



**College of Graduate Studies
English Department**

The Effect of Class Size on the Achievement of EFL Students at Hebron University and An-Najah National University

**By
Musa Hikmat Zamaereh**

**Supervised By
Dr. Nimer Abuzahra**

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**Hebron University
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Musa Hikmat Al-wawi**

This thesis was successfully defended on 26 October 2017 and approved by:

Committee members:

Signature

1. Dr. Nimer Abuzahra

Supervisor *N. nimer..... Abu. zahra*

2. Dr. Mahmoud Itmeizeh

External Examiner *M. Mahmoud Itmeizeh*

3. Dr. Mohammed Farrah

Internal Examiner *M. Mohammed Farrah*

Dedication

- To my parents, especially to the soul of my father and my lovely mother who have spent nights awake to support me...
- To the soul of martyrs who award their souls as redemption to our lovely country, Palestine...
- To my brothers, sisters, relatives, friends, colleagues, and professors...
- To my perseverant supervisor Dr. Nimer Abuzahra whose feedback and continuous assistance are fast and marvellous...
- To all who helped me (too many to mention by name)...

I dedicate this work.

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I would like to thank my parents who encouraged me to continue my studying, especially my father, the deceased. My father supported me a lot, may Allah have mercy upon his soul.

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Table of Contents

Dedication.....	I
Acknowledgments	II
Table of Contents.....	III
List of Tables	VI
List of Abbreviations	VII
الملخص.....	VIII
Abstract.....	IX
Chapter One: Introduction	10
1.1. Introduction.....	10
1.2. Statement of the Problem.....	12
1.3. Significance of the Study	13
1.4. Purposes of the Study.....	15
1.5. Research Questions	15
1.6. Research Hypotheses	16
1.7. Limitations of the Study.....	17
1.8. Definitions of Terms	18
1.8.1. The Non-cognitive Skills	18
1.8.2. Class Size	18
1.8.4. Proficiency in a Language	19
1.8.5. Classroom Management.....	19
1.8.6. Outcomes	19
Chapter Two	21
Literature Review	21
2.1. Introduction.....	21
2.2. Theoretical background	22
2.2.1. The effect of Class Size on the Learning-teaching Process.....	24
2.3. Class Size and Teaching Method Choice.....	26
2.4. Class Size and Students Achievement	27
2.5. Class Size and Classroom Management	29
2.6. What is a "Large Class" or How Large is a Large Class?.....	30

2.7. pertinent Studies.....	32
2.7.2. Studies related to English Language Teaching.....	38
2.8. Summary.....	43
Chapter Three.....	44
Research Methodology.....	44
3.1. Introduction.....	44
3.2. Methods of the study.....	44
3.2.1. Research design.....	44
3.2. 1. The Study Method.....	45
3.4. The Study Population.....	45
3.5. The Study Sample.....	46
3.6. Instruments and Procedures of Analysis.....	47
3.6.1. The Questionnaire.....	48
3.6.2. Reliability of the Questionnaire.....	48
3.6.3. Collecting Students' Final Exam Results.....	48
3.6.4. Qualitative tools.....	50
3.6.4.1. Interviews.....	51
3.6.4.2. Classroom Observations.....	52
3.7. Data Analysis.....	53
3.7.1. Quantitative Data Analysis.....	53
3.7.2. Qualitative Data Analysis.....	54
3.8. Summary.....	54
Chapter Four.....	55
Findings and Discussion.....	55
4.1. Introduction.....	55
4.2. Data Elicited from Quantitative Procedures.....	55
4.3. Results and Analysis of the Questionnaire.....	55
4.3.1. Results of the First Question.....	59
4.3.2. The results and analysis of the data got from interviews with university teachers.....	61
4.3.3. Results of the Second Question.....	62

4.3.4. concerning the results and analysis of the data got from classroom observation on the second question. This method of data collection is designed particularly to answer the second question of the research.	66
4.3.5. The results and analysis of the data got from students` final examination	69
4.3.6. Question number two: how does class size affect strategies used by instructors?	72
4.3.7. Question Number Three: how are the results of students learnt in large classes different from those learnt in smaller ones?	74
4.4. The results concerning the study hypotheses	75
4.4.1. The First Hypothesis	75
4.4.2. The Second Hypothesis.....	76
4.4.3. The Third Hypothesis	79
4.5. Conclusion	82
5.1. Introduction.....	83
5.2. Options in Dealing with Large Classes.....	84
5.3. Pedagogical Implications	84
5.4. Summary	84
5.5. Recommendations.....	85
References	88
Appendix A: The Questionnaire.....	98
Appendix B: Interview of the Staff at Hebron University.....	100
Appendix C: Interview of the Staff at An-Najah University.....	102

