	Belghaithar Ahmed
10	Belguidoum Bbachir
11	Belhend Mounir
12	Belkahla Imane
13	Bellouti Khedidja
14	Belmabrouk Safia
15	Belmancer Ahlem
16	Belmerabet Noureddine
17	Ben djaballah Imane
18	Ben aissa Asma
19	Ben bel kheir Zahia
20	Ben bouza Sakina
21	Ben chaira Djawhara
22	Ben cheha Asma
23	Ben guella Sana
24	Ben mazouz Ibtissem
25	Ben otmane Wided
26	Ben sahla Hadjer
27	Ben salem Manel
28	Ben temam Nour elhouda
29	Ben zaroual Hakima
30	Benammar Fayza
31	Bencharef Neriman
32	Benchiha Ahlam
33	Boularbah Khedidja
34	Bouzidi Mohamed Yacine
35	Cherif mouaki Samiha
36	Daifi Fatima Zohra
37	Daoud Soumia
38	Debilou Hemza
39	Debka Khaled
40	Djeniène Abedelaziz
41	Ghamri Amina
42	Gherbi Abdelhamid
43	Houhou Meriem
44	Kelfali Zakaria
45	Kermiche Dalila
46	Lazhari Abde lkader
47	Ouafi Abdelkarim
48	Rdjaimia Aicha Rania
49	Sammari Hadjer
50	Selami Zakaria
51	Setti Fatima
52	Slimani Mohamed
53	Soualhi Imane
54	Yousefi Sara
55	Zagad Reguia

Group: 03

N°	Name
1	Allia Hanane
2	Belouaar Hamza
3	Beloumi Ameer
4	Ben achour Samira
5	Ben bellat Ferdous
6	Ben chouia Besma
7	Benghezala Mohamed
8	Benhammi Meriem
9	Benhamouda Sara
10	Benoumssad Ratiba
11	Bensahih Aissa
12	Bentaleb Roufia
13	Benyettou Asma
14	Berghouti Rihab
15	Berriche Loubna
16	Bey Imane
17	Bezziou Kanza
18	Bezziou Samiha
19	Borni Imadeddine
20	Bouafia Wafa
21	Bouaicha Boubakeur
22	Bouaicha Hafsia
23	Bouaiss Oumaima
24	Bouakkaz Rahima
25	Bouaziz Rabie
26	Boubekeur Sara
27	Boucedra Khouloud
28	Bouchareb Faiha
29	Bouderhem Asma
30	Bouderhem Khawla
31	Boudiaf Ines
32	Boudjlida Ibtissam
33	Bougherara Rim
34	Boughezoula Aicha
35	Bouhafs Hanane
36	Bouhdjar Asma
37	Brikli Samah
38	Chaibeddra Aicha
39	Cherih Khaoula
40	Hidous Bilel
41	Khelifa Aida
42	Medjeni Kanza
43	Moati Fatma
44	Rouahna Karima
45	Saouthi Zineb
46	Sedira Salaheddine
47	Seghair Yamina
48	Shailat Houssameddine
49	Slimi Nour Elhouda
50	Tebina Hassiba
51	Zroug Khaoula

Group: 04

N°	Name
1	Amroune Imene
2	Boughediri Zahra
3	Bouhadjar Walid
4	Boukhalfa Hanane
5	Boukhelifi kouider Sara
6	Boukhenissa Abedelmoutaleb
7	Boulakhras Wahiba
8	Bounab Salah
9	Bouneb Mouna
10	Boussaha Chahra
11	Boussaha Houria
12	Bouti Lazhar
13	Bouzidi Djihane
14	Bradai Kenza
15	Chabbi Hadjer
16	Chala Nessiba
17	Chambi Amel
18	Chamekh Belkassim
19	Chamlal Samra
20	Chammar Nawel
21	Chaouchkhouane Riadh
22	Charif Lahcene
23	Charrouf Rahma
24	Charrouf Samia
25	Chegaar Razika
26	Cheikh Rania
27	Chelahi Noureddine
28	Chenchouni Nabil
29	Cherhabil Manal
30	Chetioui Randa
31	Chiekh Yamina
32	Dahane Meriem
33	Dahoui Khouloud
34	Debba Zoulikha
35	Debla Khaoula
36	Derkouche Adel
37	Dhaoua Yasmina
38	Diab Manel
39	Djabri Amina
40	Djaith Imane
41	Dziri Zine elabidine
42	Hani Ahlem
43	Mebrouk Nadia
44	Menni Halima Saadia
45	Ramdane Khadija
46	Youcefi Ala eddine
47	Zerguine Moumna
48	Zernouh Hana

