

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



**IMPROVING EFL LEARNERS' INTERACTION IN LARGE
CLASSES THROUGH GROUP WORK:**

**The Case of First Year Students at the Section of English in the
University of Biskra**

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of
the requirement for the degree of **Master in Sciences of Languages**

PRESENTED BY:

MENASRIA Romaissa

SUPERVISED BY:

Dr. HOADJLI Ahmed Chaouki

BOARD OF EXAMINERS:

Mr. CHENINI Abdelhak	(Chairperson)	(University of Biskra)
Dr. HOADJLI Ahmed Chaouki	(Supervisor)	(University of Biskra)
Dr. MEHIRI Ramdane	(Examiner)	(University of Biskra)

Academic Year:
2015/2016

DECLARATION

I, Menasria Romaissa, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work is to be carried out and completed at Mohamed KHEIDER

University of BISKRA, ALGERIA.

Certified:

Miss Menasria Romaissa

Master Student, Section of English.

Dedication

In The Name of Allah: The Most Graceful The Most Merciful

This work is dedicated:

To my father Ali, and my mother Hadria who have made all their efforts and gave me their support to see me on this stage and better.

To my brothers: Bilel, Abdel Adhim, Abdel Hak.

To my lovely sisters: Sara, Khawla

To all my friends: Rachida, Zaynib, Noura, Mebaraka,

Asma, Mofida, Nadia, Nour Eliman, Afra, Fatima,

Salma, Wided

To my best classmate: Siad Chahrazed, with her I shared

good time in my studies with lights and shadows

To all my colleagues in Farhi Sai Middle school

To my uncle Abdalaziz, to my aunt Nabila, and their little

angel Abdarahman

To all my aunts and uncles

Lastly, I offer my regards and blessings to all those who

supported me while completing this work.

Acknowledgements

First and foremost, I would like to thank **ALLAH** for giving us strength and capacity to complete this work.

My deep and sincere gratitude go to my supervisor **Dr. Hoadjli Ahmed Chaouki** for his unaccountable guidance, support, constant help, and valuable suggestions. I consider myself very fortunate and privileged to conduct this research under his supervision. Thanks can never be enough to express my deep appreciation.

My thanks and appreciations also go to the jury members: **Dr. MEHIRI Ramdane** and **Mr. CHENINI Abdelhak** who have kindly accepted to examine my work.

Special thanks for all the teachers at the Section of English in Mohamed kheider Biskra University; especially for all the teachers of Oral Expression for their help in completing the questionnaire items.

I am also indebted to **Mr. CHENINI Abdelhak** and **Mrs. BENCHAREF Sakina** for their permission to conduct the classroom observation sessions.

I will not forget, of course, to express my gratitude to all the volunteers from the first year LMD English students at Biskra University who have kindly accepted to cooperate. Without this help, this work would not have been possible.

I am gratefully indebted to my brother **DOUIDA Brahim** for providing me with all the possible sources and for his endless support and encouragement.

My appreciations go also to all those who helped me in one way or another to realise this work.

Abstract

The present study attempts to investigate the role of group work as an effective strategy in EFL large classes. The main problem underlying this research is the lack of interaction of First Year EFL students in large classes. Subsequently, this work aimed to provide sufficient suggestions to maximise students' opportunities to interact, participate, and exchange ideas. Thus, we hypothesised that through group work, students' opportunities would be maximised. Inversely, we have advanced that teaching large classes as a whole group, would minimise students' opportunities for interaction. Methodologically, the approach of this research work is qualitative that entailed three data collection methods. The data were gathered through self - completion of two questionnaires and classroom observation. The former was administered to First Year LMD students, and to teachers who have taught this level in Oral Expression at the Section of English, Biskra University. The latter was conducted with two different groups of First Year LMD students in the same context. The findings obtained from the questionnaires revealed positive attitudes for both teachers and students towards the use of group work as an effective strategy in large classes. In addition, the obtained results from our observation have shown that dividing students into groups increases their autonomy and engagement. Based on these results, our hypotheses were confirmed in that students need to work in groups where they can interact as much as possible. Therefore, we recommend that the use of group work in large classes will maximise students' opportunities for interaction.

Key Words: Group work, improving, interaction, large classes, students' autonomy

List of Abbreviations and Acronyms

ASGW: Association of Specialists in Group Work

EFL: English as a Foreign Language

G: group

GMO: Genetic modification of Organisms

LMD: Licence, Master, Doctorat

MA: Magister/ Master

PMGW: Planning Model for Group Work

Q: Question

STT: Student Talking Time

TTT: Teacher Talking Time

%: Percentage

List of Appendices

Appendix 1: Classroom Observation Checklist

Appendix 2: Pilot Teachers' Questionnaire

Appendix 3: Teachers' Questionnaire

Appendix 4: Pilot Students' Questionnaire

Appendix 5: Students' Questionnaire

List of Tables

Table 2.1. Various views on stages of group.....	42
Table 3.2. The physical environment of the classroom.....	62
Table 3. 3. Teacher’s role in getting all the students’ attention.....	62
Table 3. 4. Teacher’s use of warming up step.....	63
Table 3. 5. Teacher’s course objectives and clarification of instructions.....	63
Table 3. 6. Grouping of students.....	64
Table 3. 7. Students’ readiness and motivation to work within groups.....	64
Table 3. 8. Teacher’s control of groups.....	65
Table 3. 9. Students’ opportunities for interaction.....	65
Table 3. 10. Students’ engagement.....	66
Table 3. 11. Students’ ideas and opinions	66
Table 3. 12. Teacher’s and students’ amount of talk.....	67
Table 3. 13. Teacher’s correction of mistakes.....	67
Table 3. 14. Teacher’s evaluations and feedbacks.....	68
Table 3.15. The physical environment of the classroom.....	68
Table 3. 16. Teacher’s role in getting all the students’ attention.....	69
Table 3. 17. Teacher’s use of warming up step.....	69
Table 3.18. Teacher’s course objectives and clarification of instructions.....	70
Table 3. 19. Grouping of students.....	70
Table 3. 20. Students’ readiness and motivation to work within groups.....	71
Table 3.21. Teacher’s control of groups.....	72
Table 3.22. Students’ opportunities for interaction.....	72
Table 3. 23. Students’ engagement.....	73
Table 3. 24. Students’ ideas and opinions.....	73

Table 3. 25. Teacher’s and students’ amount of talk.....	74
Table 3. 26. Students’ correction of mistakes.....	74
Table 3. 27. Teacher’s evaluations and feedbacks.....	75
Table 3.28. Teachers’ academic degree.....	75
Table 3.29. Teachers’ experience in teaching.....	76
Table 3.30. Teachers’ attitudes towards teaching large classes.....	76
Table 3.31. Frequency of students’ participation in oral expression.....	77
Table 3.32. Frequency of teachers’ talking.....	78
Table 3.33. Teacher’s outlook to urge students for interaction.....	79
Table 3.34. Frequency of teachers’ use of group work.....	79
Table 3.35. Teachers’ opinions about the benefit of group work.....	80
Table 3.36. Teachers’ agreement with a group work as strategy for engagement.....	81
Table 3.37. Students’ gender.....	82
Table 3.38. Students’ choices of English.....	82
Table 3.39. Students’ preferences of class size.....	83
Table 3.40. Frequency of students’ interaction.....	83
Table 3.41. Students’ justification about the frequency of their interaction.....	84
Table 3.42. Students’ reasons behind not participating.....	84
Table 3.43. Students’ description of their attitudes towards their participation.....	85
Table 3.44. Frequency of teachers’ asking their students to work in groups.....	86
Table 3.45. Students’ preferences type of class work.....	86
Table 3.46. Students’ opinions about the benefits of group work.....	87
Table 3.47. Students’ agreement with the use of group work in large classes.....	88

List of Figures

Figure1.1: Pre - planning and the plan of the lesson.....	11
Figure1.2: The Role of the teacher as an organiser.....	14
Figure1.3: The Process of classroom management.....	19
Figure1.4: Layouts for specific activities.....	21
Figure1.5: Different seating arrangements in the classroom.....	29
Figure2.6: Sociogramme based on roles of teachers and learners.....	47

Contents

Declaration.....	II
Dedication.....	III
Acknowledgements.....	IV
Abstract.....	V
List of Abbreviations and Acronyms.....	VI
List of Appendices.....	XI
List of Tables.....	XI
List of Figures	XI
General Introduction.....	1
1. Statement of the Problem.....	2
2. Research Questions.....	3
3. Research Hypotheses.....	3
4. Research Aims.....	3
5. Significance of the Study.....	4
6. Research Methodology.....	4
7. Structure of the Study.....	5
CHAPTER ONE: LARGE CLASSES AND MANAGEMENT	
Introduction.....	6
1.1 Large Classes.....	6
1.1.1 Definition of large classes	6
1.1.2 Problems with large classes	7
1.1.2.1 Discomfort.....	7
1.1.2.2 Control.....	7
1.1.2.3 Individual attention.....	7

1.1.2.4 Evaluation.....	8
1.1.2.5 Learning effectiveness.....	8
1.1.3 The Impact of large classes on both teachers and students.....	8
1.1.4 Strategies for effective teaching in large classes.....	9
1.1.4.1 Cooperative learning groups.....	9
1.1.4.2 Advanced planning.....	10
1.1.4.3 Creating a well - managed learning environment	12
1.1.4.4 Using questions.....	12
1.1.5 Teacher’s roles.....	13
1.1.5 .1 As an organiser.....	13
1.1.5 .2 As an assessor.....	14
1.1.5 .3 As a controller.....	14
1.1.5 .4 As a prompter.....	15
1.1.5 .5 As a participant.....	15
1.1.5 .6 As a recourse.....	16
1.2. Management.....	16
1.1.2.1 Classroom management.....	16
1.2.1.1 Definitions	16
1.2.1.2 The Process of classroom management.....	17
1.2.1.3 Techniques for classroom managements.....	19
1.2.1.3.1 Setting up the room for specific activities.....	20
1.2.1.3.2 Organising the furniture of the classroom	21
1.2.1.3.3 Managing classes with mixed -abilities.....	22
1.2.1.4 Build the psychosocial environment in large classes.....	22
1.2.1.4.1 Break class into small group.....	23

1.2.1.4.2 Make a large class feel small.....	23
1.2.1.4.3 Encourage questions and comments.....	24
1.2.1.4.4 Involve students.....	24
1.2.1.5 Physical arrangement of the classroom.....	25
1.2.1.5.1 Benefits of well - defined physical arrangement.....	25
1.2.1.6 Setting arrangement.....	26
1.2.1.6.1 Orderly rows.....	26
1.2.1.6.2 Circles and horseshoes.....	27
1.2.1.6.3 Separate tables.....	28
1.2.1.6.4 Solowork.....	28
Conclusion.....	29

CHAPTER TWO: INTERACTION THROUGH GROUP WORK

Introduction.....	302
.1 Classroom Interaction.....	30
2.1.1 Definition.....	30
2.1.2 The Role of classroom interaction.....	31
2.1.3 Participants in classroom interaction.....	32
2.1.3.1 Teacher -learner interaction.....	32
2.1.3.2 Teacher - learner / a group of learners interaction.....	32
2.1.3.3 Learner - learner interaction.....	32
2.1.3.4 Learners - learners interaction.....	33
2.1.4 Fundamentals for effective interaction.....	33
2.1.4.1 Asking questions.....	33
2.1.4.2 The topic.....	34
2.1.4.3 Body.....	34

3.1.4 Research sampling techniques	54
3.2 Research Methodology: Research design.....	55
3.2.1 Research approach.....	55
3.2.2 Research strategies.....	55
3.2.3 Data collection methods.....	55
3.2.3.1 Classroom observation.....	56
3.2.3.2 Questionnaires.....	57
3.2.4 Population and sampling.....	60
3.2.5 Data collection procedures	60
3.2.6 Data analysis procedures.....	61
3.3 Results.....	62
3.3.1 Classroom observation.....	62
3.3.2 Questionnaires.....	75
3. 4 Discussion of the results.....	88
Conclusion.....	93
General Conclusion and Recommendations.....	95
References.....	98

Appendices

Glossary

ملخص

General Introduction

Language plays an essential role in making people communicate with one another. For English language, it is considered one of the most important and international languages over the world. People use it widely in computer services, sciences, technology, commerce and internet. Teaching English as a foreign language in the Algerian universities faces many problems.

One increased phenomenon at the University of Biskra is the overcrowded classes. It is considered as a big problem that may hold back the process of teaching English as a Foreign Language (EFL) efficiently. To begin with, in large EFL classes, learners have not equal chances for interaction. For that reason, they cannot develop their communicative abilities, nor can they master the language fluently. Teachers have to provide learners with a particular strategy to increase their interaction. Subdivide large classes into smaller groupings can be one of the prominent and effective strategy to create an engaging classroom environment, as well as to increase the frequency of interaction.

In the same vein, Teaching English as a foreign language is more process of communicating and interacting than instructing knowledge. Thus, creating classroom interaction through group work can be a useful strategy to enhance learning. It may play a key role in teaching EFL large classes through creating opportunities for learners to communicate during the sessions, develop their knowledge, improve and master their language proficiency. It is an important strategy, especially, for First Year LMD (License, Master, and Doctorate) students because it is the first step for them to master the language fluently, on one hand, and to realise their goals, on the other one. To conclude, large classes is a challenging problem that may decrease learners' opportunities for interaction during sessions. Thus, in this study we will attempt to research this problem; and, in the mean time, we will look for a strategy that can help practitioners overcome it.

1. Statement of the Problem

When we say a classroom, we picture in our mind a lecture, copy books over desks, and learners listening and concentrating with the professor. However, in fact, a successful and an effective one is beyond that. EFL learners at the Section of English in the University of Biskra face many problems to reach this success, especially, for the First Year level since they come from different regions and have different backgrounds.

One problem that hinders EFL learners is the size of the classroom. This means that the number of learners may affect their achievements. Noticeably, it is very common for teachers to teach a class with 30 learners as an example, but it is not so when they teach a class with more than 50.

Thus, the large classroom size often imposes problems for both teachers and learners. That is, it limits the chance for learners to practise and participate. As well as, speaking the target language becomes difficult for most of these learners in the class. This unequal chances among learners obstruct the improvement of their speaking. In addition, the huge numbers of EFL learners push teachers concern only with good learners, while they ignore the weaker. Hence, they cannot satisfy all learners' needs who are supposed to have different capacities and interests. Indeed, it is difficult for teachers to interact and communicate with all learners due to the mismanagements of their sitting. The result would be that the learners become just as passive that simply absorb knowledge without any interaction.

To put it in another way, First Year students are impacted with many factors, such as: anxiety, lack of confidence, and the risk of failure. They cannot interact and participate among the whole class, especially, for the huge number of learners. Moreover, linear interaction does not create conditions for mutual exchange and clarification of ideas. By contrast, interaction through group works involves much exchange among learners.

2. Research Questions

Regarding what has been stated as a problem so far, this dissertation relies on the following questions:

RQ₁: What are the impacts of whole class teaching and individual work in EFL large classes on learners' opportunities to interact?

RQ₂: What are the strategies that teachers should manage in EFL large classes to maximise learners' opportunities to interact?

RQ₃: Is group work truly needed in EFL large classes and to what extent do learners effect with?

3. Research Hypotheses

The classroom context in which learners learn English gives a lot of opportunities for natural language use. It enables learners to interact, participate and achieve better. For these reasons, the present research is based on three hypotheses that shall be verified through:

1. We hypothesise that if learners in EFL large classes work individually or as a whole class, then, their opportunities to interact will be minimised.
2. We hypothesise that if teachers subdivide EFL large classes into smaller groups and, then, learners will maximise their opportunities to interact and learning will take place in dynamic process.
3. We advance that promoting group work to EFL large classes will increase learners' responsibility, autonomy, and engagement.

4. Research Aims

EFL learners are not only going to learn the grammatical rules of language as they were taught in the previous years. However, they are required to achieve their goals in mastering and improving language proficiency. For this reason, our aims through the present research are:

1. to examine the role of group work in developing learners' interaction in large classes,
2. to shed some lights on the impact of EFL large classes on learners' interaction,
3. to provide sufficient suggestions to maximise students' opportunities to interact, participate, and exchange ideas, and
4. to formulate some recommendations that can promote learners' responsibility, engagement, and autonomy for one's learning,

5. Significance of the Study

This study is important for three categories. First, for teachers as an attempt to change their perceptions towards the matter of teaching large classes. It will try to provide them with the basis of adopting group work for every day classroom life. Furthermore, it will attempt to encourage them to build a programme which applies the group work across the curriculum that could be successfully integrated in EFL large classes. Second, for learners who have the desire to enhance and develop their language proficiency. This study will be as an occasion to prepare them for the world of work, since if they cannot work among groups, they will not be able to keep a job. Third, for the researcher as a future teacher, it will help him/her to know how to deal with a large class and maintain effective classroom interaction.

6. Research Methodology

The researchers intend to use the qualitative approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and fresh area in their section, as far as they are concerned. In addition, we will use two data collection methods; questionnaires and classroom observation to cater for both theoretical and applied research. The results of the questionnaire and classroom observation will be included in the dissertation.

7. Structure of the Study

This dissertation is divided into three main chapters. The first two chapters constitute the Theoretical Part; whereas, the third chapter represents the Practical Part.

The **First Chapter** is devoted to give a general overview about large classes and management. It displays different definitions of the two concepts. Furthermore, it identifies the problems and the impact of these classes for EFL learners. In the same vein, it provides some effective strategies to teach and manage these classes.

The **Second Chapter** is specified for two issues: classroom interaction and group work. It reveals the definition of each concept. It emphasises the role and the importance of them in the learning process. At the same time, it displays a general overview about its types, and how teachers can implement them effectively.

The **Third Chapter** is devoted to the fieldwork and data analysis (students' and teachers' questionnaires, and classroom observation). It comprises four sections: Theoretical Background about the research methodology, Research Design, Data analysis, and the Discussion of these Results.

CHAPTER ONE: LARGE CLASSES AND MANAGEMENT

Introduction.....	6
1.2 Large Classes.....	6
1.1.1 Definition of large classes	6
1.1.2 Problems with large classes.....	7
1.1.2.1 Discomfort.....	7
1.1.2.2 Control.....	7
1.1.2.3 Individual attention.....	7
1.1.2.4 Evaluation.....	8
1.1.2.5 Learning effectiveness.....	8
1.1.3 The Impact of large classes on both teachers and students.....	8
1.1.4 Strategies for effective teaching in large classes.....	9
1.1.4.1 Cooperative learning groups.....	9
1.1.4.2 Advanced planning.....	10
1.1.4.3 Creating a well - managed learning environment	12
1.1.4.4 Using questions.....	12
1.1.5 Teacher's roles.....	13
1.1.5 .1 As an organiser.....	13
1.1.5 .2 As an assessor.....	14
1.1.5 .3 As a controller.....	14
1.1.5 .4 As a prompter.....	15
1.1.5 .5 As a participant.....	15
1.1.5 .6 As a recourse.....	16
1.2. Management.....	16
1.1.2.1 Classroom management.....	16

1.2.1.1 Definitions	16
1.2.1.2 The Process of classroom management.....	17
1.2.1.3 Techniques for classroom managements.....	19
1.2.1.3.1 Setting up the room for specific activities.....	20
1.2.1.3.2 Organising the furniture of the classroom	21
1.2.1.3.3 Managing classes with mixed -abilities.....,,.....	22
1.2.1.4 Build the psychosocial environment in large classes.....	22
1.2.1.4.1 Break class into small group.....	23
1.2.1.4.2 Make a large class feel small.....	23
1.2.1.4.3 Encourage questions and comments.....	24
1.2.1.4.4 Involve students.....	24
1.2.1.5 Physical arrangement of the classroom.....	25
1.2.1.5.1 Benefits of well - defined physical arrangement.....	25
1.2.1.6 Setting arrangement.....	26
1.2.1.6.1 Orderly rows.....	26
1.2.1.6.2 Circles and horseshoes.....	27
1.2.1.6.3 Separate tables.....	28
1.2.1.6 .4 Solowork.....	28
Conclusion.....	29

CHAPTER ONE: LARGE CLASSES AND MANAGEMENT

Introduction

In this chapter, we will deal with different views about what is considered a large class. As well as, we will identify the problems in EFL large classes that may hinder the learning process. In the same vein, we will shed light on the impact of large classes on both students and teachers. Thus, we are going to look for various strategies to teach these classes effectively. In addition, we will focus on some issues about classroom management, starting by different definitions of the concept, clarifying the key areas including in this process, and providing some techniques for effective classroom management. Also, we will determine the main teacher's roles and how s/he should perform them in the classroom. Furthermore, we will try to depict how the teacher can build the psychosocial environment in large classes. Finally, we will conclude this chapter by highlighting the benefits of the physical classroom arrangement, as well as presenting various seating arrangements that can be organised depending on the requirements of the learning process.