List of Tables

Table 1:	47
Table 2: The Classes, the Student's Results, the Arithmetic Average of the Total Student Scores and the Collection Rate per Division at Hebron University	49
Table 3: The classes, the students' results, the average of the total student scores and the Collection rate per division at An-Najah National University	50
Table 4: Means and Standard Deviations of the Effect of large classes on the atudent's achievemen in English Language Specialization in Descending Order	57
Table 5: Means, Standard Deviations and Ranks for the Questionnaire Items Concerning the Effect of the Number of Students in the Classroom on Students` Achievement	60
Table 6: Means, Standard Deviations and Ranks for the Questionnaire Items Concerning the Effect of the class size on Strategies Used by Instructors.	63
<i>Table 7: The items observed in six large classes and in How many Classes were they Applied.</i>	67
<i>Table 8: The Items Observed in Six Small Classes and in How many Classes were they Applied.</i>	68
<i>Table 9: The Number of Students, Success Rate, Description of the Subject (Literature, Linguistics, General English) and Collection Rate for the Hebron University Students.</i>	70
<i>Table 10: The Number of Students, Success Rate, course classification (Literature, Linguistics, General English) and Collection Rate for the An-Najah University Students.</i> ...	71
To test the hypothesis, and measure whether the differences between means is significant or not, the T-test was used for independent samples. <i>Table 11: The mean and standard deviations of the T-test results of the independent sample of the degree of problem according to the university variable</i>	75
Table 12: Statistical Averages and Standard Deviations of the Results of the Analysis of the One-way ANOVA Test by the Specialization Variable	77
Table 13: The LSD Test Results	78
Table 14: The Arithmetic Mean of the Specialization Variable	78
Table 15: The Results of the Test of the Analysis of the One-way AVOVA of the Degree of Problem according to the Variable of Number of Students in the Lecture	80
Table 16: The LSD Test Results	81
Table 17: The Arithmetic Averages of the Variable of the Number of Students in the Lecture.	81

List of Abbreviations

- EEF: European Educational Forum
- UGU: The Utvardering Genom Uppfoljning
- AeU-: Asian e University
- CLT: Communicative Language Teaching
- EEAT: Economics, Evaluation and Appraisal Team
- ESARD: Education Standards Analysis and Research
- HEQCO: The Higher Education Quality Council of Ontario
- CSR: Class Size Reduction
- NAEP: National Assessment of Education Progress
- TIMSS: Trends in International Mathematics and Science Study
- STAR: Student-Teacher Achievement Ratio
- ICT: Information Communication Technology

الملخص

يهدف هذا البحث الى تحديد اثر الصفوف كبيرة الحجم على تحصيل كل من طلبة جامعتي الخليل و النجاح. و يطرح البحث ثلاث أسئلة رئيسة و هي: ما هو تأثير الصفوف الكبيرة على تحصيل طلبة اللغة الانجليزية. كيف يؤثر حجم الصف على الاستراتيجيات المتبعة من قبل المدرسين. كيف تختلف نتائج الطلبة المنخرطين في صفوف صغيرة الحجم عن قرنائهم في الصفوف كبيرة الحجم. و عرفت الصفوف الكبيرة في هذه الدراسة على أنها تلك التي يزيد عدد طلبتها عن الثلاثين طالبا. و استخدم الباحث في هذه الدراسة أربع أدوات لتجميع البيانات و هي: المقابلات، الاستبيان، الملاحظات الصفية و علامات الطلاب النهائية و مقارنتها. و تكونت عينة الدراسة من طلبة جامعتي الخليل و النجاح و الذين يدرسون مواد لغة انجليزية عامة و أدب و لغويات في صفوف كبيرة و صغيرة. و أظهرت النتائج وجود علاقة ارتباطيه ذات دلالة بين التحصيل و حجم الصف حيث كان أداء الطلبة المنخرطين في صفوف صغيرة افضل من إقرانهم في الصفوف الكبيرة. كما و أظهرت هذه الدراسة العلاقة ما بين حجم الصف و تحصيل الطلبة. بالإضافة الى ذلك قد تساعد هذه الدراسة في تحسين الأساليب التعليمية لكي تناسب الصفوف الكبيرة. علاوة على ذلك يأمل الباحث ان تساعد هذه الدراسة على لفت نظر ادارة الجامعة لكي تحدد عدد الطلاب المسموح لهم التسجيل في مواد مطروحة.