Group: 05

N°	Name
1	Adjout Fadia
2	Allia Mohamed Riadh
3	Amrane Makhoulf
4	Bahri Nessrine
5	Belmabrouk Sara
6	Ben chabane Firouz
7	Ben dhib Khanza
8	Ben gherbal Farhat
9	Bendib Khenza
10	Boudounet Houssam eddine
11	Boumaza Samira
12	Dahnoun Nadjib Mahfoud
13	Dassa Fatima
14	Debchi Raouia
15	Dehane Sara
16	Dellabani Belkis
17	Dellah Mourad
18	Delloul Salma
19	Denfer Safia
20	Derbal Soria
21	Derbali Meriem
22	Derbali Zohra
23	Derouiche Lamia
24	Derref Aicha
25	Dhahoui Sara
26	Djaber Ouafa
27	Djebbarni Abdelraouf
28	Djebloune Ferial
29	Djemai Narimane
30	Djenaihi Khaled
31	Djenaihi Nedjma
32	Djidel Samira
33	Djouama Abir
34	Djouama Mounira
35	Djoudi Zohra
36	Dougha Abdelatif
37	Dridi Hadjer
38	Elguettaa Imene
39	Fellah Semaicha
40	Feloussa Araf
41	Ferdjallah Nardjess
42	Fettah Kaouther
43	Fraoui Rima
44	Gareh Farhat
45	Ghoggal Mouna
46	Ghorab Maroua
47	Guerfi Imed eddine
48	Guettaf tamam Abdelhak
49	Hachani Ali
50	Krid Assia
51	Meaiza Mohamed
52	Nadji Aida
53	Rahim Meriem
54	Saifi Abdnour
55	Saouli Haroune
56	Souid Chourouk
57	Temam Baderddine
58	Zaidi Attia
59	Zeghret Ebtissem
60	Zendagui Soumia
61	Zireg Ibtissam

Group: 06

N°	Name
1	Afroukh Imene
2	Bechere Mohamed
3	Belhadj Kenza Ferial
4	Ben hamed Saliha
5	Bey Thaldja
6	Bouallag Moudja
7	Bouchiba Kheira
8	chethaier Nora
9	Dernouni Maroua
10	Derradji Hayette
11	Fareh Fouzia
12	Gacem Narimane
13	Gasmi Hocine
14	Geulefen Amina
15	Ghamri Amina
16	Gheddab Mohamed
17	Gheddab Saber
18	Gherbia Karima
19	Ghezzal Walid
20	Ghiaba Fatima
21	Ghlam Nadia
22	Gouacem Amina
23	Gouacem Mohamed Larbi
24	Gouasmi Nasreddine
25	Gouri Ibtissam
26	Guehiliz Lynda
27	Guenfoud Basma
28	Guercif Leila
29	Guermi Noura
30	Guermouche Assia
31	Guesbaya Abir
32	Guesbaya Roumaissa
33	Guesmia Fethi
34	Guesmia Sami
35	Guettaf temam Hana
36	Hachani Meriem
37	Hadji Naima
38	Hafayed Fatma
39	Hafidi Hadjer
40	Hamdi Djallel Eddine
41	Hamdi Sabrine
42	Hamouda Haouari
43	Hasnaoui Adel
44	Hemier Amal
45	Krama Mohamed Abdelmoumene
46	Merouani Samir
47	Nouar kharkhachi Achraf
48	Ogrine besma
49	Otmane Mouhamed adel
50	Sehel Imane
51	Tiar Maria
52	Tigane Romaissa
53	Yaich temam Nariman
54	Zouaoui Amer