1.1. Large Classes

1.1.1 Definition of large classes

There is no agreement among researchers to what should rightfully be classified as a large class. Therefore, there is no a constant definition of what constitutes a large class. That is why, different people have different views of what it is. Hayes (1997) notes that there is no quantitative definition of what constitutes large classes, as well as it will vary from one context to another. Another view from Bennett (1996) claims that educators in western countries generally consider classes of over thirty- five students to be large, and to present difficult challenges to achieving instructional goals (Gillies & Ashman, 2003, p. 210). Conversely, Brown (2001) believes that an ideal class should not exceed 12 students.

Again, Heppner (2007) views large classes as a small business which should be set up, and handled carefully (Bahanshal, 2013, p. 49). At the same point, Hornsby et al., (2013) defines a large class not in terms of number, but rather as an environment where the quality of student learning may be impacted negatively by the number of students in a class.

1.1.2 Problems with large classes

Teachers clearly wish to teach effectively and make learning meaningful for students. However, they are often frustrated in attaining their goals, especially, in large classes due to many problems. Hayes (1997, p.108 - 109) suggests some of these problems:

1.1.2.1 Discomfort

Many teachers are worried by the physical constraints imposed by large classes, such as confined classroom. It is believed that the constricted space often leads teachers to feel unable to promote students' interaction. Hence, the large numbers of desks and chairs prevent them from doing such interaction activities.

1.1.2.2 Control

Usually, it is uneasy for teachers to cope with the discipline aspects of large classes. They feel unable to control what is happening in their classrooms. For example, this occurs when the class becomes too noisy due to some students who are not interested in lessons.

1.1.2.3 Individual attention

According to Brown (2011), the individual attention in large classes is too limited. Teachers cannot pay attention to all students; they may neglect their needs as individuals. That is to say, individual students do not receive sufficient attention from their teachers who cannot address their names, as well as they cannot allow for establishing good teacher-student relationship. Al- Jarf (2006), in her study, points out that “due to the size of the class, they do not have enough time to pay attention to each and give every student a chance to

speak and participate” (p. 24). That is to say, the individual attention depends to the number of students in the class.

1.1.2.4 Evaluation

Teachers feel responsible for checking students’ work. However, they often did not have time to do that because it takes a long time to check all students’ exercises. For example, when they want to practise speaking, they cannot check whether their pronunciation is right or wrong.

1.1.2.5 Learning effectiveness

All teachers want their students to learn effectively; they are worried if they do not know who is learning what. In other words, teachers cannot make sure that their students get what they have taught exactly. Some students may understand, but some others may not. This is because the teacher does not know what they get.

1.1.3 The Impact of large classes on both teachers and students

Some studies tend to view that both teachers and students affect negatively in large classes. According to Hayes (ibid), large English classes are often associated with disarrangement, lack of control, lack of concentration, lack of classroom interaction. As a consequence, lack in the ability to speak English language fluently. Furthermore, a study conducts by Harmer (2000) confirms that large classes bring difficulties to the teaching and learning process in general and to teachers and students in particular. This author states that the big number of students often hinders teachers to organise effective and creative activities, and to pay attention or contact with all individuals, especially, those who tend to hide by sitting at the back. To sum up, large classes may have a negative impact on both teachers and students. In this sense, teachers may face different problems, such as discipline, behavioral: problems, and poor performance, which in turns, hinder students’ learning.

Inversely, other studies show that not all teachers think that class size is a matter; such researchers believe that a good teacher is good whether in small or large classes. Felder (1997), as an example, claims that there are different ways to make a large class almost as effective as a small one. Teaching large classes presents challenges, but it can be beneficial for both teachers and students (Thaher, 2004, p. 4). Harmer (2007) points that in large classes there are always enough students to get interaction going, and there is a rich variety of human resources. That is why, teachers will never get bored since there is a great challenge in such cases. In other words, large classes cannot be a negative matter if teachers play their effective roles and follow the appropriate strategies to manage these classes.

1.1.4 Strategies for effective teaching in large classes

There is no best way to teach large classes; teachers should develop the strategy that works best for them based on students' teaching style, their needs, goals and objectives of their lessons. Teachers always need to find ways to get all students engaging and working through several strategies. There are a number of strategies that may help teachers to succeed when they teach large classrooms. Examples of these strategies will be displayed and discussed in the following sub -sections.

1.1.4.1 Cooperative learning groups

Harmer (2007) argues that group work is a powerful instructional activity that plays an important part to maximise student participation. It can be conducted as a good way to manage the active learning of students in large classes. Students work together to discuss or solve problems, a process that is also called collaborative learning. Thus, it encourages students who may be reluctant to participate in large classes to become active learners. Moreover, cooperative learning helps to hold students' attention, a special concern for large classes, and to increase student thinking. Last but not least, it helps teachers to avoid being

stuck at the front. Hence, they can move around the class and give explanations, instructions in different places.

1.1.4.2 Advanced planning

In large classes, teachers should plan in advance how they will change the classroom arrangement depending on what is being taught, such as moving from a whole class arrangement to small groups. As well as, identifying activities in which all of the students can participate in an orderly manner, and select better teaching methods, such as small group discussion, independent work and role playing. A careful planning is needed by teachers to decide on how they will prepare the class instruction, present the new concepts, and have students apply what they are learnt through activities. In addition, teachers should consider a number of crucial factors before starting their plan, such as the level of students, cultural background, and their different learning styles. Harmer (2001, p.208 - 209) states that the pre-planning process centers on four main elements:

- **Activities:** It is vital for the teacher to consider what students will be doing in the classroom, whether they are moving around the class, working individually or forming groups. They should think about what kind of activity would be appropriate for students at a particular point of lesson. As a result, they will have an opportunity to balance the exercises in their lessons in order to increase the chance of engagement and motivation.
- **Skills:** The teacher needs to make a decision about which language skills students need to develop. Usually, it is determined by the syllabus. However, the teacher still need to plan exactly how students are going to work with the skill, and the different sub-skills that they want to practise. Planning decisions about language skills depends on the content of the lesson, as well as the activities which the teacher will get students to participate.

- **Language:** It is an important area that teachers must regard it when planning lessons. They need to decide what language will be introduced and have the students learn, practise, research or use. For instance, if the lesson is about present continuous, sometimes the teacher is tempting to slip back into a drill-dominated teaching session which may not be the best way to achieve their aims.
- **Content:** It indicates what topic has been identified, and how it can be made meaningful to students. The teacher has to select content which has a good chance of provoking students' interests and involvements. Even where the choice of the content is depended to the syllabus. However, the teacher should pay attention when it is necessary to replace it with something else. Interestingly, the most appropriate content can be used extremely successfully if the teacher takes time to think about how students can work best with the proposed content.

Figure .1.1 shows the movement position from pre -planning to the plan itself.

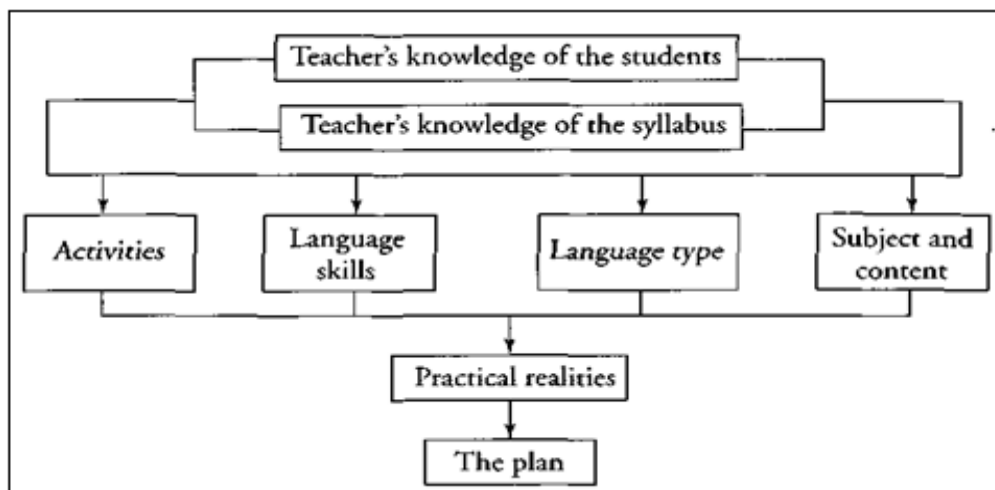


Figure1.1: Pre - planning and the plan of the lesson (Source: Harmer, 2001, p. 310)

This figure indicates that each plan should proceed by a careful pre -planning that combines a number of different elements. The teacher needs to consider students' backgrounds, and their different styles before s /he decides either to use the syllabus or to make some changes due to students' requirements .Teacher's knowledge of the students, and

syllabus can help him /her to carry out the four main elements, which in turns, pass all to the filter of practical reality, as well as moving to the final plan.

1.1.4.3 Creating a well - managed learning environment

Teachers should manage the classroom's environment to be a comfortable space in which to teach and learn. Ideally, a class is held in a bright, clean, well- equipped room that accommodates every student comfortably, allows them to move around, and work well either individually or in groups. Then, they should create systems for managing materials efficiently (UNESCO, 2006, p.5). For example, if teachers use handouts, they have to distribute them around the room which may spend a lot of time to do that. In this situation, the teacher can create a system for distributing, such as giving handouts to the back row, whose job is to take one and pass forward down their row. Harmer (2007) states that teachers can create well - managed learning environment by establishing systems for managing materials, such as, training students in how to be organised by asking them to do specific tasks in regular ways.

1.1.4.4 Using questions

Baker and Westrup (2000) claim that the best way for effective teaching and learning is to create categories or types of questions. Asking questions during the lecture increases challenges and opportunities for learners to participate even in difficult tasks. What is more important is the way what is asked. According to Gibbs (2001, p. 46), there are many strategies that teachers can use to make their questioning more effective:

- Ask questions that invite more than one possible answer.
- Provide wait time after asking a question to give students an opportunity to formulate their responses.
- Ask follow-up questions, such as, “What can you add?”, “What is your opinion?”
- Provide feedback that neither confirms nor rejects student responses.

- Request a summary, such as, “Who can sum up this point in different words?”
- Encourage students to direct questions to other students. “Ask your friend if he can add something to your response.”
- Interact with all students, not only those who raise their hands. But move on quickly if a student chooses not to answer.
- Alert the students to possible answers. “There are many possible answers to this question.
- Combine students’ responses to create a sense of collaboration in the classroom.

1.1.5 Teacher’s roles

How teachers present themselves can make an impression on students’ learning. They can perform different roles during lessons. According to Brown (2007), teachers can play many roles during the lecture that might facilitate the learning process. Teachers’ roles may change according to the students’ needs, as well as to the type of activity. A good teacher is the one who can change his/ her role when it is required. Some of these roles are:

1.1.5 .1 As an organiser

It is important for teachers to perform the role of organising. According to Harmer (2007), the success of an activity depends on a good organisation that should follow different steps. As a first step, the teacher tries to get all students involved, and ready in a particular activity. It means they should make clear that something new is going to happen and the activity will be interesting for them. Next, as soon as the students are ready for the activity, teachers give them the instruction, and make sure that they have understood. Since if they do not understand what they are going to do, they will not benefit from the activity. Then, students start doing the activity and the teacher limits the time that they need to accomplish the task. Finally, the teacher stops the activity when students have to finish, or when it is time to stop.

During the above steps, the teacher should organise appropriate feedbacks to encourage students continue their task.

Figure1.2 summarises the above role for the teacher as an organiser.

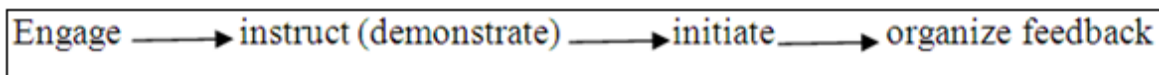


Figure1.2: The role of the teacher as an organiser (Source: Harmer, 2007, p. 112)

1.1.5 .2 As an assessor

The teacher's role as an assessor is an important one. According to Harmer (2001), good teachers should know how they assess their students' learning. In other words, they should know how students are performing or how they perform, which in turns, need to know how and for what they are being assessed. The teacher can act as an assessor by offering some feedbacks and correction, contributing questions, or presenting different examination. Additionally, the assessor's role is often perceived as different from the other roles. A teacher as an assessor has to pass judgments on the students, whereas in the others, they have to assist them in a variety of ways to achieve the goals of the lecture.

1.1.5 .3 As a controller

The role of controller differs from one situation to another that depends on the type of activity in the classroom, as well as to the students' behaviour. According to Harmer (2007), there are many opportunities for the teacher to act as a controller when introducing new ideas for which the students ignore, explaining a difficult grammatical or vocabulary meaning, subdividing students into groups, arranging question - answer work, and when encouraging students to stay engaged.

In this role, the teacher will try to make students quiet to create an appropriate environment. However, the silence of the classroom does not always indicate that the classroom is controlled .Therefore, teachers should allow students to discuss and interact to

each other under their controlling, as well as flexibility in carrying this role is needed (i.e., the teacher must not stick to this role all the time) (ibid).

1.1.5 .4 As a prompter

Harmer(2007) views that teacher often plays a prompting role when the students are lost in a particular activity, when they are not sure about how to perform it, or when they cannot respond to the teacher's question. For example, in an oral presentation students may struggle to find the exact words to express what they want to say. In this case, the teacher can offer hints, clues, words or phrases to encourage them to be more creative and more interactive. Again, when students are working in groups, the teacher has to prompt them to speak English rather than using their mother tongue.

Harmer (ibid, p. 109) points out “when we promote, we need to do it sensitively and encouragingly but, above all, with discretion”. This means that teachers should be aware of and careful when prompting their students. The purposes of prompting are to provide the exact amount of encouragement, as well as give them opportunities to think creatively. For that reason, teachers should help them only when necessary.

1.1.5 .5 As a participant

It is significant for teachers to take part in a particular activity as a participant. This role will allow them to understand, and anticipate the difficulties that may encounter students' learning. Moreover, it can help them to become more tolerant and sympathetic towards students' learning process. For example, if the teachers ask the students to write a paragraph on a certain topic, they can participate to write it with themselves. Hence, they can understand the steps of planning, drafting, editing and revising that is required for students to write a good paragraph. Also, in role playing, the teacher can act as a member within the group. This makes students more comfortable while doing the task because they enjoy having the teacher among them (ibid).

1.1.5.6 As a recourse

Teachers should be ready to help students either by answering their questions or guiding them to look for something in a book, a web site, or a magazine. This role is relevant when the students are working independently following the instructions, but they still need teacher's help. For instance, when students prepare a presentation, they might need help from the teacher such as: words, phrases, and some linking words that will facilitate their work. They might ask the teacher how to begin the presentation to get more attention in the classroom. Moreover, when teachers implement the extensive reading, they act as assessors by providing them with a variety of books that can promote their learning (ibid)

1.2 Management

1.2.1 Classroom management

Classroom management is considered by many researchers as an important factor in the learning process. Jones and Jones (2003) claim that teachers often struggle to create and maintain a well - managed classroom where students can learn (Garret, 2014, p.1). Simply, some teachers are not adequately prepared to manage the classroom; they may enter the classroom without any preparation. Garret (ibid) notes that despite the importance of classroom management, the majority of teachers have misconceptions about what it is. In other words, they may not identify the exact meaning of classroom management. So, they neglect its contribution to improve the learning process.

1.2.1.1 Definitions

Many researchers are determining variety definitions of classroom management. For instance, Good and Brophy (1997) define the term as a dimension of effective teaching, and a process that creates an effective classroom environment (Hue & Li, 2008, p.3). Again, Evertson and Weinstein (2006) describe it as an action that has been taken by the teacher to create an environment that supports and facilitates the academic learning (Oliver et al., 2011,

p 7). Broadly, classroom management refers to all things that a teacher does to organise students, space, time, and materials so that learning can take place. Additionally, Thornburg (2006) identifies it in terms of how teachers organise and direct learners to make the effective use of available time and resources (Hall, 2001, p. 22). Another view from applied linguists states that classroom management is a series of techniques to control lessons, such as organising seating, and grouping learners (ibid).

Apparently, classroom management is an essential process that has been taken by the teacher to achieve the most effective learning. Wright (2005, p. 1) states that “Classroom management is the central element of every teacher’s daily professional experience” (Hall, 2011, p 22). This indicates that the teacher should be aware about the importance of this process. Similarly, Marzano and Marzano (2003) identify it as an important factor in student learning (Garret, 2014, p.1).

As a final note, classroom management is a process that fosters students’ involvement and cooperation in different classroom activities, as well as establishing a productive working environment.

1.2.1.2 The Process of classroom management

Classroom management is a strategic ongoing process which includes some key actions that teachers must address to create effective environment for learning. Garret (2014, p.3) depicts classroom management as a process including the following five key areas: physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. Significantly, what is mentioned above may help teachers to create and manage an effective learning environment.

- **Physical design of the classroom**

It dilates in how the classroom is laid out. That is, the position of student's desk, teachers' desk, learning centers, materials, and so on.

- **Rules and routines**

Successful teachers know the value of straightforward rules and routines in their classes that may vary from one teacher to another. For instance, the way of distributing handouts, taking and reporting attendance, participating in discussions or checking works. It helps teachers to keep the class activities running smoothly without disruptions and loss of time as possible.

- **Relationships**

An Effective classroom manager develops caring, supportive and creating a good relationship between students and teachers, on one hand, and promotes relations among students on another.

- **Engaging and motivating instruction**

A good manager develops instructions and activities that engage students. It should be carefully planned and well organised to motivate students and make learning runs smoothly.

- **Discipline**

One of the most powerful steps that can be taken to manage classroom is discipline. It turns around teachers' actions focused on their preventing and responding to students' misbehaviour. It does not only mean punishment, nor the actions that teachers take after misbehaviour occur; but it also includes teachers' actions that prevent misbehaviour.

Garret (ibid, p. 4) illustrates in Figure 1.3 five components of classroom management that are aimed at preventing misbehaviour rather than responding.

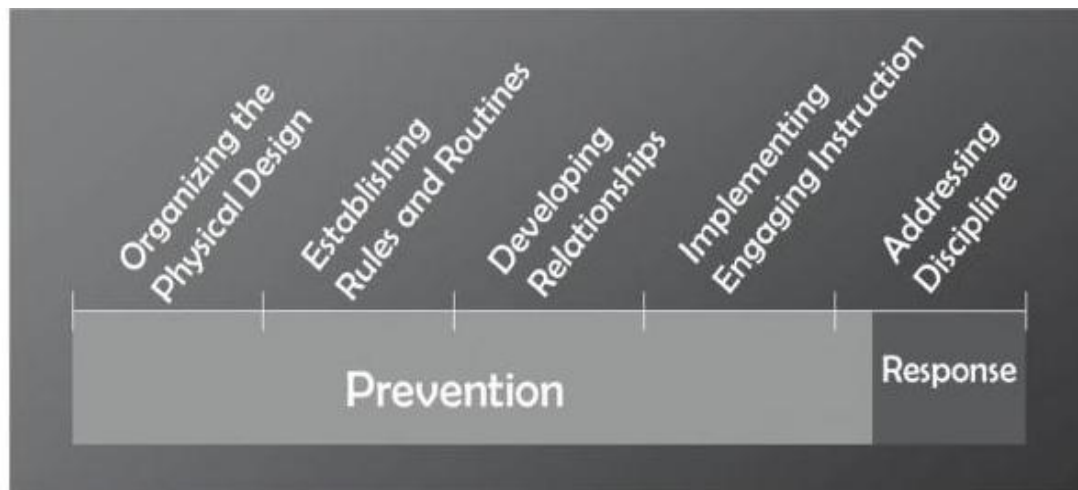


Figure 1. 3: The process of classroom management (Source: Garret, 2014, p. 4)

The fifth classroom management components include actions designed to prevent misbehaviour, and how others respond to it. Nevertheless, teachers should understand that most of their management activities are directed at preventing misbehaviour rather than responding to it. Despite, it is important to note that this model does not imply that each section is equally obligatory though, each teacher can emphasis two different parts of the model depending on the teaching context and students' personalities.