Abstract

The main aim of this research is to determine the effect of large classes on students' achievement at Hebron University and An-Najah National University. The research addresses three questions: What is the effect of large classes on EFL students' achievement? How does class size affect strategies used by instructors? How are the results of students who study in large classes different from those who study in smaller ones? Large classes are defined in this thesis as classes of more than 30 students. Four tools of data collection were used: interviews, a questionnaire, classroom observations and students' final exam results. The subjects of the study were from Hebron University and An-Najah University who study General English courses, literature courses and linguistic courses. The subjects of the study are enrolled in large and small classes. Results revealed a significant relationship between achievement and class size. Students enrolled in smaller classes achieved better than their counter parts in larger ones. The results of this study show the effect of class size on students' achievement. In addition, it may help in developing a technique that caters for large classes. Moreover, it is hoped to draw university administrators' attention to limit the number of students in English courses.

Key words: large classes, achievement, classroom management

Chapter One: Introduction

1.1. Introduction

Class size is seen by many scholars to be one of the reasons that affects students' achievement negatively. Different language skills are neglected in large classes like speaking and listening. Students' interaction is almost neglected in large classes. This is because of many reasons such as the following: students in large classes are anonymous and passive may lead to discipline problems. This is also what Hassan (2012) called "the logistic problem" such as taking attendance, distributing and collecting exams, hand-outs and homework. Additionally, the students tend to respond positively according to the level of involvement which can be achieved by the number of articles they write and, the quantity of feedback and exams they get which are all features of small classes. Having had fifteen-year experience as an English teacher, the researcher noticed that teachers prefer teaching small classes and they are vied to be more effective and better than larger ones.

There are many factors that pose a challenge and pressures on institutions of higher education to provide a high quality education. One of the most important aspects that should be tackled carefully and skilfully is large class size. There are two ways of dealing with large classes. The first is to reduce class size and the second is to have a positive attitude towards improving one's own teaching skills by adapting methods that work efficiently in large classes. Bader (2009) believes that large classes are

challenging, and that many studies on techniques are geared toward small ones. This implies the importance of studying large classes, their effects and what they need and lack. Many scholars, like Ning and Qiang (2011), Allam (2006), Brouwers and Tomis (2000) and Sakui (2007), believe that large classes are considered a big challenge to teachers in all levels. It is difficult for teachers in large classes to interact with students. The negative perspective is also held by others like Bamba (2011) who states that the Ivorian teachers share a belief that large classes don't provide teachers and students with the suitable environment for the teaching-learning process.

Bamba (2012, p.8) compares between large and small classes building on her personal experience as a teacher and as a student. She says that there are many disadvantages and difficulties that face students and teachers at the same time. She talks about exam taking and the limited number of exams taken in large classes compared with what she calls "scheduled tests" in smaller classes. She complains about the time teachers take to correct exams in large classes. She mentions the discipline problem and the inability to control large numbers or the difficulty of giving immediate feedback in large classes where teachers give "general whole class feedback". In addition, she talks about the difficulty to ask questions in large classes compared with small ones, where you can ask whenever you want and the individualized attention given to students in small classes which large classes lack.

1.2. Statement of the Problem

Large classes are believed, by teachers in general and English teachers in particular, to be an obstacle that hinders the teaching learning process, which is in line with Horning (2007), Hornsby, Osman and Matos-Ala (2013) and Monks and Schmidt (2011). The teacher in the English language class is like the orchestra leader and as the number of musicians increases the burden on the orchestra leader increases in turn. Some scholars like Monks and Schmidt (2011, p.1) advocate this idea and claim that class size negatively affects students` outcomes and their assessment of the course and the instructors. They also claim that "large classes and heavy student`s loads appear to prompt faculty to alter their courses in a way deleterious to students.

The idea of the negative impact large classes have on students and instructors is also supported by The US News and World College Report Ranking which has a formula that ranks small classes positively and large ones negatively (Monks J.& Schmidt, 2011).