Group: 07

N°	Name
1	Amirali Bouthaina
2	Ardjani Chakir
3	Ben mebarek Nour elhouda
4	Berbari Ahmed
5	Boucetta Souhaib
6	Chikh Houssam eddine
7	Debla Fateh
8	Djemai Cherifa
9	Ghouil Chahrazad
10	Gorma Souad
11	Guelil Amani
12	Guerri Mohamed adib
13	Hamdi Mouna
14	Hamel Meryam
15	Hamla Aouatef
16	Hammadi Mohamed imad eddine
17	Hamou Issa
18	Hamzaoui Zoulikha
19	Harrouz Besma
20	Hasnat Aicha
21	Hasouna Sara
22	Hassene Manar
23	Hasseni harcha Nassima
24	Hellal Fella
25	Hemidane Narimane
26	Hiouani Hana
27	Hiouni Abd elhak
28	Houas Farida
29	Houhou Maria
30	Kaddour Sakina
31	Kaddour Fairouz
32	Kadri Mohamed
33	Kamel Souad
34	Kedded Khadra
35	Kelatma Khaoula
36	Kerdeloued Ouarda
37	Kerdoudi Sihem
38	Kessai Madjada
39	Kezkouz Hocine
40	Khadraoui Abd ellatif
41	Khaled Nour eddine
42	Khamkham Nabil
43	Khelalfa Chemseddine
44	Khelif Karima
45	Khelifa Nedjma
46	Khelil Khoula
47	Kouadria Abderrahim
48	Laadjal adjal Dina
49	Lardjani Abderrazak
50	Mecheri Fatima Zohra
51	Mechri Adel
52	Rahmani Nacer
53	Refafa Hanane
54	Saidi Ilyas
55	Tiar Mohamed Amine
56	Toumi Nour elhouda
57	Toutah Yamina
58	Triaa Kelthoum
59	Yagoub Brahim
60	Yagoub Ibtissem
61	Youbi Imane
62	Zaghez Achoiak

Group: 08

N°	Name
1	Afran Afaf
2	Amiri Ahlam
3	Ben meriem Chahrazed
4	Ben zaabar Hamza
5	Bouadjouj Hanane
6	Bouanane Ali
7	Boukhama Kahina
8	Boutchicha Bouzid
9	Djoudi Racha
10	Ferdjallah Djennat firdaws
11	Guettar Khaoula
12	Habdous Belal
13	Henni Lillia
14	Houffane Fatiha
15	Keri Mouna
16	Khelil Amina
17	Khene Mounia
18	Khettache Sara
19	Khirani Sara
20	Korichi Kenza
21	Kouadria Nasrine
22	Kouadria Fouzia
23	Labed Elkhansa
24	Labed Soumia
25	Laid Soumia
26	Lakhel Fairouz
27	Lakhneche Nassima
28	Lamamra Abderrahmane
29	Lamamra Ahmed Rami
30	Lamri Abderraouf
31	Lamri Khadidja
32	Lardjani Meriem
33	Larkem Manel
34	Legrid El Hachemi
35	Lehmim Imane
36	Lekmine Imene
37	Lemoui Khalida
38	Lemounes Abdelouahab
39	Litim Nabila
40	Maamouri Houria
41	Madani Aziza
42	Madoui Raouia
43	Mahdi Abdelali
44	Mahdi Mebarka
45	Mahdi Mohamed Amine
46	Mahiou Nassira
47	Mammeri Soumia
48	Mansouri Boutheyne
49	Merfegue Leyla
50	Mesai Salim
51	Messla Fatiha
52	Mimoune Nader
53	Naadji Mohamed
54	Ogbi Sarra
55	Ouamane Mehdi
56	Ouanas Sara
57	Oura Imane
58	Saifi Maroua
59	Smatti Amira
60	Zaid Mohamed