1.2.1.3 Techniques for classroom management

Novice teachers, and even those who are more experienced, often struggle to create and maintain a well - managed classroom .This issue has a great effect on students' learning. That is why, establishing techniques for this process can make extremely success for managing classes effectively. It allows students to flourish by engaging appropriate activities in a positive and supportive environment. There is no single way to manage classrooms, and no one technique that can address the great variety of the classroom environment. Some of these techniques are stated by Scriver and Thornbury (2012, p.12 - 13) as the following:

1.2.1.3.1 Setting up the room for specific activities

According to Scriver and Thornbury (ibid), teachers must organise the room according to the activities that already decide to carry on. They can use these layouts for specific activities:

- **Planning**

Some activities, such as making plans, suggested as a solution that students require working together in forms of groups before starting any discussion or meeting. This may help them to prepare themselves, on one hand, and agree about a specific suggestion on another. In this case, the teacher should divide them into different groups through ‘separate corners’ of the room. Hence, the preparation stage encourages the members of the group to acquire a sense of collaboration and competition against the other team.

- **Debates or discussion**

If the task includes two opposing views, the teacher can use ‘Houses of Parliament’ divide through formulating two ranks of seats facing each other.

- **Meeting, presentation and oral report backs**

In such activities, the teacher should pull all the desks and put them together to compose a single large ‘boardroom’ table that everyone sits around.

- **Role plays**

The teacher should arrange seats to create the outline plan of the roles that have been chosen by students, for instance, establishing waiting room, reception desk, restaurant, office, coffee, etc. Significantly, students can play different roles in separate locations.

Figure1. 4 shows each layout for each a specific activity.

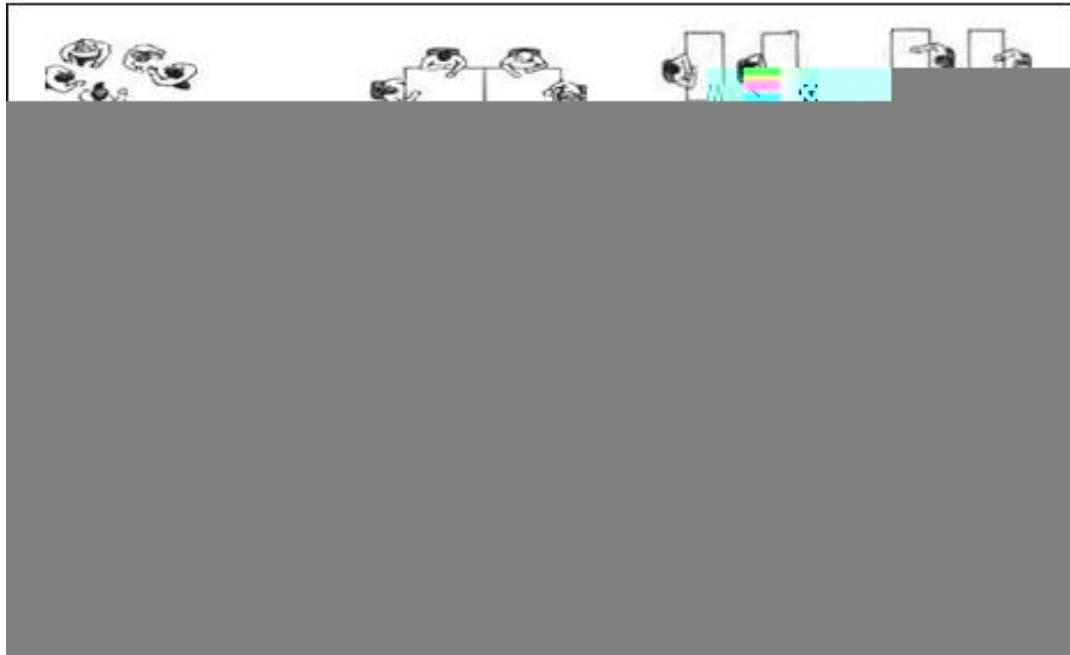


Figure1. 4: Layouts for specific activities (Source: Scriver & Thornbury, 2012, p. 11-12)

1.2.1.3.2 Organising the furniture of the classroom

There is an important preplanning organisation of the classroom to create a comfortable environment for teachers, as well as for students. According to Chambers (2004), more attention must be paid to the furniture and equipment used in classrooms (Lotfy, 2012, p. 12).

Teachers should create classroom where they can enjoy teaching and students can enjoy learning. To begin with the desk, teachers should decide carefully the best position where they can directly monitor every student face to face. Many teachers insist that the appropriate arrangement of the desk is to put it right up front because it increases students' attention and decreases noise. Then, tables and chairs should be arranged according to the requirement of the task. Significantly, training students to organise the classroom to be in a certain arrangement can be an efficient way of getting quickly their seats in the right places. As a result, the appropriate arrangement of the furniture impact students' learning. According to Cornell (2002), furniture is both tool and environment and thinking about the

appropriate seating arrangements is important in creating a suitable learning environment for students (Lotfy, *ibid*, p. 66).

1.2.2.3 Managing classes with mixed -abilities

Baker and Westrup (2000) state that one of the main challenges of a large class is a wide range of different abilities, such as: different language levels, learning skills and preferences, learning speeds, level of confidence and intelligence. It is an uneasy task for the teacher, especially, in a large class, to help the weaker students and keep the good students motivated so that all of them succeed. Sometimes, good students dominate the classroom by gaining most of the teacher's attention and giving all the answers. For this reason, the weaker students may stop learning because they do not understand.

They report that mixing abilities is an important way to respond to the needs of individuals and improve their levels. It is the teacher's role who has to differentiate students according to their different abilities through giving them a particular task or asking them to read or listen to something. This technique is clearly used in private schools by making manageable mixed abilities through giving students placement tests.

The authors claim that whatever the classroom situation, teachers should manage a way of moving students to maximise the chance of working with each other. Also, they have to ask students change their seats each month as a way to get a regular chance of sitting in the front. This may help the weaker students to feel involved and receive the maximum attention from the teacher. In short, the teacher should create appropriate activities, materials and techniques in order to make a balance between the good, average and weak students.

1.2.1.4 Build the psychosocial environment in large classes

The psychosocial environment refers to one's psychological development and the interaction within a social environment. The classroom is also called 'learning community'. It is the place where everyone knows each other and works together in order to learn new

knowledge and share their collective interests. It is important for teachers to create a sense of community among students, especially, in large classes, through showing their interests (UNESCO, 2006, p.8). As a result, creating such a sort of sense promotes a positive psychosocial environment that can motivate students to learn, get involved, and gain a greater sense of value even under difficult conditions. The following suggestions are necessary to build the psychosocial environment in large classes:

1.2.1.4.1 Break class into small group

Classes should be considered as groups in the social psychological sense. For that reason, dividing a large class into small groups is a best way to help teacher recall students' name. It is an easy task to remember 8 - 9 students in a small group rather than looking at 60 faces. So, they can memorise every name simply. Moreover, working in groups promotes a sense of collaboration among students, on one hand, and increases the frequency and quality of student - teacher and student - student contact on another (Barkley, 2010, p. 122)

1.2.1.4.2 Make a large class feel small

Teachers should try to make a large class as a small one. Each teacher has his/her own approach that can make a large class seem much smaller. For instance, they can move towards the student who has asked a question in order to reduce the physical and social distance. Also, if teachers come early to class and talk to their students, they will establish a good relationship between them. Besides, when they help students to connect with each other through diverse activities, they will attain a sense of collaboration and work effectively (UNESCO, 2006, p.9).

1.2.1.4.4 Encourage questions and comments

Many students are afraid to take a risk, fearing that their questions or comments might be viewed as wrong, especially, among a huge number of students. For these reasons, they are embarrassed to ask a question or add a comment in the front of the whole class. Questions are an important means proposed by the teacher to get feedback about their students' learning, know their difficulties, check their understanding, and make the teaching process more enjoyable and meaningful. As confirmed by Cook (2008), who claims that questions may help teachers elicit information (i.e., know about their backgrounds), check students' understanding, and increase their opportunities for participation. All these, urge teachers to encourage their students to ask questions or give their opinions about what they are learning.

Teachers may use different techniques in asking questions depending on their purposes. For instance, they can give them the opportunity to ask any question about the topic, as well as they provide them time to formulate their answers. Again, they can ask questions that students are expected to answer in terms of their experiences or what they are learning. As a final note, doing such techniques to ask questions should be followed by some feedback from the teacher to support students continues asking questions and giving comments.

1.2.3.4 Involve students

An important way to build the psychosocial environment in a large class is to make all members exchange information, ideas and opinions. Furthermore, using students' names as often as possible helps to know each other and encourages them to stay attentive. A good way for the teacher is to ask them give their names each time before they speak. Besides, involving students in various activities may help students feel comfortable in speaking up and saying what they think, believe and feel (UNESCO, 2006, p.8). Such activities can help teachers to talk with their students while they are working, so they can learn about their backgrounds and interests. Downer et al., (2007) argue that effective learning takes place

only when the classroom design fosters student engagement (Lotfy, ibid, p. 13). This means that teachers should promote students' engagement as much as possible.

1.2.1.5 Physical arrangement of the classroom

1.2.1.5.1 Benefits of well - defined physical arrangement

The classroom arrangement has the potential to encourage desirable behaviour. In other words, the classroom that has a well- defined physical arrangement and appears organised will promote a positive learning environment. It is important for the learning process due to these advantages (Physical Arrangement of the Classroom, nd, p. 6):

- Students learn to respect physical boundaries, either those between students and teachers areas or those between each student's individual. Thus, it leads to mutual exchange of respect among students and provide opportunities to teach them respect others' spaces and belongings.
- Proper classroom arrangement provides predictability. Students learn to expect the specific types of activities that will occur in specific areas of the classroom, such as individual works, group or peer work. This helps students to be more active through participation in activities. They will enter the area with the state of mind that corresponds with the anticipated activity. Similarly, if students know what the next activity is, it will help them to hold off the misbehaviour that often occurs when they have not any expectation about what they will be done.
- Students will also learn which behaviour are acceptable and expected in each specific location of the classroom and which are not in other classroom locations. This impact student's behaviour not only in the class but at home, in the community and on the job.
- The classroom materials are readily manageable. When specific activities happen in particular areas of the classroom, the materials needed for those activities can be located

in the area where they will be used. So, they can be retrieved them quickly and easily which decrease time, misbehaviour and promote students' autonomy.

1.2.1.6 Setting arrangement

Seating arrangement is an important classroom setting event because it has the potential to prevent problem behaviours that may impact students' learning. In this respect, Pace and Price (2005) argue that classroom arrangement impacts on students' behaviour, as well as on their achievement (Wannarka & Ruhl, 2008, p. 89). According to Wengel (1992), there is no one seating arrangement better than the other. The author explained that choosing a seating arrangement should be based on the class needs, the type of interaction, and the teaching styles (Lotfy, 2012, p. 66). On the same point, Bonus and Riordan (1998) highlight the idea that the seating arrangement depends on the activity done in class (ibid). To sum up, the seating arrangement depends on the kind of activity and the interaction patterns that teachers decide to follow. For this reason, there are a number of various approaches in different arrangements of chairs and tables. Some of these approaches are presented by Harmer (1998, p. 19 - 21) as the following:

1.2.1.6 .1 Orderly rows

According to Harmer (ibid), orderly rows entail teachers to work with the whole class. It means that they will have a clear view of all the students, which in turn, can all see the teacher. It makes lecturing easy and enables the teacher walk up and down to make a personal contact and watch what students are doing. Moreover, there are some activities that are suitable for this kind of organisation such as: explaining a grammar point, watching a video, and using the board.

Harmer (ibid) claims that the rows seating arrangement is appropriate where the teacher takes a front position for a lecture. However, teachers should pay attention to the students that are sitting at the back. They should not concern just with the ones nearest them; but,

they must move through rows, so that they can observe all students to anticipate their reactions to what is going on. Additionally, in this organisation when teachers need to ask individual questions, they should not do it in an order because the lecture becomes boring and the students can know when they are going to be asked. Nevertheless, it is better to ask students randomly in order to keep them more attention.

1.2.1.6 .2 Circles and horseshoes

Harmer (ibid) argues that classes which are arranged in circles or horseshoes make quite cleared picture about what both teachers and students will have to do, and how they will have to behave. In horseshoe, the teacher might use the board to explain some points. Unlike, in the circle arrangement, the teacher's position does not allow him\ her to use the board. These situations increase the sense of equality between all the students, as well as it gives the teacher a great opportunity to get close with their students. According to Harmer (ibid), the circle arrangement would enable students to face each other while giving the teacher an opportunity to be more close to them.

Another advantage is that, all students can see each other so that they can contact easily either verbally or non -verbally. In other words, the teacher in such organisations creates an intimate place for students to share knowledge and feeling through talking, using eye contact or body language movement. In short, circles and horseshoes arrangements have a great role to increase opportunities for interaction in the classroom. According to Hastings and Schweiso (1995), if the aim of the lesson is to have interaction among the students and the teacher, it would be better to arrange students either in horseshoes or in circles (Lotfy, 2012, p. 13). This means that the seating arrangement of the classroom depends on the objective of the course.

1.2.1.6 .3 Separate tables

This seating is usually used in group works where students are seated in small groups at individual tables. It helps the teacher to work at one table while the others discuss to each other. Also, it increases the sense of collaboration among students and encourages them to talk without any frustration. It gives students a greater opportunity to be more independent, so that they can work without the pressure of the whole class, as well as without teacher's controlling every move. Additionally, students tend to participate equally among their groups to increase their chance of talking, showing opinions, learning new concepts and developing their levels.

1.2.1.6 .4 Solowork

Harmer (1998) defines it as a type of a whole - class teaching where each student is seated in a separate table. This organisation can have many advantages that reflect students' learning. It allows students to work at their own speed with their own capacities. Besides, it encourages the process of self -assessment through which students can monitor, check their own progress on one hand and be able to take responsibility in making decisions about their own language learning development on another. In short, the time that solowork takes place students can relax, and go back to consider their own individual needs and progress.

Figure 1.5 shows the seating that have been mentioned so far.

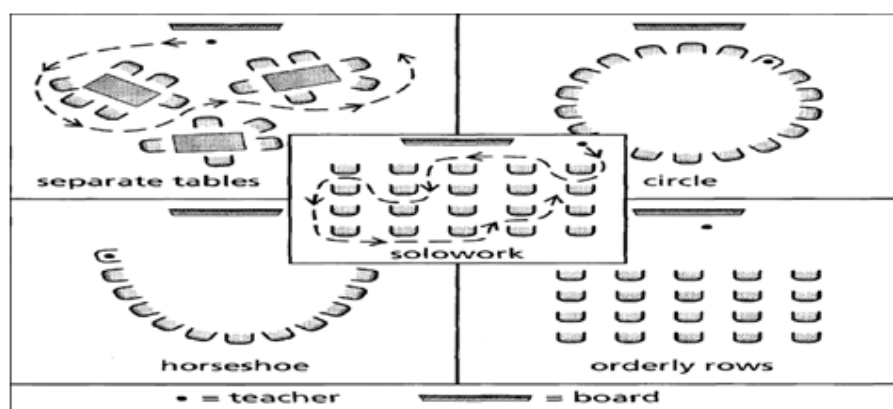


Figure1. 5: Different seating arrangements in the classroom (Source: Harmer, 1998, p. 18)

Conclusion

To summarise, throughout this chapter we have dealt with the phenomenon of large classes, and the main problems that make a big challenge for both teachers and students. We have provided various strategies that may help the teacher to enhance the learning process even in difficult conditions. Moreover, we have determined the basic teacher's roles that should be performed during the lecture. We have focused on the issue of classroom management, and all the areas that cover this process. Furthermore, we have offered a set of strategies to make the process more effective in learning, as well as we have depicted some ways for the teachers to build the psychosocial environments in large classes. Finally, we have shed light on the benefits of the physical classroom arrangement. In the mean time, we have adapted some different seating arrangement that may help teachers organise the classroom according to the type of activity.

The next chapter will focus on the concept of classroom interaction and its importance in the learning process. Besides, we will pay more attention on group work as an effective strategy to teach EFL large classrooms.

CHAPTER TWO: INTERACTION THROUGH GROUP WORK

Introduction.....	302
.1 Classroom Interaction.....	30
2.1.1 Definition.....	30
2.1.2 The Role of classroom interaction.....	31
2.1.3 Participants in classroom interaction.....	32
2.1.3.1 Teacher -learner interaction.....	32
2.1.3.2 Teacher - learner / a group of learners interaction.....	32
2.1.3.3 Learner - learner interaction.....	32
2.1.3.4 Learners - learners interaction.....	33
2.1.4 Fundamentals for effective interaction	33
2.1.4.1 Asking questions.....	33
2.1.4.2 The topic.....	34
2.1.4.3 Body language	34
2.2 Group work.....	35
2.2.1 Definition of group work.....	35
2.2.2 Advantages of group work.....	36
2.2.3 Teachers' roles in implementing group work.....	39
2.2.4 Students' responsibilities within a group work.....	40
2.2.5 Stages of group.....	41
2. 2.5.1 Pre -group stage.....	42
2. 2.5.2 Begining stage.....	43
2.2.5.3 Middle / working stage.....	44
2. 2.5.4 Final stage.....	44
2.2.6 Teaching students to work in groups.....	45

2.2.7 Principles for organising groups.....	46
2.2.7. 1 Friendship.....	46
2.2.7.2 Streaming.....	47
2.2.7.3 Chance.....	48
2.2.8 Troubles shooting during group work and its treatments.....	48
2.2.8.1 Finishing first.....	48
2. 2.8.2 Awkward groups.....	49
Conclusion.....	49

CHAPTER TWO: INTERACTION THROUGH GROUP WORK

Introduction

In this chapter, we will focus on two issues: classroom interaction and group work. First, we will deal with the definition of the concept of classroom interaction from different perspectives. Then, we will emphasise on the importance, and the role of it in the learning process. We will identify its types and we will explain when it is necessary to establish each one. In addition, we are going to look for some fundamentals to achieve effective and meaningful classroom interaction. Second, we will shed some light on group work; starting by its definition, emphasising on its advantages, stating teachers' roles in implementing this strategy and showing students' responsibilities within the group. Furthermore, we will clarify the stages of the group from different researchers' views. We will determine how students should teach to work in groups, as well as we will try to suggest some principles for organising groups. Finally, we will conclude this chapter by stating some problems that may occur during group work, as well as providing some strategies to avoid them.

2.1 Classroom Interaction

2.1.1 Definition

Many researchers define the concept of interaction in different perspectives. To begin with, Robinson (1994) describes it as a reciprocal face - to -face action .The author states that interaction can be channeled verbally through written or spoken words or non- verbally through gestures, facial expression or eye contact. Another definition by Brown (2001) sees interaction as a relationship to communication that is considered as the heart of it. Additionally, the New Oxford Dictionary of English (2008) defines the word 'interaction' as a reciprocal action or influence. Therefore, from these definitions, it is clear to say that the process of interaction is more than an action that is followed by a reaction. This simply means that interaction covers a particular exchange of ideas between participants to realise individual objective.

To put this concept in the context of the classroom, it has a similar meaning. From the previous definitions, classroom interaction is a mutual exchange between participants in the learning process .i.e., the teacher influences the learners and vice versa. According to Thomas (1987), every interaction has the potential of cooperation or conflict. It depends on the attitudes and the interpretations of participants' intentions (Dagarin, 2000, p.128)

2.1.2 The role of classroom interaction

Silence in the classroom does not always indicate that the learning process has taken its place. Wolfolk (2004) emphasises the importance of interaction in the classroom. The author states that it is beneficial for weak learners, and even for good ones (cited in Boucheche, 2010, p.34). Although, students are proficient, they need to interact with others to add new knowledge and discover new matters. On the same point, Wolfolk (2004) considers the process of interaction as an essential tool to test students' thinking to be challenge, and to observe how others work to solve problems. Moreover, Saxe et al., (2008) confirm that interaction appears as a pedagogical instrument that helps the teacher to create the conditions of learning to occur (ibid). This means that interaction can help teachers to create an appropriate environment for effective teaching.

In the same vein, Brown (2001) views that classroom interaction allows both teachers and students to engage in activities that create conditions to foster language use that leads to achieve communicative competence. In other words, during interaction students may notice new things about their language that they do not know them by themselves; thus, they can develop their language use. Likewise, Black (2005) reports that the sake of classroom interaction is to give every student the possible opportunities to use language (cited in Boucheche, ibid, p. 35). That is to say, interaction is an important issue that helps students to maximise their opportunities for participants in the classroom. However, this process needs a careful management, and design to achieve effective results. According to

Littlewood (1981), classroom interaction activities require a careful design and management. These can help teachers to involve various forms of realistic practise, which in turns, may help students to be skilled at doing what they have been taught.

2.1.3 Participants in classroom interaction

According to Thurmond (2003), there are four types of interaction about who interacts with whom: teacher - learners interaction, teacher - learner/ a group of learners interaction, and learners - learners interaction. A description of these latter is as follows:

2.1.3.1 Teacher -learner interaction

This type of interaction is established when a teacher talks to the whole class. S/he takes the role of the leader to decide on the type, and the process of activity. The sake of such an interaction is to control classroom, and give explanations and instructions. Harmer (1998) claims that many classrooms are criticised due to the much of Teacher Talking Time (TTT), and the less of Student Talking Time (STT). The author reports that the effective lesson is the one where the teacher maximises STT and minimises TTT.

2.1.3.2 Teacher - learner / a group of learners interaction

According to Harmer (2007), this type of interaction allows teachers to respond to individual students' differences, as well as learning styles and strategies. It is conducted when the teacher talks with the whole class, but expects only one student, or a group of students to react, and answer a particular question. It is often used to evaluate individuals, and know their personal needs and interests. In addition, it can be used at the beginning of the lecture for an informal conversation or discussion.

2.1.3.3 Learner - learner interaction

This type of interaction is called pair work. It is used when the teacher gives students an assignment which they have to do it in pairs. In this case, the teacher plays the role of consultant, or advisor to help students when necessary. Harmer (ibid) notes that in pair

works, students can practise language together, study a text, take a part in information gap - activities or write dialogues. Furthermore, he reports that a pair work can be organised quick and easy. It allows students to work and interact independently without much need of the teacher.

2.1.3.4 Learners - learners interaction

This type of interaction is called group work. It is used when pair work is not sufficient or appropriate. The teacher puts students in small groups to do a particular task, such as writing a story, role play situation or presentation. Harmer (ibid) emphasises on the benefits of this type of interaction. He asserts that group works gives more opportunities for students to participate and interact in the classroom. Then, it promotes students' autonomy by allowing them to make their own decisions.

To sum up, the last two types of interaction are particularly useful to encourage interaction among students. Hatch (1992) goes back to Philips (1983) who has proved that students perceive pair and group work as the most pleasant ways for learning since they feel relaxed and independent. Nevertheless, a whole class organisation should not be neglected since it is also appropriate to control and guide students.

2.1.4 Fundamentals for effective interaction

According to Brown (2001), effective and meaningful interaction needs the teachers to know their students. That is to say, they should care about their interests, goals, needs and expectations. Also, Teachers should recognise which students work well with others, and create positive relationships with them. The following strategies may help teachers to develop students' interaction skills in EFL classrooms:

2.1.4.1 Asking questions

It is difficult for some students to initiate a conversation or make up an independent statement. Orlich et al., (2010) claim that questioning is a highly interactive teaching

strategy. For that reason, the teacher should start with some questions that may indicate words which help them to formulate the answer. Significantly, this strategy will provoke them to stimulate their background knowledge, and raise their curiosity. Orlich et al., (ibid) report that through appropriate questioning, student's curiosity is fostered. To put it in another way, according to psychologists, the basic rule for asking questions is to proceed in three steps: ask the question, pause and then call on a student. They claim that when the teacher asks a question, and follows it with a short pause, all the students will attend to communicate and interact. Therefore, the pause communicates that any student in the class may be selected for a response. As a result, the attention level of the classroom remains high, and more students involve in the lesson.

2.1.4.2 The topic

According to Dagarin (2005), teachers can stimulate students' interaction by choosing an appropriate topic. Students can participate, and intervene more about a topic of their interests, rather than something they do not know much about it. Thus, when students choose what they want to talk about, they will be more motivating and engaging to interact. For that reason, teachers should give their students opportunity to select what they prefer to talk about.

2.1.4.3 Body language

Harmer (2007) considers gestures and mime as a vital strategy to provoke students' interaction and convey meaning. Students can obtain much information from the teacher's mime and gestures. This strategy is used when students do not know how to continue their speaking or how to convey the exact meaning.

Johnstone (1989, p. 9) summarises some other strategies that should be taken by teachers to help students interact appropriately. Examples of these:

- regular checking of understanding,

- using familiar words,
- applying lower cognitive level,
- immediate repetition,
- recycling of information,
- paraphrase,
- structurally simplified language,
- key vocabulary and structures that are noticed in advance, and
- simple tasks that are also noticed in advance,

To sum up, students have to be trained to be effective communicators through encouraging risk taking in learning. Moreover, teachers should create an appropriate atmosphere to encourage and, prompt students' interaction during the lecture.

2.2. Group work

2.2.1 Definition of Group Work

To begin with, what does it mean by a group, Forsyth (2006) regards that the group is similar to the network that is defined as a system of relationships between and among individuals. This simply means that a group is an entity composed of two or more members who have a specific relation to each other. Besides, the concept of group work has also been defined by many researchers from various perspectives. According to Shaw (1981), a group work involves two or more people who are interacting with one another to do a particular task (McDermott, F, 2002, p.6). Thus, each person influences, and is influenced by each other person. Zastro (1989) sees a group work in terms of a plurality of individuals that are in contact with one another to perform a task (ibid). In other words, a group work is a strategy of offering individuals opportunities to help one another in different ways. Another definition proposed by the Association of Specialists in Group Work (ASGW) (1991, p.9) proposes the following:

A broad professional practise that refers to the giving of help of the accomplishment of tasks in a group setting .It involves the application of group theory and process by a capable professional practitioner to assist an interdependent collection of people to reach their mutual goals, which may be personal, interpersonal, or task related in nature (cited in Alle- Corliss & Alle- Corliss, 2009, p.4 -5).

That is to say, a group work is the cooperation of people to complete certain tasks, as well as to realise their mutual goals. Additionally, Benjamin et al., (1997) add that a group work happens when people get together in order to solve a particular problem. They claim that working within the group is not a single technique, but it refers to a set of activities designed to achieve many purposes. Baker and Westrup (2000) consider group work as a new teaching and learning technique for both teachers and students. To sum up, group work is a dynamic process between two or more members to do some tasks, solve problems, or discuss a particular issue.

2.2.2 Advantages of group work

Many researchers emphasise the importance of using group work in EFL classes due to the numerous advantages of this strategy. To begin with, Harmer (2007) states that teaching in groups allows students to negotiate meaning, express themselves, develop their skills, and acquire the ability to participate in front of their classmates. In other words, students can develop their interpersonal awareness, and become more independent about their learning. In addition, this strategy may help teachers to manage large classes, facilitate interaction among students, and maximise their participation. According to Baker and Westrup (2000), a group work is a good way to manage large classes with mixed -abilities, as well as it can maximise students' motivation, and foster language use. These authors add that teachers can benefit from this strategy which helps them to control the whole class differently, and involve all the students in the learning process. The result is that making students working

together gives them many opportunities to practise, which in turn, helps them to develop real communication skills.

Additionally, Jacobs et al., (2006) set nine reasons to use group work that outline the positive outcomes of this process: efficiency, experience of commonality, greater variety of resources and viewpoints, sense of belonging, skills practice, feedback, vicarious learning, and real-life approximation, and commitment (Alle - Corliss & Alle –Corliss, 2009, p. 22 - 23). In below, an elucidation of these outcomes is shortly presented:

- **Efficiency:** According to Alle- Corliss and Alle- Corliss (ibid), when students meet as a group to do a common work and achieve particular purposes, they can save considerable time and efforts. Therefore, the collaboration between the members helps them to do any task efficiently in less time.
- **Experience of commonality:** In that context, group work helps the members to recognise that they are not alone with their problems. As a result, they will be more comfortable to do their tasks, as well as they will tend to reduce anxiety and the sense of isolation.
- **Greater variety of resources and viewpoints:** Group work can offer more view point and variety of resources. Thus, students can share information from multiple recourses in the group. Inversely, those who work individually have limited recourses, as well as they can have a single view.
- **Sense of belonging:** Group members identify each other and become as a part of the whole. Corey (2005) adds that group work can develop the sense of belonging and the sense of community. So, students will know each other and establish a good relationship that may help them to work together outside the classroom (Alle- Corliss & Alle- Corliss, ibid, p.23).

- **Skills practice:** The group work provides members with new skills and behaviours. For example, students' abilities to take turns and handle conflict successfully are skills that can be acquired by group members. Reiter (2008) highlights the importance of group work in developing relating skills. Then, they are able to take their interpersonal learning (ibid).
- **Feedback:** Group members have an opportunity to give and receive feedbacks about their concerns and problems. Group feedback is more powerful than individual one. Students will be motivated when they receive the same remark from more than one individual. Thus, they will gain a sense of identity and self confidence.
- **Vicarious learning:** It occurs when group members learn from observing how others are doing the task and resolving their problems. Noting how others deal with a particular issue may give the group members new solution, and additional strategies to develop their learning. As a result, group work may help them to establish the appropriate strategies for their learning, and acquire effective communication styles.
- **Real-life approximation:** The leader of the group can assist members about how they can interact with others based on how they interact in the group. This may impact their manner to respond similarly with other groups in real life, such as family and friends. It provides students with an opportunity to develop an intimate, social and interactive environment to deal with members outside the group.
- **Commitment:** The cooperation of support, expectation, and desire are powerful factors to motivate group members. They can learn appropriate skills, develop identity, increase self confidence, become more responsible, experience a positive relationship and acquire the ability to interact with others.

2.2.3 Teachers' roles in implementing group work

Johnson et al., (2002) claim that group work is the process that helps students to work together in order to maximise their own and each other's learning (Gillies et al., 2008). Thus, teachers' roles are not providing them with information, but they lead them to extract knowledge from themselves. Gillies et al., (ibid, p. 26 - 29) state four fundamental roles that teachers should follow to implement the group work. These are:

- **Making decisions: I**

- **Assessing students' learning and helping students process how well their groups functioned:** At the end of any group work, teachers should evaluate the quality and quantity of students' achievement. They should give group members an opportunity to review the final outcomes that should be followed by feedbacks. The assessment of groups highlights how each student performed and indicates whether or not the group has achieved its goals. The role of assessment is to promote and develop students' performance, as well as how teachers make sure that the lesson's goals are achieved.

2.2.4. Students' responsibilities within a group work

Teachers can encourage students to work in groups by providing them with various roles and responsibilities. Therefore, each student will be highly motivated to accomplish his/her work within the group. Baker and Westrup (2000) suggest that the roles of the group members should be regularly changed. In other words, students should not be consistent to only a particular role; however, teachers should vary their roles to give them many opportunities to take apart from different roles. The authors state that in a group activity that demands much use of English, the role of group members might be: a secretary, a leader, a presenter, and a monitor. Baker and Westrup (ibid, p. 135 -136) explain the characteristics of each one and what s/ he should do to accomplish the role appropriately within the group as the following:

- **The secretary:** His/ her role is to listen and take notes on what is discussed. This responsibility can be given to a talkative student to concentrate on listening to other group members. So, this choice will help such a kind of students to be a part of the task without any constraints.
- **The leader:** This role can be given to two kinds of students. It can be given to the confident students to limit their speaking, and give opportunity to others to talk. It

can also be given to quiet or shy students to encourage them talking by asking the other members to interact.

- **The presenter:** This role can be given to a confident student in order to represent the group. S/ he is supposed to give the results of the group according to what the members are agreed about what will be discussed with another group. This responsibility can also be given to quieter students to give them a chance to speak, as well as develop self confidence.
- **The monitor:** This role can be given to a student who has the best level of English in the group. S/ he is responsible for the checking out of the correct pronunciation and confirming that each one in the group is speaking English language appropriately. At the same time, it can be given to a shy student who should encourage everyone to participate within the group, and make sure that only English language is used.

2.2.5 Stages of group development

There are various perspectives on the number of group stages, as well as the label of each one, and the specifics of what exactly happens during each stage. Various stage models are documented on the literature by many researchers as Alle - Corliss and Alle - Corliss (2009, p. 64) who illustrated how various authors identified these stages. Such an illustration is presented in Table 2.1.

Table 2.1. Various views on stages of group (Source: Alle- Corliss & Alle- Corliss, 2009, p. 64)

Researchers	Stages
Tuckman(1965)	<ul style="list-style-type: none"> • Forming • Storming • Norming • Performing
Donigan and Malnati(1997)	<ul style="list-style-type: none"> • Orientation • Conflict and Confrontation • Cohesiveness Work • Termination
G. Corey(2004)	<ul style="list-style-type: none"> • Forming the Group • Initial Stage of Group • Transition Stage • Working Stage • Final Stage
Brabender, Fallon, and Smolar (2004)	<ul style="list-style-type: none"> • Forming a Group • Authority and Power Issues • Intimacy • Dealing with Differences • Termination
Jacobs, Masson, and Harvill (2006)	<ul style="list-style-type: none"> • Beginning • Working • Closing

Referring back to the above table, the researchers have suggested diverse group stages either in names or in numbers. Alle- Corliss and Alle- Corliss (2009) deduce that group development is followed by four stages in sequence: pregroup stage, beginning stage, middle/working stage, and final stage.

2.2.5.1 Pregroup stage

Teachers need to prepare systematically the group work. They should decide in advance the aims, objective, tasks, the number of each group, and outcomes of that work. Therefore, the foundation of an effective group requires a careful planning. Toseland and Rivas (2009)

propose the Planning Model for Group Work (PMGW). This model contains seven steps that provide a framework from which to form a group (cited in Alle- Corliss & Alle- Corliss, 2009, p. 64):

1. establishing a group purpose,
2. determining potential group membership,
3. recruiting members/attracting members,
4. group composition :forming the group,
5. orienting members to the group,
6. contracting, and
7. Preparing the group's environment.

These steps may help teachers to prepare carefully the conditions that lead to form an effective group.

2.2.5.2 Beginning stage

Corey et al., (2004) note that the initial meeting of group members is typically anxious about the interaction, and sharing ideas with others (Alle- Corliss & Alle- Corliss, *ibid*, p. 65). For that reason, teachers should emphasise on the helping members to feel as a part of the group. They must be careful not to allow the group remains too long on the beginning stages. This could lead to be more frustrated. They should move the group quickly into the working stage. Moreover, Corey et al., (2004) considers this stage merely as a way to orient and explore group members. In this stage, group members attempt to find an identity in the group, as well as how much should be involved (*ibid*). Additionally, Alle- Corliss and Alle- Corliss (2009, p. 65) outline some factors that teachers should consider at the beginning of group stage. These are stated below:

- drawing out members during the first session,
- setting a positive tone,

- helping members get acquainted,
- clarifying purpose,
- explaining leader's role,
- explaining group rules,
- explaining how the group will be conducted,
- checking out the comfort among members,
- getting members to look at other members, and
- helping members verbalise expectations.

Setting all these factors at the beginning helps students to maintain effective group.

Finally, this group stage ends when students start to see themselves as group members.

2.2.5.3 Middle / working stage

A great deal of work occurs during this stage. Teachers should note that the group has progressed and the members have understood and interacted to one another. Group members may set out their own rules that can help them to work effectively. They start to discuss how to find solutions, as well as they take various roles of involvement and participate to perform the work. According to Corey et al., (2004), group members may become competitive, jealous, and judgment to the other members (ibid). For that reason, leaders of groups should encourage the members to act as one entity to achieve the same goal. Moreover, they should encourage them to challenge the others groups, which may help them to complete the task perfectly and quickly.

2.2.5.4 Final stage

The ending stage of the group is devoted to bring ultimate outcomes. In this stage, teachers should encourage members to review what they have done in the front of the whole class. Furthermore, they are invited to explore what they have learnt during their time within the group, as well as consider the ways in which the group could have been more helpful.

Reviewing the work is an important step in the final stage, as well as it may help group members to benefit from critics and feedbacks. In this respect, Toseland and Rivas (2009) identify a variety of tasks that are associated with ending a group (cited in Alle-Corliss & Alle-Corliss, 2009, p. 90):

- learning from members,
- reducing group attraction and promoting independent functioning of individual members,
- maintaining and generalising change efforts,
- making referrals,
- evaluating the work of the group,
- helping members deal with their feelings about ending, and
- planning for the future.

All these tasks can be followed at the end of any group work which may help assess students' work and make them highly motivated.

2.2.6 Teaching students to work in groups

Bosworth et al., (1994) report that some students prefer to hear the teacher rather than working with their classmates. They believe that they know as little as themselves. Moreover, they think that they can succeed only by individual effort, and they ignore the kinds of skills of group work that can promote their achievement. For that reason, the teacher should address the importance of group work, as well as its goals. Also, they should motivate them to participate in groups if it is relevant to larger objectives.

Significantly, Bosworth et al., (ibid) insist that a simple way of providing such a help to students is to suggest various roles of group members that might adopt in their work, such as: a facilitator to lead the discussion, a notetaker to record and summarise the work, a

planner to outline how the members are doing the assignment, and an evaluator to elicit critics and assess the work. Furthermore, Miller et al., (1994) assist that a teacher must spend available time convincing students to work in a group, as well as provide them with a clear picture about the significance and the objectives of this process (ibid). That is to say, students should understand the use of group work in order to enhance and promote their learning process. From another perspective, Baker and Westrup (2000) report that teachers need to explain to their students that group work is a vital strategy that can help them become more accurate and fluent in English language. They also need to give clear instructions about what the students need to do. Finally, they should inform all the students to speak quietly since all of them will talk at the same time.

2.2.7 Principles of organising groups

Harmer (2007) believes that teachers should decide on how to put students in groups, as well as they can rely on the some basic principles. Harmer (ibid, p. 168 - 170) suggested the following principles:

2.2.7. 1 Friendship

This is suggested by Harmer as a key way to form groups. Most of students prefer to work with their friends to feel comfortable and pleasant, rather than working with unfamiliar students whom they find it difficult to work with them. Therefore, teachers should observe in advance which students are expected to work with their classmates. However, this may not be appropriate in all times because friendship can change over time. Thus, teachers should leave the matter of selection to the students to choose with whom they want to work. Additionally, the author has also suggested another procedure to group students which is called sociogramme. That is, students are asked to write their names on a piece of paper, and then they have to list who they like best in the class, as well as whom they do not like. Then, teachers should collect the information, and transform it into sociogrammes .On this

principle, Harmer (2007, p. 120) illustrates an example to make the sociogramme clear enough in Figure 2.6.

(—→ = likes, - - -▶ = does not like).