Group: 09

N°	Name
1	Bboudjemaa Imane
2	Ben naceur Ameer
3	Bezaoui Hanane
4	Ghezal Said
5	Gouasmi Hakima
6	Kadri Boudissa
7	Khelil Okba
8	Koreifi Hayat
9	Laàtra Aicha
10	Mechighel Khaled
11	Meddas Zakariya
12	Mehamdia Salah
13	Menai Nadjla Louiza
14	Merdj Imane
15	Merghmi Kenza
16	Merrakchi Roqaya
17	Messaoudi Rania
18	Mghazi Bouthaina
19	Missaoui Imane
20	Missaoui Sara
21	Mohamdi Sihem
22	Mohammedi Hakima
23	Mohammedi Souad
24	Mohammedi Soufiane
25	Moubarki Hadjer
26	Naadji Khawla
27	Naili Chahra
28	Naimi Elkhensa
29	Nasri Amira
30	Nouioua Radjha Aicha
31	Noureddine Mourad
32	Ogrine Ikrame
33	Okbi Abir
34	Ounis Habiba
35	Ounissi Tayeb
36	Ourouba Samia
37	Rezgui Azziz
38	Rouina Abedelouaheb
39	Rouini Samir
40	Saada Zouhir
41	Sellami Meryam
42	Seneina Kawthar
43	Serhani Faiza
44	Yousfi Soufyane
45	Zrebi Abdallah

Group: 10

N°	Name
1	Abibsi Aya
2	Adila Houria
3	Ben gherbal Ferhat
4	Boukechirida Abdelouaheb
5	Derbali Yamina
6	Djebari Abderaouf
7	Djebbari Hassene
8	Hafour Radhia
9	Harabi Amel
10	Hassani Lynda
11	Kobchi Hassina
12	Kouda Oussama
13	Lamara Zineb
14	Lameche Ferial
15	Lamizi Khadidja
16	Latif Sara
17	Lazouache Barkahoum
18	Loubachria Khaled
19	Maarouf Meriem
20	Mellaoui Mohamed El Ghazali
21	Merazka Ibtissem
22	Ouahabi Zohra
23	Ourabi Houssyne
24	Radjeh Lobna
25	Raghdi Elghalia
26	Rahal Amina
27	Rahmoun Feiza
28	Rebbouh Radhia
29	Rehaili Hadjer
30	Rehouma Fatma
31	Rekibi Khaoula
32	Remadna Mohamed Amine
33	Rezgui Nedjwa
34	Rezig Nadjet
35	Righi Affaf
36	Riguët Linda
37	Rihani Djamila
38	Rokbane Salima
39	Romani Amina
40	Romani Zakia
41	Rouba Abderrahim
42	Saada Fatiha
43	Saaïd Sara
44	Sabri Rania
45	Saci Baya
46	Sahbane Amor
47	Sahli Riadh
48	Saidane Otheman
49	Saim Nabil
50	Saker Hicham
51	Saker Ismail
52	Salem Abdelkader
53	Salhi Nadjla
54	Samari Zohra
55	Saoudi Youssra
56	Saouti Iman
57	Sassoui Rahil
58	Sayad Messaoud
59	Sedira Imane
60	Sefia Djamila

Group: 11

N°	Name
1	Aouissi Nour El Imene
2	Ben gherbal Sabiha
3	Berrehail Atika
4	Bessaoudi Basma
5	Chenini Mohamed
6	Djemai Mohamed Amine
7	Drissi Khaoula
8	Ghalem Kelthoum
9	Guergueb Houda
10	Houchat Sabrine
11	Labed Okba el hafnaoui
12	Lebghil Mabrouk
13	Mebarki Maroua
14	Mechgoug karima
15	Mechta Alaeddine
16	Mehdji Fatma Zohra
17	Mouaki benani Nour el Imen
18	Rezig Hasna
19	Saifi Abderramane
20	Sakhri Lamia
21	Salem Hamza
22	Sebaa Amine
23	Segueni Akram
24	Selami Yamina
25	Sellaoui Hanan
26	Selmi Fattoum
27	Semmari Yasser
28	Sid Nour El Houda
29	Siga Samira
30	Slami Samiha
31	Smaili Reguia
32	Smatti Chahrazad
33	Soltani Hana
34	Souleh Nour El Houda
35	Tahechant Amel
36	Taher Ilyas
37	Tahiri bachari Abdelghani
38	Taleb Khaled
39	Taleb Khaoula
40	Telli Meriem
41	Temami Ahmed Amine
42	Temlali Boubaker
43	Terki Leila
44	Torchi Leila
45	Touir Fatma Zahra
46	Toumache Selma
47	Tounsi Asmaa
48	Traka Fatima
49	Troum Hanane
50	Yahia Mouna
51	Yahia Nacer
52	Yakhelef Seloua
53	Yakhelef Warda
54	Zaamoune Nour
55	Zaked Soumia
56	Zekad Houria
57	Zekiri Sihem
58	Zendagui Ziane
59	Zerguine Nawel
60	Ziadi Djihad
61	Zidi Nour El Houda
62	Zouilekh Djamilia