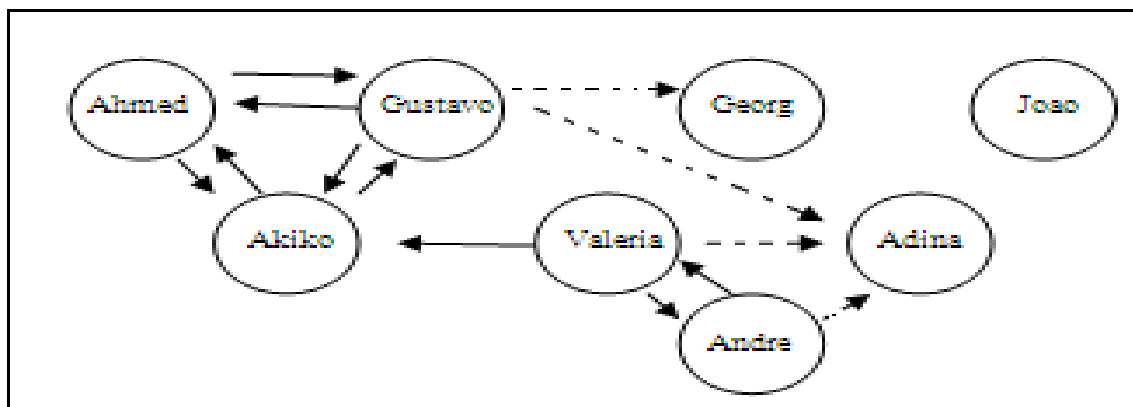


Figure 2.6: Sociogramme based on roles of teachers and learners by T Wright (Oxford University Press) (Source: Harmer, 2007, p. 120)

Fundamentally, this sociogramme provides teachers with information about students. As a result, they can formulate group members that can work effectively and easily together.

2.2.7.2 Streaming

Streaming is the process of dividing students according to their levels. Harmer (ibid) suggests that one way to group students is to make a mixture between the weaker and stronger. Thus, the more able students can help and motivate the weaker to understand and clarify a particular task. Moreover, the teachers can divide students according to their level, and then give them different tasks. In this case, the weaker students will have much opportunity to ask any questions, as well as teachers give them a special help. In the same vein, the stronger students will perform more tasks. Thus, they will be highly motivated to challenge the other ones. Another procedure of streaming is when teachers divide students into groups according to their participation. In brief, it is clear that streaming is a complex task because it needs a specific awareness to make sure that the group is appropriate.

2.2.7.3 Chance

This strategy is the easiest one to form groups without any consideration of friendship, abilities, and participation. It is done in less time without any advance preparation. There are many ways of chance for teachers to organise students; they can select those who are sitting next or near to one another. Also, they can give each student a letter of alphabet, and then ask them to join the members that have the same letter. Another dynamic way is to ask students organise themselves according to the months of their birthdays.

2.2.8 Troubles shooting during group work and its treatments

According to Harmer (2007) engaging students in group work can be advantageous; nevertheless, some problems can be raised during this work. Teachers should be aware of the problems that may appear during the group work. (Harmer, *ibid*, p. 173) mentions some problems that may occur during group work, as well as suggests some solutions to avoid them. Examples of these problems are:

2.2.8.1 Finishing first

Harmer (*ibid*) claims that frequently problem that occurs during group work is when some students finish earlier than others. In this case, group members show clearly that they want to do something else. Therefore, the other groups may impact negatively who may stop the activity, especially, those who are nearby to them. For that reason, the teachers should be ready for such a behaviour, as well as they should know how to deal with the situation. Significantly, this author suggests an effective way to avoid such problems. Teachers should prepare additional activities for the group that has finished early. That is to say, they provide students with short tasks in order to wait others finish. This strategy may help all the members of groups to be involved in their tasks without any obstructs.

2.2.8.2 Awkward groups

Sometimes students are not satisfied with the combination of group members. Those students cannot concentrate to do the task within the members of the group. It can happen if the group contains only weak students. In this case, the teacher should change the groups by mixing weak and good students in the same group. In addition, teachers should take into consideration the diverse of student's abilities, as well as they should know the criteria of how each group is formulated.

Conclusion

To sum up, this chapter has dealt with the concepts of classroom interaction and group work. First, we have provided the definition of classroom interaction, as well as we have mentioned the participants during this process. In addition, we have focused on its role in the classroom, and we have also addressed some fundamentals to make it more effective. Second, we have dealt with the strategy of group work, and its advantages in the learning process. Moreover, we have depicted some teachers' roles and students' responsibilities during group work. In this respect, we have shed light on the importance of teaching students to work in groups. To make this idea clear enough, we have adopted some principles that may help teachers to organise groups. Finally, we have mentioned some problems that may come up in during group work and how they should be treated.

The following chapter is about the fieldwork and data analysis. We will analyse both of questionnaires and classroom observation, as well as we will discuss the results.

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

Introduction.....	50
3.1 Research Methodology: Theoretical Background.....	50
3.1.1 Research approaches.....	51
3.1.2 Research strategies.....	52
3.1.3 Data collection methods.....	52
3.1.4 Research sampling techniques	54
3.2 Research Methodology: Research design.....	55
3.2.1 Research approach.....	55
3.2.2 Research strategies.....	55
3.2.3 Data collection methods.....	55
3.2.3.1 Classroom observation.....	56
3.2.3.2 Questionnaires.....	57
3.2.4 Population and sampling.....	60
3.2.5 Data collection procedures	60
3.2.6 Data analysis procedures.....	61
3.3 Results.....	62
3.3.1 Classroom observation.....	62
3.3.2 Questionnaires.....	75
3. 4 Discussion of the results.....	88
Conclusion.....	93

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

Introduction

The present chapter is devoted to the fieldwork and data analysis. It comprises four sections. In Section One, we will start, first of all, by a literature review and some background information about research methodology. In this respect, we will identify four elements: research approach, research strategies, data collection methods, and research sampling techniques. In Section Two, we will emphasise on the research design. We are going to talk about the research approach, as well as the research strategies that have been used in this study. Furthermore, we will elicit the different data collection methods that have been selected to collect data. In the same vein, we will shed light on the aim (s), structure, and the process of piloting and validation of each data collection method. In addition, we will determine the population and the sampling that have been used to conduct this study. Also, we will try to depict both data collection and data analysis procedures of this study. In Section Three, we will try to analyse the obtained results. So, we are going to analyse the classroom observation, as well as both teachers and students' questionnaire items. In Section Four, we will conclude this chapter with a general discussion of these results.

3.1 Research Methodology: Theoretical Background

Many researchers define the word 'research' in different ways. According to Dowson (2002), it is a deliberate study that has been conducted by a researcher to realise a particular purpose. Hatch and Lazaraton (2001) see it as a systematic process that aims to search a set of answers to specific questions (Dörnyei, 2007, p. 15). Moreover, Kothari (2004) describes it as an academic activity that is used to search for specific information about a certain topic. In other words, a research is a systematic investigation about the hypothesised relations between phenomena. It enables the researcher to describe or to explain something existing.

It is not enough for researchers to know only the research methods, but they also need to know the research methodology. Kothari (ibid) explains the difference between research methods and research methodology. The former, defines it as all the techniques and methods that are used to conduct a research. However, the latter describes it as a systematic way to solve the research problem. That is to say, the scope of research methodology is wider than that of research methods (i.e., a research method is a part of research methodology). Generally, a research methodology includes the following components:

3.1.1 Research approaches

According to Dörnyei (2007), there are three types of research approaches: quantitative, qualitative, and mixed method approach. The author provides a clear distinction between them.

To begin with, a quantitative approach is defined as a process that involves data collection procedures resulted in numerical data, as well as analysis by statistical methods. Kothari (2004) subcategories this approach into inferential, experimental, and simulation approaches to research. In contrast, a qualitative approach is defined by Dörnyei (2007) as the process that involves data collection procedures resulted in non - numerical data and analysed by non - statistical methods. In the same vein, Kothari (2004, p. 5) states that: ‘a qualitative approach is concerned with subjective assessment of attitudes, opinions, and behaviours.’ That is to say, a qualitative approach helps the researcher to gather information about respondents’ opinions and attitudes in a certain issue. The final type of research approach is the mixed - method approach. Dörnyei (2007) considers it as a combination of qualitative and quantitative approaches in both of data collection and analysis level.

3.1.2 Research strategies

According to Dörnyei (ibid), there is a set of research strategies that researchers may use in their studies. The most common ones are: case studies, action research, ethnography, longitudinal study, grounded -theory, experiments, and others.

Gillham (2004) considers the case study as a broad strategy that is frequently used in educational researches. Similarly, Kothari (2004) describes it as a popular strategy in a qualitative research that involves a careful observation of the social unit. Moreover, Nisbet and Watt (1984, p.72) define a case study as a specific instance that is usually designed to illustrate more general principles (Cohen et al. 2007, p. 253). To put it in another way, the researcher may decide on to use a case study as a basic strategy in his/her study due to many factors. In this context, Dörnyei (2007) argues that the researcher's decision of using a case study depends on the scale and the scope of investigation. Hitchcock and Hughes (1995, p.322) add that a researcher decides to use a case study when s/he has a little control over events (Cohen et al. 2007, p.253). Additionally, the main benefit of the case study highlights by Kothari (2004) as an essential strategy to help researchers understand fully the behaviour of a particular unit, as well as to obtain a real record of personal experience.

3.1.3 Data collection methods

Singh (2006) defines the word 'data' as observations and evidences, whereas the collection of data is an essential step in any research .The researcher can use different data collection methods according to the aim and the requirements of the investigation. The most common are: questionnaire, classroom observation, interview, and focus group.

According to Brown (2011), a questionnaire is any written instrument that presents respondents with a set of questions to know their opinions, attitudes, and preferences about a particular issue. The popularity of this method is due to the ease of their construction, as well as the collection of a large amount of information. Dörnyei (2010) claims that constructing a questionnaire involves many steps, such as making decisions about the length,

format, main parts, questionnaire items, and the piloting process before administering. Additionally, Singh (2006) states that the researcher can select three types of questionnaire: closed - ended questionnaire (structured), open - ended questionnaire (unstructured), or a combination of closed and open -ended questionnaire (semi- structured).

Moreover, Classroom observation is another data collection that offers the researcher an opportunity to gather live data. According to Dörnyei (2007), observation is different from questioning because it provides the researcher directly with information. The author suggests two dimensions to organise the classroom observation: participants versus non -participant and structured versus non - structured. In the former, the researcher can be a participant observer by taking part of all activities, or s/he can be a non- participant observer without any involvement. In the latter, the researcher can go to the classroom with a specific focus on what they look for (structure observation). In this case, the researcher has to complete an observation scheme or a checklist. Moreover, s/he can go to the classroom without any preparations to observe first what is happening (unstructured observation). The researcher has to complete a narrative fieldwork.

Furthermore, the interview is another distinct way for collecting data. Kvale (1996, p. 14) defines it as ‘an interchange of views between two or more people on the topic of mutual interest’ (Cohen et al., 2007, p. 349). In other words, the interview is a discussion between the interviewer (researcher) and the interviewee to express their opinions about a particular situation. According to Cohen et al. (ibid), the interview has many purposes such as: gathering data in surveys, testing or developing hypotheses, or sampling respondents’ opinions about a certain topic. Dörnyei (2007) adds that there are different types of interviews in terms of structure degree: structured, semi- structured and unstructured interviews. Besides, the process of interviewing involves a series of careful design and preparation before conducting.

Focus group, too, is a qualitative data method that is described by Dörnyei (ibid) as a subtype of interviewing. The latter defines it as a small group ranges between 6 - 12 members who discuss, react, think, and inspire together about a certain issue .Thus, participants interact with one another and the interviewer's role is just to record the responses. Dörnyei (ibid) claims that the semi- structured focus group is the most common because it includes both open and closed - ended questions.

3.1.4 Research sampling techniques

The first step before sampling is the population. Sapsford and Jupp (2006) define the term population as a set that may involve individuals, or elements, events, schools or cities. In this context, the population does not restrict only with the everyday meaning use, but it may transgress to another meaning. Then, from the population the researcher selects a sample. This latter is defined by Sapsford and Jupp (ibid) as a set of elements selected in a specific way from the population. According to Loher (1999), a good sample should be representative in the sense that the characteristics of population can be estimated from the sample with a known degree of accuracy. Simply, a sample is a group of participants that a researcher examines in his/ her investigation.

Additionally, the process of sampling is defined by Latham (2007) as the ability of the researcher to select a portion from the population to represent the whole. Sapsford and Jupp (2006) claim that the aim of sampling is to save time and efforts, as well as to obtain consistent estimates of the population in terms of whatever is being researched.

Significantly, many researchers state that there are two basic procedures of sampling: probability sampling and non -probability sampling. The former, as defined by Loher (2010), is a process that each unit in the population has an equal probability of selection to be included in the sample. It has various types: a simple random sampling, stratified random sampling, a cluster sampling, and a systematic sampling. The latter, is considered by Teddlie

and Yu (2006) as a purposeful sampling that involves selecting certain units based on a particular purpose. This procedure involves several types: convenience, purposive, snowball, and quota sampling. Importantly, Latham (2007) claims that researcher' choice of using probability or non - probability depends on the aim of research.

3.2 Research Methodology: Research Design

3.2.1 Research approach

In the present study, we have opted for the qualitative study. We have chosen this approach because the nature of our research requires gathering information about respondents' opinions, behaviours, and attitudes. It also demands to describe the actual situation of teaching First Year EFL large classes through collecting live data.

3.2.2 Research strategies

In this study, we have opted for the case study as a research strategy to conduct this research. We decided to use a case study because it helps us to understand the attitudes and behaviours of a particular unit. This unit in our study includes First Year English LMD students in order to investigate a special phenomenon in its real life context. It also helps us to understand other cases or situations, rather than statistical generalisation.

3.2.3 Data collection methods

To collect data, we have used two data collection methods: classroom observation and two questionnaires for both teachers and students. The aims, the structure, and the piloting stage of these data will be displayed in the following sub- sections.

3.2.3.1 Classroom observation

- **Aims**

The observation was carried out with two groups of First Year LMD students at Biskra University. A series of classroom observation which estimated to six sessions was held in Oral Expression course to realise two aims. First, it sought to explore the extent of using

group work to teach large classes by EFL teachers at the Section of English in the University of Biskra. Second, it attempted to get an idea about the way of teaching EFL large classes, as well as explored to what extent students were given opportunities to interact, participate and talk.

- **Structure**

The observation is presented in a form of checklist (see appendix 1) which contained 13 items divided into three sections.

Section one contained four items. It was designed for a general observation of both classroom management and instructions. In this section, we attempted to observe the following elements: the physical environment of the classroom, students' attention, the use of warming - up strategy at the beginning of the session, and finally whether the teacher stated the objective of the lesson or not. Section two included four items. It attempted to observe the group work in terms of students' motivation, and readiness to interact within the group. At the same time, it sought to observe teachers' actions and control within groups. Section three contained five items that aimed to observe students' interaction and teachers' feedbacks. First, it attempted to observe the students' engagement. Second, it also tried to see whether the students are given new ideas and opinions, or not. Third, it attempted to observe whether the students were active, or not. At the same time, to what extent the teachers gave them opportunities to talk. Fourth, it sought to identify whether students' opportunities for interaction increased through group work, or not. Finally, it used to depict whether the teacher evaluated students' production and gave feedbacks, or not.

- **Piloting and validation**

Before carrying out the observation, we piloted the checklist with another group of First Year LMD students. It was carried out to check the validity and reliability of observation. We invited other observer to attend with us a session in the Oral Expression course. After

the session, we compared the checklists and we found the same results. For that reason, we did not make any changes in the classroom observation checklist.

3.2.3.2 Questionnaires

- **Teachers' questionnaire**

- **Aims**

This questionnaire was designed to know EFL teachers' perceptions of the use of group work as a strategy to improve EFL learners' interaction. It aimed at investigating teachers' attitudes towards teaching large classes, as well as knowing how oral is being taught in these classes. It also tried to benefit from their experiences by providing us with other strategies that may improve students' interaction in large classes.

- **Structure**

The questionnaire was made up of ten questions and was classified under three sections (03). It was a mixture between closed and open - ended questions. Thus, the respondents were invited to tick the appropriate answers from the different options or give a full statement whenever it was necessary.

Section one was designed to gather some background information about the teachers. It comprised two questions. The teachers were asked to indicate their degrees (Q01), and the period of teaching English at the University (Q02). Section two was about teachers' attitudes towards teaching large classes. It included three questions concerning: teachers' feelings while teaching large classes (Q03), the frequency of their students' participation in Oral Expression course (Q04), and their talking time in large classes (Q05). Section three was designed to know teachers' perception and attitudes of using group work in large classes. It included five questions. They were asked whether they encouraged their students to interact or not with a justification of their choices (Q06). Then, the frequency of asking students to work in groups (Q07). Moreover, we investigated teachers' evaluation of group work; i.e.,

whether it was beneficial, or not (Q08), as well as the degree of their agreements to use this strategy in increasing students' engagement (Q09). Finally, according to their experiences, we asked them to provide us with other strategies that could improve students' interaction in large classes (Q10).

- **Piloting and validation**

Before having the final questionnaire, a pilot version was distributed to four teachers of English language at the University of Biskra. In the pilot stage of the teachers' questionnaire, we added an opinionnaire (see appendix 2). It was done to strengthen the validity and reliability of the results, on one hand, and to check the layout in terms of ambiguity, redundancy and comprehensibility on the other one. All the respondents did not provide us with any comments. For that reason, we thought to keep the questionnaire as it is without any modifications.

- **Students' questionnaire**

- **Aims**

This questionnaire was given to First Year EFL students to know their opinions about the use of group work as a strategy to improve their interaction in large classes. It also attempted to know their actual state of learning in terms of the use of group work. In addition, this questionnaire helped us to get an idea about students' attitudes towards their opportunities to participate and interact in the classroom.

- **Structure**

This questionnaire was composed of ten questions, divided into three sections. It included different types of questions: closed and open - ended questions. That is to say, the questions required picking up the most appropriate answers from a series of options or giving justifications to explain their choices.

Section one comprised two questions that aimed to collect background information about students. The students were asked to indicate their gender (Q01), and demonstrate their choices behind studying English language (Q02). Section two was about students' perceptions of large classes. It comprised four questions. The students were asked different questions concerning: the appropriate class size that preferred to study in (Q03), the frequency of their interaction during each session with justification (Q04), the difficulties that hindered their participations with brief explanations (Q05), and the attitudes towards their opportunities to participate (Q06). Section three was designed to explore students' perceptions of the use of group work in large classes. It included four questions. The students were asked about: the frequency of using group work during their courses (Q07), the type of class work that they preferred to do with justifications (Q08), their opinions about the benefits of group work (Q09), and their perceptions of the use of group work as a strategy to improve their interaction (Q10).

- **Piloting and validation**

Before administering the questionnaire items, a pilot study in the form of preliminary questionnaire was initiated. In the pilot stage of students' questionnaire, we added an opinionnaire (see appendix 4) which contained five questions. These questions helped us to check out the clarity of the questionnaire items and also the layout, as well as to confirm students' comprehension and gain some feedback and comments. We piloted the questionnaire items with 15 EFL students of First Year LMD students at Biskra University. All the respondents did not show any difficulties or ambiguity. For that reason, we did not make any changes in the questionnaire items.

3.2.4 Population and sampling

In the present study, our population is the First Year LMD English language students at Biskra University. Their whole number is 789 students divided into 12 groups between 60

as minimum and 67 as a maximum number of students in each group (G). Since it was difficult to cover all the groups because such a task would be time consuming, we chose to work on a sample. Our procedure of sampling was a probability sampling by using a simple random method. Since our concern on First Year EFL large classes and all the groups are overcrowded, we selected two groups randomly: G 2 whose number is 66 students and G 3 whose number is 65 students. In addition, we chose all the First Year teachers of Oral Expression as a sample. The number of these teachers was eight.

3.2.5 Data collection procedures

- **Classroom observation**

In order to observe First Year LMD English language students at Biskra University, we talked with many teachers to attend their classes. After several attempts, we got the permission only of two teachers. Our observation was carried out during the second semester of the academic year 2015 - 2016. We attended with two groups (G 2 and G 3) six sessions with each one in a period of three weeks; since they had two sessions of Oral Expression per week. Additionally, the time devoted for each session was one hour and a half. We were just non - participant and the observation was structured by a checklist. During our observation, we noticed that G2 was characterised by the attendance of huge number of students. However, in G3 the teacher divided the students into two sub -sections. Each sub -section attended only one session per week to carry on the lectures in a less number of students. Thus, we attended three sessions with each sub -section of the group.