Group: 12

N°	Name
1	Adila Houria
2	Aichi Asma
3	Ait hamouda Imane
4	Aleb Selma
5	Alouani Khaoula
6	Amira Ahlem
7	Ammar Cherouk
8	Ammari Saliha
9	Ammari Fahima
10	Amraoui Fatma
11	Amroune Leila
12	Azizi Fatma Zahra
13	Badache Sara
14	Badri Nadjet
15	Bakhti Dalila
16	Bakhti Imane
17	Baouia Abdelghani
18	Barket Imane
19	Belkacem Abdelaziz
20	Belkacem djefel Khadidja
21	Bella Rania
22	Ben adel Randja
23	Ben said Saddek amine
24	Benabdelkader Khouloud
25	Benamar Imane
26	Bendebili Mouna
27	Benhik Halima
28	Benreouane Mouna Souhair
29	Benyahoub Younes
30	Benyaya Nouha
31	Berretima Assia
32	Bezaou Hanan
33	Bouazza Djihad
34	Boudiaf Imane
35	Boudouda Khedidja
36	Bourezg Mohamed El-Amine
37	Boussada Khalissa
38	Bousselit Abla
39	Boutarfa Aicha
40	Brahimi Salaheddine
41	Braiche Oum El Khier
42	Chaib Rahma
43	Chaouki Nehad
44	Dhaboua Charif
45	Djalouli Asma
46	Gaboussa Mokhlissa
47	Mabedi Zoubida
48	Medken Hanane
49	Mensouri Faten
50	Mereddef Nour El-Houda
51	Ouanas Karima
52	Radaoui Khalida
53	Saidi Nabil
54	Souag Asma
55	Tlili Imene
56	Khair Hanane
57	Messaoudi Chamseine
58	Drihem Nadia
59	Ghamri Mohamed raouf
60	Boukhala Kamel

Group

N°	Name
1	Abassi Soumia
2	Achi Sabah
3	Aouimeur Aicha
4	Barkat Mazen
5	Bekhouché Nasma
6	Ben ahmed Nouh
7	Ben aissa Hamza
8	Ben hocine ouheir
9	Ben makhlouf Samiha
10	Ben mosbah Randa
11	Ben nadji Imane
12	Benhafid Abdelbasset
13	Berkat Abdelhalim
14	Bouakkaz Brahim
15	Boukhalfa Roukia
16	Brahimi Djillani
17	Brarka Aldjia
18	Chaibederaa Hadjer
19	Chaouch Hala
20	Charchar Souheila
21	Chathouna Oussama
22	Chikhi Nesrine
23	Chirou Raouia Rania
24	Djaghoubi Mohamed Housseem
25	Djedi Samah
26	Elgharbi Abedlhalim
27	Ferhati Aicha
28	Ghamri Mohamed Raouf
29	Gharbi Saadia
30	Guerouf Ahlem
31	Guessoum Zahra
32	Hadjaidji Ikram
33	Hamani Sihem
34	Harzelli Meriem
35	Khalidi Hayet
36	Khedaoui Samia
37	Khelalfa Abedelhak
38	Laalmi Saad addine
39	Laamara Samiha
40	Laamouri Oum el khair
41	Labachi Mostapha
42	Lazreg Imane
43	Lebri Ouahida
44	Malki Narimane
45	Meghazi Sabar
46	Melgani Samira
47	Menai Amel
48	Merzougui Djahida
49	Nasri Ouafa
50	Omrane Abla
51	Ouazen Djahida
52	Reffas Yasmina
53	Rouina Khedidja
54	Saadi Rima
55	Said Sarra
56	Saidi Sabrina
57	Sebti Zakia
58	Selmi Mohamed islem
59	Selmi Nadjah
60	Serdouk Nour Imane
61	Seridji Salah Eddine
62	Telli Besma
63	Tobni Salah eddine
64	Trad Mohamed
65	Yaiche Djamilia