- **Teachers' questionnaire**

This questionnaire was handed to eight teachers of Oral Expression at the Section of English in the University of Biskra. Just one teacher answered the questionnaire items on the same time. However, the other teachers took it with them because they had not enough time. They were given a period of time (2 weeks) to answer this questionnaire. All the

teachers returned back the questionnaire and showed collaboration through their complete answers.

- **Students' questionnaire**

The questionnaire items were distributed randomly to 60 students. It was given at the beginning of lectures with the permission of the teachers. Since the questionnaire consisted only in answering 10 questions, the students took approximately 10 to 15 minutes to respond them. All the students filled in the questionnaire items and handed them immediately.

3.2.6 Data analysis procedures

In order to analyse the collected data through the questionnaires and classroom observation, we used the descriptive approach. The results were calculated manually and summarised in tables. Then, we analysed and interpreted these results through description. We thought that this approach is an appropriate because our study aimed to describe the problems of EFL large classes. It also sought to provide information about the living conditions of these classes. In addition, due to time constraints, we were not able to use other types of approaches that are based on other techniques, such as statistics.

3.3 Results

3.3.1 Classroom observation

- **The first group**

Section One: General observation of classroom management and instructions

Item One: The physical environment of the classroom is appropriate and welcoming to engage students in any task

Table 3.2: The physical environment of the classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	02	04	00
Percentage	00%	33.33%	66.67%	00%

The results obtained at the table above indicate that, in most sessions, the physical environment of the classroom has been rarely appropriate. During the four sessions that we attended, we noticed that the group was characterised by the attendance of a huge number of students, as well as the classroom was less organised. Moreover, the classroom during these sessions was composed of a small number of chairs. For that reason, the students lost approximately 10 minutes, bringing chairs from the other classrooms. However, in the two other sessions the classroom appeared more organised. In these sessions, the classroom was composed with sufficient number of chairs and tables. Also, the students attended early before starting the sessions.

Item two: The teacher gains the attention of all students at the beginning of the lesson

Table 3.3: Teacher's role in getting all the students' attention

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	04	00	02
Percentage	00%	66.67%	00%	33.33%

As the table above illustrates, in most sessions, the teacher sometimes succeeded to gain students' attention. While in the remaining sessions, s/he failed to do so. During our observation, in the four sessions the teacher used some attractive ways to gain students' attention at the beginning of the session, such as: knocking on the desk, greeting them, and sometimes telling jokes. However, the two other sessions were characterized by some noise because many students came late and spent some times in moving chairs. For that reason, the teacher could not gain students' attention.

Item Three: The teacher asks students some questions as a warming up about the topic to engage and motivate them

Table 3.4: Teacher's use of warming up step

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	00	00	06
Percentage	00%	00%	00%	100%

The results obtained at the table above indicate that in all the observed sessions, the teacher did not ask any questions to engage or to warm up students. S/he presented the topics directly to students without giving them any opportunities to guess it alone. For that reason, the students were less motivated without any prior curiosity.

Item Four: The teacher states the objective of the lesson and explains clearly the instructions

Table 3.5: Teacher's course objectives and clarification of instructions

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	02	00	04
Percentage	00%	33.33%	00%	66.67%

From the table above, we have noticed that the teacher stated the objective of the lessons and explained clearly the instructions only in two sessions. During our observation of these

sessions, the teacher stated at the beginning of each one the objective behind his/ her choice of these two topics: ‘leadership’ and ‘superstitions.’ Moreover, s/he explained the instructions for the students, and pointed out the ideas that students should talk about. However, in the remaining sessions (04), s/he carried out the lessons without stating obviously their objectives.

Section Two : General observation of the group work

Item One : The teacher asks students to divide themselves into groups to do a particular task

Table 3.6: Grouping of students

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	00	01	05
Percentage	00%	00%	16.67%	83.33%

During all the sessions, we observed that the teacher rarely asked the students to work in groups. In the most observed sessions, the teacher asked the students to form a circle in order to discuss a particular topic. However, s/he divided them into groups only in one session. The teacher distributed a set of riddles to each group and asked them to guess the appropriate answers.

Item Two: Students show readiness and motivation to interact and work within the group

Table 3.7: Students’ readiness and motivation to work within groups

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	00	01	05
Percentage	00%	00%	16.67%	83.33%

As the table above illustrates, we noticed during our observation of five sessions that the students rarely showed their readiness, and motivation to work in groups. Since the teacher

rarely asked them to work in groups, they were less motivated. However, in the sixth session where the students worked in groups, they showed more readiness and motivation to start the tasks. Furthermore, the topic of the lesson ‘riddles’ gave the students opportunity to create some sort of funny, entertainments, and competition among groups.

Item Three: The teacher moves around the groups and controls them through some suggestions and more clarifications

Table 3.8: Teacher’s control of groups

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	00	01	05
Percentage	00%	00%	16.67%	83.33%

The results presented in the table above reveal that the teacher rarely moved around groups. During the five sessions, we observed that the teacher asked students to form a circle and s/he stayed in the middle. The only session when the students worked in groups, s/he moved just around the groups to help them understand the instructions.

Item four: Students’ opportunities are increased to interact through group work

Table 3.9: Students’ opportunities for interaction

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00%	00%	01	05
Percentage	00%	00%	16.67%	83.33%

The results embodied at the table above reveal that almost in all the sessions, the students’ opportunities did not increase. In five sessions, the teacher asked the students to form a circle and discuss different topics, as well as s/he did not give all of them opportunities to interact. However, in the remaining session, the teacher asked the students to work in groups. We noticed that the majority of the students interacted with each other.

Section Three: General observation of students' interaction and teachers' feedbacks

Item One: All students are observed as being engaged during the session

Table 3.10: Students' engagement

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	02	04	00
Percentage	00%	33.33%	66.67%	00%

The results in the table above indicate that in the most observed sessions, the students were rarely engaged in the lessons. In four sessions, we noticed that the teacher selected different topics to talk about. In addition, the majority of students were passive, while just a few ones participated and were always the same. In contrast, in the two other sessions most of the students were engaged. In the first one, each student explained a proverb that searched about it previously. Also, in the second session, all the students were engaged in a group work to find out the appropriate answers of the 'riddles.'

Item Two: Students give new ideas and opinions without any frustration

Table 3.11: Students' ideas and opinions

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	00	04	02
Percentage	00%	00%	66.67%	33.33%

The results presented at the table above reveal that in the most observed sessions, the students did not give new ideas or opinions without any frustration. Furthermore, we have noticed that the teacher did not oblige them to show their opinions, as well as to encourage them to give new ideas.

Item Three: Students are more active during the session and STT is more than TTT

Table 3.12: Teacher’s and students’ amount of talk

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	05	01	00	00
Percentage	83.33%	16.67%	00%	00%

The results embodied in the table above indicate that most of the attended sessions, teacher talking time is more than students talking time. During our observation, we have noticed that the students are not interested in the topics that have been chosen by the teacher which are about: ‘superstition’, ‘leadership’, ‘Genetic Modification of Organisms’ (GMO), and ‘famous leaders in the world.’ Furthermore, we have observed that the teacher was the most active element in the classroom who talked most of the time during the whole sessions. S/he provided the students with new information about these topics, as well as the majority of them were merely listeners.

Item four: The teacher corrects students’ mistakes.

Table 3.13: Teacher’s correction of mistakes

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	06	00	00	00
Percentage	100%	00%	00%	00%

The table above shows that in all the observed sessions the teacher corrected students’ mistakes immediately and provided them with the appropriate answers. During our observation, we have noticed that the students could not pronounce correctly some words, especially, in the session when the topic is about (GMO). It was a reading session and the students found many difficulties to pronounce some new scientific words. Furthermore, we have observed that in all sessions the students had a problem in the correct use of tenses, such as the final ‘s’ with the third person in the present simple. Thus, the teacher intervened immediately while their students made these mistakes.

Item Five: The teacher evaluates students’ performance and gives general feedbacks at the end of the session

Table 3.14: Teacher’s evaluations and feedbacks

Rating scales	Always	Sometimes	Rarely	Never
Sessions (06)	00	02	04	00
Percentage	00%	33.33%	66.67%	00%

The table above indicates that in the most sessions, the teacher rarely evaluated students’ performance, and gave them feedbacks. During our observation, we have noticed that the teacher sometimes evaluated and gave feedbacks merely to those students who participated.

- **The second group**

Section One: General observation of classroom management and instructions

Item one: The physical environment of the classroom is appropriate and welcoming to engage students in any task

Table 3.15: The physical environment of the classroom

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	03	00	00	00
Section 2 (3 sessions)	03	00	00	00
Percentage	100%	00%	00%	00%

The table above indicates that the teacher divided the group in two sections. As far as the results obtained, we have noticed that in all the attended sessions, the physical environment of the classroom has been always appropriate to engage students in any task. Furthermore, we have observed that in all the sessions, both sections were characterised with the attendance of a small number of students. For that reason, the classroom was more organised and students took their seats without losing any time.

Item Two: The teacher gains the attention of all students at the beginning of the lesson

Table 3.16: Teacher’s role in getting all the students’ attention

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	03	00	00	00
Section 2 (3 sessions)	03	00	00	00
Percentage	100%	00%	00%	00%

As the table above illustrates, the teacher always succeeded to gain students’ attention at the beginning of each lesson. In all the sessions (06) that we have attended with both sections, all the students took their seats and were showing their readiness to listen what the teacher said. For that reason, the teacher obtained all students’ attention starting by greeting them, and then introducing the lesson.

Item Three: The teacher asks students some questions us a warming up about the lesson to engage and motivate them

Table 3.17: Teacher’s use of warming up step

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	02	00	01
Section 2 (3 sessions)	00	02	00	01
Percentage	00%	66.67%	00%	33.33%

As the table above shows, in the most sessions (04) that we have attended, the teacher sometimes started his/her sessions with a warming up about the lesson. During our observation, we have noticed that in two (02) sessions for each section, the teacher started the lessons with a warming up step. The first one was a reading session of a short story entitled: ‘The Legend of Sleepy Hollow.’ Before starting the session, s/he asked the students if they read any stories and what are their titles? In the second one, the teacher proposed three (03) topics and asked the students to choose one depending on their interests. However,

in the remaining session for each section, the teacher started directly the lesson without a warming up.

Item Four: The teacher states the objective of the lesson and explains clearly the instructions

Table 3.18: Teacher’s course objectives and clarification of instructions

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	03	00	00	00
Section 2 (3 sessions)	03	00	00	00
Percentage	100%	00%	00%	00%

We notice from the table above that the teacher always stated the objective of the lesson. We noticed that in all sessions that we have attended with both sections, the teacher explained clearly what the students have to do. Besides, s/he reported at the end of each session the objective behind what has been studied.

Section Two: General observation of the group work

Item One: The teacher asks students to divide themselves into groups to do a particular task

Table 3.19: Grouping of students

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	02	00	01
Section 2 (3 sessions)	00	02	00	01
Percentage	00%	66.67%	00%	33.33%

As the table above reveals, during our observation, we have noticed that in four (04) sessions the teacher asked the students to work in groups. While in the remaining ones (02), s/he did not do so. To begin with the first section, the students worked in groups only in two sessions. In the first one, they formed small groups in order to discuss the topic that they have already chosen to talk about: ‘Men and Women.’ In the second one, the teacher divided

students into two large groups. S/he asked them to understand and summarise the story, as well as performed it in the front of the whole class. While the third one was a listening session, the students were asked to form a circle to listen the script. In the second section, the students are working in groups in two sessions. In the first one, students were asked to discuss a topic which about: ‘The Perfect Partner.’ The second session was a reading session of the same story, but it was stopped. For that reason, the teacher could not divide the students into groups due to the time constraints. In the third one, s/he asked them to find the maximum number of vocabularies about certain items. For instance, s/he asked them to name all things that they can find them at: kitchen and the zoo.

Item Two: Students show readiness and motivation to interact and work within the group

Table 3.20: Students’ readiness and motivation to work within group

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	02	00	01
Section 2 (3 sessions)	00	02	00	01
Percentage	00 %	66.67 %	00 %	33.33 %

The results obtained above indicate that in the most sessions, the students sometimes showed their readiness and motivation to interact within the group. During our observation, we have noticed that in the four sessions when the students worked in groups, they were ready to start their task with the group members. However, in the remaining sessions, they did not work in groups, as well as they did not show any readiness or motivation.

Item Three: The teacher moves around the groups and controls them through some suggestions and more clarifications

Table 3.21: Teacher’s control of groups

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	02	00	01
Section 2 (3 sessions)	00	01	00	02
Percentage	00%	50%	00%	50%

As the table above shows, during our observation of both sections, the teacher was moving sometimes around the groups and gave them some advice. S/he asked them to participate within the group, and talking with English language without using the mother tongue. However, in the remaining sessions (03), the teacher was staying in his/her desk using the Data -show to present the lessons.

Item Four: Students’ opportunities are increased to interact through group work

Table 3.22: Students’ opportunities for interaction

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	02	00	01
Section 2 (3 sessions)	00	02	00	01
Percentage	00%	66.67%	00%	33.33%

As the results presented in the table above, we have noticed during our observation for both sections, students’ opportunities were increased. During the four sessions (04) we have attended with this group, the teacher asked the students to work in groups and almost each one of them had more than one opportunity to interact. So, we have noticed that group work increased students’ opportunities to interact with each other. In the remaining sessions (02), we have observed that the students formed a circle and did not work in groups.

Section Three: General observation of students' interaction and teachers' feedbacks

Item One: All students are observed as being engaged during the session

Table 3.23: Students' engagement

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	03	00	00	00
Section 2 (3 sessions)	02	00	01	00
Percentage	83.33%	00%	16.67%	00%

The table above shows that the students in almost all the sessions in both sections were always observed as being engaged. Furthermore, we have noticed that students' engagement increased while they worked in groups. However, in the third session that we have attended with section two (2), the students observed rarely were engaged because this session was not completed.

Item Two: Students give new ideas and opinions without any frustration

Table 3.24: Students' ideas and opinions

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	02	01	00
Section 2 (3 sessions)	00	02	01	00
Percentage	00%	66.67%	33.33%	00%

The results obtained at the table above reveal that in the most observed sessions, the students sometimes presented new ideas without any frustrations. In both sections that we have observed, the teacher was surprised by students' opinions and ideas about the topics that they have chosen to talk about: 'Men and Women' and 'The Perfect Partner.' Furthermore, we have remarked that the students created some sense of entertainment when they performed the story in front of the whole class. Also, the students gave new words when the teacher asked them to propose words related to the same item.

Item Three: Students are more active during the session and STT are more than TTT

Table 3.25: Teacher's and students' amount of talk

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	00	03	00
Section 2 (3 sessions)	00	00	03	00
Percentage	00%	00%	100%	00%

The table above indicates that in all the observed sessions for both sections, the teacher rarely talked in the classroom. During our observation, we have noticed that the students were active, as well as the teacher was just a guide. Furthermore, we have remarked that the teacher gave the students opportunity to choose the topic that they preferred to talk about. For that reason, they were interesting, and ready to participate; whereas, the teacher talked only to introduce the courses or to explain the instructions.

Item Four: The teacher corrects students' mistakes.

Table 3.26: Teacher's correction of mistakes

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	03	00	00	00
Section 2 (3 sessions)	03	00	00	00
Percentage	100%	00%	00 %	00%

As the table above illustrates, during all the observed sessions that we have attended with both sections, the teacher always corrected students' mistakes. In two sessions, when students are asked to discuss a topic, the teacher did not interrupt them even when they made mistakes. S/he waited them to finish their participation. Then, at the end of the sessions, s/he corrected their mistakes. In the remaining sessions (04), the teacher corrected students' mistakes immediately.

Item five: The teacher evaluates students’ production and gives general feedbacks at the end of the session

Table 3.27: Teacher’s evaluations and feedbacks

Rating scales	Always	Sometimes	Rarely	Never
Section 1 (3 sessions)	00	02	01	00
Section 2 (3 sessions)	00	02	01	00
Percentage	00%	66.67%	33.33%	00%

The results presented in the table above show that in the most observed sessions, the teacher sometimes evaluated students’ productions and provided them with some feedbacks. We have noticed, at the end of sessions, the students received some feedback from the teacher, such as encouraging them to carry on their progress.

3.3.2 Questionnaires

- **Teachers’ questionnaire**

Section One: Background information

Q01. What is the degree you currently hold?

Table 3.28: Teachers’ academic degree

Options	License	MA(Magister/ Master)	PhD(Doctorate)
Number of students	00	07	01
Percentage	00%	87.5%	12.5%

As the table above indicates, the highest percentage (87.5%) is that of the teachers who have MA degree. Besides, only one teacher (12.5%) of the respondents has a Doctorate degree (12.5%); whereas, no one of the teachers reported that they have a license degree .As far as the results obtained, the majority members of our sample have MA.

Q02. How long have you been teaching English language at University?

Table 3.29: Teachers' experience in teaching

Responses	06 months	3years	5 years	8 years	12 years
Number of teachers	02	02	01	02	01
Percentage	25%	25%	12.5%	25%	12.5%

The results in the table above reveal teachers' experience in teaching English language. We notice that most of the teachers have more than one year teaching experience. Only two teachers (25%) reported that they have six months. Furthermore, two teachers (25%) reported that they have three years, as well as the same number of teachers (25%) stated that they have eight years in the field of teaching. Besides, one teacher (12.5%) said that they have five years of teaching English language at university. The remaining teacher (12.5%) reported that they have 12 years. To sum up the results, our sample consists in both expert and novice teachers.

Section Two: Teachers' attitudes towards teaching large classes

Q03. How do you feel while teaching large classes?

Table 3.30: Teachers' attitudes towards teaching large classes

Options	Very comfortable	Comfortable	Less comfortable	Not comfortable
Number of teachers	00	01	06	01
Percentage	00%	12.5%	75%	12.5%

It seems from the table above that the highest percentage of the respondents (75%) reported that they feel less comfortable while teaching large classes; however, (12.5%) of them feel so. The remaining teacher (12.5%) claimed that s/he does not feel comfortable at all, while no one answered with 'very comfortable.'

- Why?

The teachers justified their answers as the following: those who opted for the choice that they feel less comfortable while teaching large classes. They said that they feel tired while trying to capture the attention of every student and answer questions. While others said that they found difficulties to manage these classes, present the lecture, and assess students. Moreover, some of them stated that it is hard to control noise in these classes, as well as the interaction with all the students is almost impossible. Then, the teacher who said s/he feels comfortable stated that large classes can cause problems of noise and lack of concentration, but s/he is able to cope with the situation.

Q04. How often do your students participate in Oral Expression?

Table 3.31: Frequency of students' participation in oral expression

Options	Always	Sometimes	Rarely	Never
Number of teachers	01	07	00	00
Percentage	12.5%	87.5%	00%	00%

From the results obtained at the table above, we notice that the majority of teachers (87.5%) reported that their students sometimes participate, while (12.5%) of them stated 'always'. Furthermore, no one of the teachers reported that their students rarely or never participate.

- Why?

The teachers justified their responses in different views: those who said that their students sometimes participate. They said that good students do not hesitate to participate even with mistakes, while other students prefer to keep silent and participate only when obliged. Others said that due to the large number of students they can give all of them a chance to participate. In the same vein, some of them stated that participation depends on the group itself, the extent to which they are motivated, and to their linguistic abilities. Then, the teacher who said that his/here students always participate reported that s/he uses a variety of activities

that meet all students' different learning styles. Besides, s/he encourages them to get involved and engaged in the task.

Q05. In large classes, are you the one who talks?

Table 3.32: Frequency of teachers' talking

Options	Always	Sometimes	Rarely	Never
Number of teachers	05	02	01	00
Percentage	62.5%	25%	12.5%	00%

As the above table shows, five teachers (62.5%) reported that they are always who talk in a large class; whereas, 02 teachers (25%) opted for 'sometimes'. Besides, the remaining teacher (12.5%) stated that s/he rarely talked while teaching large classes, as well as no one answered with 'never'. As far as the results obtained, the majority of the teachers reported that TTT is more than STT.

- Why?

The teachers provided their choices with some justification: to begin with those who stated that they are always who talk in a large class. They said that their students are not always volunteered. They have not enough information about a topic, and sometimes they do not have the right answers. For these reasons, the teacher has to develop their thoughts by providing them with more information. In addition, other teachers said that due to the large number of students they prefer to talk without any intervention to control the classroom. Then, those who opted for 'sometimes' said that students too are required to take part in the lesson. Finally, the teacher who said that s/he rarely talks reported that they talk only when it is necessary. S/he illustrated that the teacher should talk only when gives some instructions and directions to fulfill the exact timing requirement.

Section Three: Teachers' perception of using group work in large classes

Q06. In large classes, do you encourage your students to interact?

Table 3.33: Teachers outlook to urge students for interaction

Options	Yes	No
Number of teachers	06	02
Percentage	75%	25%

The results in the table above indicate that the highest percentage (75%) of the teachers stated that they encouraged their students to interact. In contrast, the remaining percentage (25%) of the respondents reported that they do not.

- Justify your answer?

The teachers justified their answers as the following: those who opted 'yes' said that they encourage their students to interact in order to improve their language, as well as their communicative abilities. Moreover, some of them reported that interaction is a key element to teach students self-reliance and autonomy, as well as it helps them to share ideas and getting others' opinions. However, those who opted for 'no' said that the students do it by themselves and use it for chatting worldwide. Thus, the teacher does not need to encourage them for interaction.

Q07. How often do you ask your students to work in groups?

Table 3.34: Frequency of teachers' use of group work

Options	Always	Sometimes	Rarely	Never
Number of teachers	02	04	02	00
Percentage	25%	50%	25%	00%

We notice from the above table that the half percentage of the teachers (50%) stated that they sometimes asked their students to work in groups, while two teachers (25%) reported that they rarely do so. Besides, only one teacher (25%) opted for 'always'; while, no one of the respondents answered with 'never.'

- Explain your choice?

The teachers explained their choices as the following: those who said that they sometimes ask their students to work in groups. They reported that it depends to the nature of the activity because not all activities require grouping students. Other teachers said that they also need to encourage individual work to enhance students' skills. Moreover, the two teachers that opted for 'always' said that group work helps students to reduce the pressure of large classes. They thought that group members can benefit from each other by the exchange of ideas and overcome shyness. Finally, the two other teachers who stated that rarely divide their students into groups reported that they have to develop their individual work, and enhance improvisation.

Q08. From your experience, how do you find working in groups?

Table 3.35: Teachers' opinions about the benefit of group work

Options	Beneficial	Not beneficial
Number of teachers	08	00
Percentage	100%	00%

This question seeks to know teachers' opinions about the benefit of group work. The results obtained at the table above indicate that all the teachers (08) stated that group work is beneficial without any disagreement.

- Justify your answer?

The teachers provided their choice with some justification as the following:

- It permits students to interact, share, and enjoy the task
- It urges them to use the language freely and without hesitation out of shyness or fear.
- It makes them more self-reliant, and more comfortable to learn with their classmates rather than their teachers.
- It gives opportunity to passive students to interact, understand better and participate

- It encourages cooperation, collaboration, and raises a sense of competition between students.
- It develops students' abilities to liberate themselves from old hindrance to speak.

Q09. How much do you agree that group work is an efficient strategy to increase engagement in large classes?

Table 3.36: Teachers' agreement of a group work as strategy for engagement

Options	Strongly agree	Agree	Disagree	Strongly disagree
Number of teachers	05	03	00	00
Percentage	62.5%	37.5%	00%	00%

As the table above illustrates, the majority of the teachers (62.5%) stated that they strongly agree that group work is an efficient strategy to increase engagement in large classes. The remaining percentage (37.5%) of the teachers reported their agreement about the use of this strategy. However, no one of the respondents showed his/her disagreement.

Q10. In your opinion, what are the other effective strategies that can be used to improve interaction in EFL large classes?

The teachers suggested some strategies. These are as the following:

- selecting the appropriate materials such as: visual aids,
- rewarding with additional grades,
- role plays and storytelling (each student tells a sentence to make it a part of the whole story),
- subject choice, i.e. giving students opportunity to choose topics, and
- Pair work and communication games.

- **Students' questionnaire**

Section One: Background information

Q01. Specify your gender?

Table 3.37: Students' gender

Gender	Male	Female
Number of students	13	47
Percentage (%)	21.67%	78.33 %

The results in the table above indicate that females are the highest percentage (78.33 %) of the respondents who participated in this questionnaire. However, the percentage of males is just 21.67%. This question may attract the respondents' intention to motivate them answering the following questions.

Q02. Why have you choose to study English?

Table 3.38: Students' choices of English

Options	Personal choice	Imposed
Number of students	48	12
Percentage (%)	80%	20%

It seems from the results obtained in the table above that most of the students (80%) study English language because it was their own choice. The remaining (20%) of students are imposed to study it due to some reasons.

- If personal why?

Some of the students justified their answers behind their choice to study English language by giving different views as the following:

- They like it.
- They want to master the language perfectly to travel abroad.
- Since English is the language of the world, they need to learn it.
- They want to be a teacher of English language.

- They thought it is a good idea to learn a new language.

Section Two: Students' perceptions of large classes

Table 3.39: Students' preferences of class size

Options	Small class (less than 20 students)	Medium class (from 20 - 30)	Large class (more than 30)
Number of students	36	24	00
Percentage	60%	40%	00%

Q03. Do you prefer to study in?

The results in the table above reveal that 60% of the respondents prefer to study in a small class. Furthermore, 40% of the students prefer to study in a medium class; whereas, no one of them answered that they prefer to study in a large class.

- Justify?

The variety of students' responses to study in a small class or a medium class justified by some of them: they said that they can interact, speak, and have more opportunities to ask for clarification. Other students said that they can understand better in a quiet environment, as well as they can practise any activity due to the appropriate arrangement of the classroom. Moreover, some students stated that these classes are less noisy and each one has a chance to discuss his/ her ideas

Q04. How often do you interact during each session?

Table 3.40: Frequency of students' interaction

Options	Always	Some times	Rarely	Never
Number of students	03	35	17	05
Percentage	5%	35%	28.33%	8.33%

The results in the table above shows that out of 35% of the respondents sometimes interact during each session, and 28.33% rarely do so. Moreover, 8.33% of the respondents never interact during their studies, while just 05% of them always interact.

- Why?

Some students justified their answers as summarised in Table 3.41:

Table 3.41: Students' justification about the frequency of their interaction

Options	Justification
Always	- The interaction help them to be ready in exams. - To improve their pronunciation. - To exchange ideas and evaluate their competence.
Some times	- Due to the large number of students, the teacher does not give them always opportunities to interact. - They said that not all the times have the answer.
Rarely	- They have difficulties to translate their ideas from the mother tongue to English (i.e. they have not enough vocabulary in English). - They are too shy and they are not able to communicate in English.
Never	- They have not understood what the teacher says. - The fear of making mistakes in the front of their classmates. - The teacher does not oblige them to speak.

Q05. What makes you not to participate in your class ?

Table 3.42: Students' reasons behind not participating

Options	The huge number of students	Fear of making mistakes	Anxiety	Lack of motivation
Number of students	27	16	10	07
Percentage	45%	26.67%	16.67%	11.66%

This question reveals that the main problems that hinder students' participation. The results embodied in the table above indicate that 45% of respondents do not participate due

to the huge number of students. Out of 26.67% of them reported that they fear to make mistakes. Besides, 16.67% of respondents claimed that the main problem that hinders their participation is anxiety. Only 11.66% of them stated that the lack of motivation is the main problem that hinders their participation. All these factors may inhibit students' progress, and may reflect their learning results.

- Explain your answer?

Some students explained their answers by providing various ideas: they mentioned that their classes are overcrowded. They are just passive students. For that reason, teachers do not give them opportunities to participate. Furthermore, others stated that they fear to make mistakes in the front of good students who always criticise their answers. Besides, some students said that they have not the capacity to speak among the whole class, as well as their teachers do not motivate them to overcome this obstacle.

Q06. What is your attitude towards the opportunities that you are given to participate?

Table 3.43: Students' description of their attitudes towards their participation

Options	Very satisfy	Satisfy	Fairly satisfy	Not satisfy
Number of students	00	23	27	10
Percentage	00%	38.33%	45%	16.67%

As far as the results obtained at the table above, we notice that the majority of students (45%) are fairly satisfied with their opportunities for participation. Moreover, 38.33% of the respondents are satisfied; whereas, 16.67% of them reported their dissatisfaction for the opportunities they are given by the teacher to participate. Besides, no one of the respondents answered with 'very satisfy'. These results indicate that not all the students are satisfied with their participation due to the lack of their opportunities that are given by teachers.

- Justify?

Some students justified their responses as the following: they stated that even if they want to participate, the teacher cannot give all of them opportunities due to the large number of students. Other students said that some teachers appoint only good students to participate and ignore others.

Section Three: Students' perceptions of using group work in large classes

Q07. How often your teachers ask you to work in groups?

Table 3.44: Frequency of teachers' asking their students to work in groups

Options	Individual work	Pair work	Group work
Number of students	19	9	32
Percentage	31.67%	15%	53.33%

A look at the table above shows that the majority of students (56.67%) reported that their teachers rarely ask them to work in groups. Moreover, 35% of the respondents declared that their teachers ask them sometimes to do so. Other students (8.33%) stated that their teachers never ask them to work in groups, as well as no one answered with 'Always.'

- In which courses?

Some students stated that teachers ask them to work in groups only in oral expression.

Q08. What type of class work do you prefer ?

Table 3.45: Students' preferences type of class work

Options	Always	Some times	Rarely	Never
Number of students	00	21	34	5
Percentage	00%	35%	56.67%	8.33%

The results in the table above indicate that the majority of the students (53.33%) prefer a group work instead of other types. Moreover, 31.67% of the respondents opted for individual

work ; whereas 15% of them, selected pair work. As far as, the results obtained that those students have different learning styles

- Why?

Some students justified their answers as the following : those who opted for a group work stated that they prefer to exchange, and discuss different ideas with others. They can correct their mistakes in a small group rather than in the front of the whole class. In addition, they said that group work is a good chance to learn more information, as well as it helps them to engage, interact, and participate in the task. The second category who opted for a pair work stated that it is easy for them to convince only one student with their ideas. They reported that this type of work helps them to negotiate ideas without noise, as well as respect their turns while speaking. The third category who selected individual work stated that they have a high level, and they do not like to work with weak students. Also, they are more confident and they want to show their individual capacities.

Q09. Do you think that group work can help you to ?

Table 3.46: Students’ opinions about the benefits of group work

Options	Maximise your interaction	Decrease anxiety and failure	Foster motivation and participation	Increase responsibility, engagement and autonomy
Number of students	20	15	12	13
Percentage	33.33%	25%	20%	21.67%

It seems from the results in the table above that students have different views about the benefits of group work. The highest percentage (33.33%) of the respondents opted for a group work can help them to maximise their interaction. Out of 25% of them reported that this work helps them to decrease anxiety and failure. Moreover, 21.67% of the respondents opted for to increase responsibility, engagement, and autonomy, as well as the remaining students (20%) stated that group work can help them to foster their motivation and participation.

Q10. To what extent do you think that group work improve your interaction in large classes?

Table 3.47: Students’ agreement of the use of group work in large classes

Options	Strongly agree	Agree	Disagree	Strongly disagree
Number of students	18	37	5	00
Percentage	30%	61.67%	8.33%	00%

The results in this question show that the majority of the respondents (61.67%) are agreed about the idea of using group work in large classes. Besides, 30% of the students stated that they are strongly agreed; whereas, only 8.33% of them reported their disagreement. As far as the results obtained, no one opted for the response ‘strongly disagree.’

3.4 Discussion of the Results

- **Classroom observation**

Analysing the results that were obtained from our observation of the two groups has provided us with the actual situation of teaching First Year EFL large classes. We have noticed from these results that the two groups were taught in different ways with different teachers. The two groups were characterised by the huge number of students. For that reason, the teacher of the second group divided students in two sections. Since the students had two sessions of Oral Expression per week, each section had only one session. Even though, this suggestion reduced the number of sessions, but it helped the students to study in a small number and hence, decreased the pressure of large class.

In section one, the obtained results from our observation with the first group showed that the physical environment of the classroom was rarely appropriate in most sessions. This could be explained by the attendance of the huge number of students. It also demonstrated that the teacher did not succeed in all times to get students’ attention at the beginning of each session. We have noticed that the class was noisy, especially, at the beginning of each session. Also, the teacher never used a warming up stage when s/he started each session. For

that reason, most students were not interested or motivated with the topics that have been chosen by the teacher. Finally in most sessions s/he never stated the objective of each course. Therefore, the students did not exactly know the aim behind choosing such topics.

Inversely, our observation of the second group is totally different. The obtained results showed that in all the observed sessions, the physical environment of the classroom was appropriate. This indicated that the small number of students helped the teacher to create the appropriate environment, as well as to manage and arrange the classroom easily. It also revealed that the teacher succeeded in all the sessions to gain students' attention. Thus, the students showed their readiness to engage in the lessons. Moreover, the teacher in all the sessions asked the students some questions as a warming up about the topic. This step raised students' curiosity and interesting to engage in the task. Finally, in all the observed sessions of this group, the teacher stated the objective of each course at the end. This might help them to reinforce what had been taught during each session.

In section two, the results showed some general observation about the group work. We found that the teacher of the first class used group work only in one session. Whereas, the teacher of the second group most of sessions did so. For that reason, in the first group we noticed that not all the students spoke and interacted during the session. However, in the second group, all the students interacted and talked with each other. Thus, working in groups helped them to increase their opportunities for interaction, as well as enhance their responsibilities.

In section three, the obtained results from our observation of the two groups revealed that the use of group work increased students' participation and engagement. Also, we could deduce that working in small groups helped the students to decrease anxiety, shyness, and frustration. Thus, it gave them an opportunity to interact among small number of students, and then in front of the whole class. It also showed within the first group, most of sessions

TTT was more than STT. For that reason, the students did not perform well in Oral Expression in which normally the students were supposed to speak and express their ideas. Conversely, the teacher, in the second group, talked only to introduce the sessions and explain the instructions. Therefore, the students were more active. They surprised the teacher with new ideas and different opinions. Finally, concerning the correction of mistakes and teachers' feedback, the two teachers used different ways. The teacher of the first group corrected the mistakes immediately. While, the teacher of the second group did not intervene at all when the students made mistakes and left them at the end of the session. This allows us to deduce that it is better to give the students the freedom to talk even if they do mistakes rather than interrupting them each time.

- **Teachers' questionnaire**

Analysing teachers' questionnaire has revealed many facts on their attitudes towards EFL large classes. It also provided us with teachers' evaluation of group work as a technique to improve interaction in these classes.

In section one, we attempted to gather some background information about the respondents. The results showed that the majority of our sample has MA degree. It also revealed that the teachers had been teaching at university from 6 months to 12 years. This means that our sample is a mixture between novice and experienced teachers. Thus, they are teaching different generation, as well as they are aware about the difficulties and challenges of teaching.

In section two, the results demonstrated that the majority of the teachers (75%) reported that they are less comfortable while teaching large classes. This indicates that most teachers had a negative attitude about large classes. For that reason, we can deduce that overcrowded classes are considered as a major problem that hinder teachers' roles in the classroom. Furthermore, investigating teachers' views about the frequency of students' participation

revealed that the majority of them (87.5%) answered with ‘always.’ They reported that students’ participation affects with many factors such as: anxiety, motivation, and the huge number of students. Therefore, we can inference that students need teachers’ motivation to overcome these obstacles.

Additionally, the results illustrated that the majority of the teachers (62.5%) are always the ones who talk during the Oral Expression courses. It means that most students are passive; they are just listeners. Inversely, in these courses, STT is supposed to be more than TTT. Thus, the lack of talking decreases the students’ level of oral proficiency.

In section three, the results showed that the highest percentage (75%) of the teachers reported that they encouraged their students to interact during sessions. However, 25% of them did not do so. Therefore, we can add that encouragement is not enough for students, but they need opportunities for interaction. In addition, the results revealed that all the teachers (100%) agreed that working in groups is beneficial. They mentioned some effective advantages of this class work type. This means that all the teachers are aware about the great roles of the group work in enhancing the learning process. However, when they were asked about the frequency of using group work, just (50%) of them reported that sometimes do so. We can interpret this contradiction by the existence of some problems, and challenges to realise this technique.

Furthermore, the results illustrated that all the teachers agreed about the idea of using group work as an effective strategy for engagement. So, all the teachers showed their readiness for such a technique. Finally, the teachers suggested some additional techniques that they can use to improve interaction in large classes. Thus, we can deduce that overcrowded classes required teachers to search for effective strategies that can help them deal with these classes.

- **Students' questionnaire**

Analysing students' questionnaire has provided us with many facts about their attitudes towards large classes, as well as their views of using group work in these classes.

In section one, the results indicated that the majority of our respondents are females (78.33%), while males represent only 21.67%. This adds nothing to our study except that females are more interested in learning English, than males who prefer the scientific branches. This question also can help us to motivate them to carry on answering the coming questions. It also showed that most of them (80%) are studying English language because it was their own choice. They want to achieve different goals in the future. For that reason, those students are supposed to be more responsive, and more motivated in their study. However, some students (20%) thought that they were imposed to study English language. That is to say, it was not their own choice; maybe they were imposed by their parents. This can affect their results and performance during their learning. Thus, those students need more motivation and encouragement by teachers to carry on their study.

In section two, the results showed that all the students have a negative attitude towards the study in large classes. They prefer to study in a small or a medium class to understand better, as well as to have more opportunities for interaction. Furthermore, investigating the students' views about the frequency of their interaction revealed various responses: 35% of students sometimes interact during each session, 28.33% of them rarely, and 8.33% of them never do so. Most of them claimed that they cannot interact due to the large number of students. This leads us to deduce that besides the fear of making mistakes and anxiety, the main reason that hinders students' participation is the overcrowded classes.

Moreover, the results showed that most of them (45%) are fairly satisfied and 16.67% of them are not satisfied at all; while just 38.33% of the respondents are satisfied with their opportunities for participation. So, the teachers did not give all the students opportunities for

participation. Some students said that their teachers ignore them and select always the same students to participate. These inequality opportunities among students may lead them to feel anxious and not interested during the session.

In section three, the results showed the students' perceptions of using group work in large classes. The majority of them (56.67%) stated that their teachers rarely asked them to work in groups. Such a result allows us to deduce that the lack use of group work may decrease the students' opportunities for interaction in large classes. Moreover, it also revealed that the highest percentage of students (53.33%) prefer to work in groups. That is to say, they are interesting and are aware about this type of class work. Inversely, some of them (31.67%) prefer to work individually. Those students are less sociable and they prefer to show their personal capacities. Finally, the results demonstrated that all the students agree about the use of group work as an effective strategy to improve interaction in large classes.

Conclusion

To sum up, this chapter dealt with the fieldwork and data analysis .It is composed of four sections. In the first section, we addressed some background information about the research methodology. We described four components: research approach, research strategies, data collection methods, and research sampling techniques. In the second section, we focused on the research design adopted in this study. Specifically, we talked about the research approach and strategies that we used in this research. Furthermore, we mentioned the data collection methods that were employed to collect data. We justified our choice of these data collection methods. In addition, we determined the population and the sampling that were used to conduct this study. In the third section, we analysed the obtained results. In the fourth section, we concluded this chapter by a general discussion of these results.

General Conclusion and Recommendations

Overcrowded classes have been considered as a big challenging for both teachers and students. The lack of interaction in these classes is the main problem that we have observed among First Year EFL students. For that reason, the present study attempted to investigate the role of group work as a basic strategy to improve students' interaction in EFL large classes. It aimed to find out some solutions to maximise students' opportunities for interaction and engagement in these classes.

The present study outlined three hypotheses. The first one assumed if students are taught as a whole class, their opportunities for interaction will be minimised. The second hypothesis supposed that dividing students into smaller groups will maximise their opportunities for interaction. The third one advanced that promoting group work in EFL large classes, will increase students' autonomy, responsibility, and engagement. To verify these hypotheses, a qualitative approach was utilised, and three data collection methods were employed to gather data. Two questionnaires were administered, one for teachers who are teaching English First Year LMD students at Biskra University and the other for their students.

The analysis of the collected data showed that both teachers and students have negative attitudes towards large classes. They did not feel comfortable while teaching or learning in these classes. In addition, the findings gathered from the classroom observation revealed that when students are taught in groups, their opportunities for interaction are maximised. However, when students are taught as a whole class, just few students interact. Furthermore, both students and teachers displayed a considerable awareness and agreement about the use of group work as an effective strategy to improve students' interaction in EFL large classes. Overall, the obtained results confirmed our hypotheses in that group work can be an effective strategy to improve EFL learners' interaction.

In light of what has been said, we would like to suggest some recommendations for three categories: Administration, teachers, and students.

➤ **For administration**

- More support should be provided to students and teachers at the Section of English in the University of Biskra in terms of reducing class number, increasing EFL teachers' number, and providing the appropriate classroom setting.
- More time should be allocated to the Oral Expression course. Two sessions per week are not enough to master the English language, especially, for EFL First Year LMD students.

➤ **For teachers**

- Teachers should use a group work as an effective strategy to teach large classes. This technique can maximise students' opportunities for interaction, and make them learn from each other. Moreover, it can help them to reduce anxiety, increase autonomy, and engagement.
- We can also recommend that teachers are responsible to create a relaxed and appropriate environment where learners can interact without any hesitations.
- The majority of students were not satisfied with their opportunities of interaction. For that reason, teachers should make Student Talking Time more than Teacher Talking Time to give students opportunity to improve their oral proficiency.
- Students need teachers' motivation and encouragement to participate, and take a risk for that. Therefore, they can make students more active and autonomous via dividing them into smaller groups.
- In case, when it is not possible to realise the previous suggestion, teachers should know the effective strategies and methods to teach English language in large classes. They can use different techniques to simplify the problems of teaching overcrowded classes.

➤ **For students**

- Students should take part to improve their interaction, especially, in large classes. They should attend regularly on time without making noise. This can help them to create a welcoming environment to concentrate on lectures.
- They should not consider the classroom as the only setting in which they can interact and improve their speaking proficiency, but also they need to communicate outside.
- They should be ready to engage in different tasks without any frustration.

To conclude, through this study we hope to be beneficial for teachers of all modules, especially, for Oral Expression. This work can be a step for further researchers to pave new effective strategies to improve interaction in large classes.

References

- Al-Jarf, R. (2006). *Large Student Enrollments in EFL Programs: Challenges and Consequences*. *Asian EFL Journal Quarterly*, 8(4), 8-34.
- Alle-Corliss, L. and Alle - Corliss, R. (2009). *Group Work*. Hoboken, N.J.: Wiley.
- Bahanshal, D. (2013). *The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools*. *English Language Teaching*, 6(11).
- Baker, J., & Westrup, H. (2000). *The English Language Teacher's Handbook*. London New York.
- Barkley, E. (2010). *Student Engagement Techniques*. San Francisco: Jossey-Bass.
- Benjamin, J., Bessant, J., & Watts, R. (1997). *Making Groups Work*. St. Leonards, N.S.W: Allen & Unwin.
- Bosworth, K., & Hamilton, S. J. (1994). *Collaborative Learning: Underlying Processes and Effective Techniques*. San Francisco, CA: Jossey-Bass.
- Boucheche, R. (2010). *The Role of Peer Interaction in Developing Communicative Competence*. Master Degree in Language Science. Mentouri University, Constantine.
- Brown, H. (2001). *Teaching by Principles*. White Plains, NY: Longman.
- Brown, H. (2007). *Principles of Language Learning and Teaching*. Pearson Education: Longman.
- Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. London: Routledge Falmer.
- Dagarin, M. (2005). *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language*. *ELOPE: English Language Overseas Perspectives and Enquiries*, 1(1-2), p.127.
- Dawson, C. (2002). *Practical Research Methods*. Oxford: How to books.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University press.

- Dörnyei, Z. (2010). *Questionnaires in Second Language Research*. Mahwah, N.J.: Taylor & Francis.
- Forsyth, D. (2006). *Group Dynamics*. Belmont, Calif.: Thomson/Wadsworth.
- Garrett, T. (2010). *Effective Classroom Management*. Columbia University: Teachers College press.
- Gillham, B. (2004). *Case Study Research Methods*. Continuum: London.
- Gibbs, G., & Jenkins, A. (1992). *Teaching Large Classes in Higher Education*. London: Kogan Page.
- Gillies, R. and Ashman, A. (2003). *Co-operative Learning*. London: Routledge Falmer.
- Gillies, R., Ashman, A., & Terwel, J. (2007). *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. New York: Springer.
- Hall, G. (2011). *Exploring English Language Teaching*. London: Routledge.
- Harmer, J. (1998). *How to Teach English*. Harlow: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex, England: Longman.
- Harmer, J. (2007). *The practice of English Language Teaching*. Harlow, England: Pearson.
- Hatch, E. (1992). *Discourse and Language Education*. Cambridge [England]: Cambridge University Press.
- Hayes, D. (1997). *Helping Teachers to Cope with Large Classes*. *ELT Journal*, 51(2), 106-116.
- Hornsby, D., Osman, R., & De Matos-Ala, J. (2013). *Large-Class Pedagogy*. Stellenbosch, South Africa: Sun Media.
- Hue, M., & Li, W. (2008). *Classroom Management*. Hong Kong: Hong Kong University Press.
- Johnstone, R. (1989). *Communicative Interaction*. London: Centre for Information on Language Teaching and Research.
- Kothari, C. (2004). *Research Methodology*. New Delhi: New Age International (P) Ltd.

- Latham, B (2007). *Sampling: What is it?* Retrieved from [http://webpages.acs.ttu.edu/~rlatham/Coursework/5377\(Quant\)/Sampling_Methodology_Paper.pdf](http://webpages.acs.ttu.edu/~rlatham/Coursework/5377(Quant)/Sampling_Methodology_Paper.pdf).
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge [England]: Cambridge University Press.
- Lohr, S. (2010). *Sampling: Design and Analysis*. Boston (MA): USA.
- Lotfy, N. (2012). *Seating Arrangement and Cooperative Learning Activities: Students' On-Task/Off-task Participation in EFL Classrooms*. Degree of Master of Arts. The American University in Cairo.
- McDermott, F. (2002). *Inside Group Work*. Crows Nest, NSW: Allen & Unwin.
- Oliver, R., Wehby, J. and Reschly, D. (2011). *Teacher Classroom Management Practices: Effects on Disruptive or Aggressive Student Behavior*. Campbell Collaboration.
- Orlich, D., Harder, R., Callahan, R., Trevisan, M., & Brown, A. (2010). *Teaching Strategies*. Boston (MA): Houghton Mifflin Co.
- Oxford Learner's Pocket Dictionary*. (2008). Oxford.
- Physical Arrangement of the Classroom*. (n.d). Retrieved from file:///C:/Users/home/Downloads/61150_Chapter_1_Rohrer_10_Critical_Components_for_Success_in_the_Special_Education_Classroom_2-1.pdf.
- Robinson, H. (1994). *The Ethnography of Empowerment*. Washington, D.C.: Falmer Press.
- Sapsford, R. and Jupp, V. (2006). *Data Collection and Analysis*. London: SAG Publications in association with the Open University.
- Scrivener, J. and Thornbury, S. (2012). *Classroom Management Techniques*. Cambridge, UK: Cambridge University Press.
- Singh, Y. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International.
- Teddle, C. and Yu, F. (2007). *Mixed Methods Sampling: A Typology with Examples*. *Journal of Mixed Methods Research*, 1(1), pp.77-100.

- Thaher, M. (2004). *The Effects of large class on EFL Students at An-Najah National. Doctorate Degree.* An-Najah National University, Nablus, Palestine.
- Thurmond, V. (2003). *Examination of Interaction Variables as Predictors of Students' Satisfaction and Willingness to enroll in Future Web-Based Courses while Controlling for student characteristics.* Doctor of philosophy. Parkland, FL, USA.
- UNESCO. (2006). *Practical Tips for Teaching Large Classes: A Teacher's Guide* Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau for Education
- Wannarka, R. and Ruhl, K. (2008). *Seating Arrangements that Promote Positive Academic and Behavioural Outcomes: A review of empirical research.* Support for Learning, 23(2), pp.89-93.

APPENDICES

Appendix 1

Classroom Observation Checklist

Observer:	Classroom:	Date:
Time:	Session:	Academic year:

Rating scales:

A: Always **B:** Sometimes **C:** Rarely **D:** Never

Observations	A	B	C	D
<p>Section One: General observation of classroom management and instructions</p> <p>1. The physical environment of the classroom is appropriate and welcoming to engage students in any task.</p> <p>2. The teacher gains the attention of all students at the beginning of the lesson.</p> <p>3. The teacher asks students some questions as a warming up about the topic to engage and motivate them.</p> <p>4. The teacher states the objective of the lesson and explains clearly the instructions.</p>				
<p>Section Two: General observation of the group work</p> <p>1- The teacher asks students to divide themselves into groups to do a particular task.</p> <p>2- Students show readiness and motivation to interact and work within the group.</p> <p>3- The teacher moves around the groups and control them through some suggestions and more clarifications.</p>				

<p>4. Students' opportunities are increased to interact through group work.</p>				
<p>Section Three: General observation of students' interaction and teachers' feedbacks</p> <ol style="list-style-type: none"> 1. All students are observed as being engaged during the session. 2. Students give new ideas and opinions without any frustration. 3. Students are more active during the session and STT is more than TTT. 4. The teacher corrects students' mistakes. 5. The teacher evaluates students' production and gives general feedbacks at the end of the session. 				

Appendix 2

Pilot Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a master research. It aims to know teachers perceptions towards the use of a group work as a strategy to improve learners' interaction in EFL large classrooms.

We would be so grateful if you could take the time to share your experience by answering the following questions. Your answers are very important and will be of much help for the completion of our work.

Please, tick (✓) the corresponding box and give full answer whenever necessary.

Section One: Background information

Q01. What is the degree you currently held?

a. License

b. MA(Magister/ Master)

c. PhD (Doctorate)

Q02. How long have you been teaching English at University?

.....

Section Two: Teachers' attitudes about teaching large classrooms

Q03. How do you feel while teaching large classrooms?

a. Very comfortable

b. Comfortable

c. Less comfortable

d. Not comfortable

Why?

.....

.....

Q04. How often your students participate in the Oral Expression?

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

Justify your answer?

.....

.....

Q05. In large classroom, you are the one who talk?

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

Why?

.....

.....

Section Two: Teachers' perception of using group work in large classroom

Q06.In large classroom, do you urge your students to interact?

- a. Yes
- b. NO

Justify your answer?

.....

.....

Q07. How often do you ask your students to work in groups?

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

Explain your choice?

.....

.....

Q08. From your experience, how do you find working in groups?

- a. Beneficial
- b. Not beneficial

Justify your answer?

.....

.....

Q09. How much do you agree that group work is an efficient strategy to increase engagement in large classrooms?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q10. In your opinion, what are the other effective strategies that can be used to improve interaction in EFL large classrooms?

.....

.....

.....

.....

Section Four: Opinionnaire

- Is the layout clear?

.....

- Are the questions comprehensible?

.....

- Is there any repeated or ambiguous questions?

.....

- Any other comments?

.....

.....

.....

Thank you for your collaboration

Menasria Romaiassa

Appendix 3

Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a Master dissertation. It aims to know teachers perceptions of the use of group work as a strategy to improve EFL learners' interaction in large classrooms.

We would be grateful if you take the time to share your experience by answering the following questions. Your answers are very important and will be of much help for the completion of this work.

Please, tick (✓) the corresponding box and give full answer whenever necessary.

Section One: Background information

Q01. What is the degree you currently hold?

d. License

e. MA(Magister/ Master)

f. PhD (Doctorate)

Q02. How long have you been teaching English at University?

.....

Section Two: Teachers' attitudes towards teaching large classes

Q03. How do you feel while teaching large classes?

e. Very comfortable

f. Comfortable

g. Less comfortable

h. Not comfortable

Why?

.....

.....

Q04. How often do your students participate in Oral Expression?

e. Always

f. Sometimes

g. Rarely

h. Never

Justify your answer?

.....

.....

Q05. In large classes, are you the one who talks?

e. Always

f. Sometimes

g. Rarely

h. Never

Why?

.....

.....

Section Three: Teachers' perception of using group work in large classes

Q06. In large classes, do you encourage your students to interact?

c. Yes

d. NO

Justify your answer?

.....

.....

Q07. How often do you ask your students to work in groups?

- e. Always
- f. Sometimes
- g. Rarely
- h. Never

Explain your choice?

.....

.....

Q08. From your experience, how do you find working in groups?

- c. Beneficial
- d. Not beneficial

Justify your answer?

.....

.....

Q09. How much do you agree that group work is an efficient strategy to increase engagement in large classes?

- e. Strongly agree
- f. Agree
- g. Disagree
- h. Strongly disagree

Q10. In your opinion, what are the other effective strategies that can be used to improve interaction in EFL large classes?

.....

.....

.....

.....

Thank you for your collaboration

Menasria Romaissa

Appendix 4

Pilot Students' Questionnaire

Dear students,

This questionnaire is part of a master research. It aims to know learners perceptions towards the use of a group work as a strategy to improve learners' interaction in EFL large classrooms. You are kindly requested to answer the following questionnaire.

Please tick (✓) the appropriate box or give a complete answer whenever necessary.

Your answers will be of a great help to our work and it will be deeply appreciated.

Section One: Background information

Q01. Specify your gender:

a. Male

b. Female

Q02. Why did you choose to study English?

a. Personal choice

b. Imposed

If personal why?

.....

Section Two: Students' perceptions about large classroom

Q03. Do you prefer to study in?

a. Small class (less than 20 students)

b. Medium class (from 20 - 30)

c. Large class (more than 30)

Justify?

.....

.....

Q04. How often do you interact during each session?

- a. Always
- b. Some times
- c. Rarely
- d. Never

Why?

.....

.....

Q05. What makes you do not participate in the classroom?

- a. The huge number of students
- b. Fear of making mistakes
- c. Anxiety
- d. Lack of motivation

Explain your answer?

.....

.....

Q06. What is your attitude toward the opportunities that you are given to participate?

- a. Very satisfy
- b. Satisfy
- c. Fairly satisfy
- d. Not satisfy

Justify?

.....

.....

Section Three: Students' perception of using group work in large classroom.

Q07. How often your teacher asks you to work in groups?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

In which modules?

.....

Q08.What type of class work do you prefer?

- a. Individual work
- b. Pair work
- c. Group work

Why?

.....

.....

Q09. Do you think that group work can help you to?

- a. Maximise your interaction
- b. Decrease anxiety and failure
- c. Foster motivation and participation
- d. Increase responsibility ,engagement and autonomy

Q10. To what extent do you think that group work improve your interaction in large classroom?

- a. Very much
- b. Much
- c. Little
- d. Nothing

Section Four: Opinionnaire

- Is the layout clear?

.....

- Are the questions comprehensible?

.....

- Is there any repeated or ambiguous questions?

.....

- Any other comments?

.....

.....

.....

Thank you for your collaboration

Menasria Romaiassa

Appendix 5

Students' Questionnaire

Dear students,

This questionnaire is part of a Master dissertation. It aims to know learners perceptions of the use of group work as a strategy to improve EFL learners' interaction in large classes. You are kindly requested to answer the following questionnaire.

Please tick (✓) the appropriate box or give a complete answer whenever necessary.

Your answers will be of a great help to our work and it will be deeply appreciated.

Section One: Background information

Q01. Specify your gender:

a. Male

b. Female

Q02. Why have you choose to study English?

a. Personal choice

b. Imposed

If personal why?

.....

Section Two: Students' perceptions of large classes

Q03. Do you prefer to study in?

d. Small class (less than 20 students)

e. Medium class (from 20 - 30)

f. Large class (more than 30)

Justify?

.....

.....

Q04. How often do you interact during each session?

e. Always

f. Some times

g. Rarely

h. Never

Why?

.....
.....

Q05. What makes you not to participate in your class?

e. The huge number of students

f. Fear of making mistakes

g. Anxiety

h. Lack of motivation

Explain your answer?

.....
.....

Q06. What is your attitude towards the opportunities that you are given to participate?

e. Very satisfy

f. Satisfy

g. Fairly satisfy

h. Not satisfy

Justify?

.....
.....

Section Three: Students' perceptions of using group work in large classes.

Q07. How often your teachers ask you to work in groups?

f. Always

g. Sometimes

h. Rarely

i. Never

In which courses?

.....

Q08.What type of class work do you prefer?

d. Individual work

e. Pair work

f. Group work

Why?

.....

.....

Q09. Do you think that group work can help you to?

e. Maximise your interaction

f. Decrease anxiety and failure

g. Foster motivation and participation

h. Increase responsibility ,engagement and autonomy

Q10. To what extent do you think that group work improve your interaction in large classes?

e. Strongly agree

f. Agree

g. Disagree

h. Strongly disagree

Thank you for your collaboration

Menasria Romaiassa

Glossary

Awkward groups: Causing or feeling uneasy, embarrassment, inconvenience, or uncooperative to work with the group members.

Body language: It is about the movements or positions of the body that express a person's thoughts or feelings (non - verbal communication).

Cooperative learning: It is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

Discomfort: Anything that is disturbing to or interferes with comfort, uneasiness, hardship, or mild pain.

Feedback: Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Horseshoes arrangement: A way of organising learners' seats in a class in the form of a horseshoe, where the students' can see each other, the teacher and the board.

Individual attention: The action of dealing with, regarding, or taking special care of someone.

Mixed - abilities: Are terms used to describe classes made up of students of different levels of proficiency.

Piloting stage: It is also called a feasibility stage. It can be referred to a small-scale that will help the researcher to identify the design issues before the main research is done.

Sociogramme: It is a diagramme representing the pattern of relationships between individuals in a group, usually expressed in terms of which persons they prefer to associate with.

Solowork: A thing or an activity done by one person unaccompanied.

The physical arrangement: It is the way a classroom is set up. Some of the key elements are accessibility, visibility, and distractibility.

Vicarious Learning: It is derived from indirect sources, such as hearing or observation, rather than direct, hands - on instruction.

الملخص

نحاول من خلال هذه الدراسة إبراز دور العمل الجماعي بجعله إستراتيجية فعالة لتدريس اللغة الانجليزية في الأقسام المكتظة. حيث يكمن المشكل الرئيسي في هذا البحث في نقص التفاعل لدى أقسام السنة الأولى. وبذلك نهدف إلى تقديم اقتراحات كافية لتحقيق أقصى قدر من الفرص للطلبة من أجل التفاعل، المشاركة و تبادل الأفكار. فافتراضنا أن العمل الجماعي يؤدي إلى زيادة فرص تفاعل الطلبة. كما افتراضنا أن تدريس الأقسام المكتظة كمجموعة واحدة سيؤدي حتما إلى تقليل فرص التفاعل لدى الطلبة. ولقد اعتمدنا على الطريقة النوعية التي تنطوي على ثلاث أدوات لجمع البيانات. فتم جمعها من خلال استكمال استبيانين وملاحظة صفية. حيث قمنا بتوزيع الاستبيانين على طلبة السنة الأولى من نظام ل.م.د و الأساتذة الذين يدرسونهم مقياس التعبير الشفهي في شعبة اللغة الانجليزية، جامعة بسكرة. ولقد أظهرت نتائج هذه الدراسة موقف ايجابي لكل من الأساتذة و الطلبة حول استخدام العمل الجماعي كإستراتيجية فعالة في الأقسام المكتظة. كما توصلنا من خلال الملاحظة الوصفية التي قمنا بها أن تقسيم الطلبة إلى مجموعات يزيد من استقلاليتهم و مشاركتهم. بناءا على هذه النتائج استطعنا تأكيد الفرضيات المطروحة من حيث أن الطلبة بحاجة إلى العمل في مجموعات أين يمكن أن يتفاعلوا قدر الإمكان. وبالتالي يمكننا القول أن استخدام العمل الجماعي في الأقسام المكتظة سيؤدي حتما إلى زيادة فرص التفاعل لدى الطلبة.