In many teacher`s perspectives, class room management can also be negatively affected by the large number of students enrolling. This view point matches with some scholars who view large classes as a constraint. Lewis (2002) argues that there are three perspectives in which class room can be managed: teachers` roles, students`

motivation and external constraints. In these perspectives she, indirectly, points to large class size as a constraint.

Having had a fifteen-year experience in public schools as an English teacher, the researcher has noticed that the number of students is increasing every year and classes are getting larger and larger every year. This fact is inevitable, combined with the difficult economic situation that the Palestinian territories are going through these days, make it difficult if not impossible to run away from this enlargement of class size by reducing class size. This leaves only one option which is to face class over population by studying it and deciding the suitable way and choosing the most applicable method of the teaching and learning process.

1.3. Significance of the Study

Due to the large number of students in English sections in universities, the researcher has decided to conduct this study. It is widely hypothesized by teachers that large classes are problematic and negatively affect classroom management on the one hand and the students' achievement, attitudes, and learning on the other hand. However, this study aims at shedding light on this issue which is believed to be a problem for students and instructors at the same time. It is believed that the optimal goal of such a study is to identify the characteristics that lead to efficient and successful learning. The researcher hopes that the findings of this study will show the impact of class size

on students` attitude and achievement and on classroom management. Besides, the findings of this study should give instructors suitable strategies to deal with and accommodate large classes.

In more details, this study might help the stockholders to have wider understanding of this situation that is global and affect students and teachers in general and Palestinian universities in particular. This research hopes to emphasis this issue and its effect on the teaching-learning process in general and for the teaching of English as a foreign language in particular in order to notice its importance and tackle it. Secondly, this paper has recommendations that it is hoped to be taken in consideration by teachers and decision makers, hoping to raise the level of understanding of this environment. This will direct instructors to take practical steps to enhance the educational process in this environment and raise students' self-dependence and motivates them to learn and have positive attitude. Finally, understanding the effects of class size could help teachers to adopt or even improve their pedagogical techniques used in teaching to achieve their optimal goal. It also helps instructors as well as students to develop a positive view towards large classes which enhances teachers' performance in large classes as well as students' achievement.

1.4. Purposes of the Study

The purposes of the study are multifold. On the whole, it investigates the impact of large classes on the learning teaching process in the college environment and how it affects the learning teaching process in many aspects. It also aims to contribute to the existing body of knowledge available to instructors, policy makers and researchers about the impact of class size on classroom management, students` achievements. It also aims to examine whether students in small classes are likely to get better exam results than those in larger ones and how to reduce negative effects of class size. More specifically the study purports to achieve the following goals:

1. It aims at investigating the effect of class size on classroom management.
2. It also investigates the effect of class size on teaching methods.
3. This study explores the perspective of university instructors and how they see the relationship between class size and learning-teaching process.

1.5. Research Questions

To achieve the optimal goals of the study, the following research questions are posed:

1. What is the effect of large classes on EFL students` achievement?
2. How does class size affect teaching strategies used by instructors?
3. How are the results of students educated in large classes different from those educated in smaller ones?

1.6. Research Hypotheses

The current study principally aims to explore the effect of classroom size on the learning-teaching process in the EFL college context. The general assumption underlying the study is that because of the increasing number of students who study at universities and those who study English in particular; class in which English language is taught tends to grow larger and larger. It is hypothesized that large classes may have a negative impact on the learning teaching process in the EFL college context. It is also hypothesized that:

1. There were no statistically significant differences at the level of significance ($\alpha \leq 0/05$) in the effect of the number of students in the lecture on the achievement of EFL students at the Hebron University and An-Najah National University from the student`s perspective due to the variable of the university.
2. There were no statistically significant differences at the level of significance ($\alpha \leq 0/05$) in the effect of the number of students in the lecture on the achievement of EFL students at the universities of Hebron University and Al-Najah National University from students` point of view due to specialization.
3. There were no significant differences at the level of significance ($\alpha \leq 0/05$) in the effect of the number of students in the lecture on the achievement of EFL students at Hebron University and An-Najah National University students` point of view due to the number of students in the lecture.

1.7. Limitations of the Study

1. Although the study has an important contribution to the understanding of this important phenomena and its effect on students' achievement, there were limitations which have to be acknowledged. As any other research the finding of this research can be limited to time, space and sample. In this research the sample, which consists of teachers and students in two Palestinian universities, might not be able to support the findings. Large and small in, the Palestinian context, are relative terms. What is considered to be a large class in the Palestinian context would be considered small in other contexts, such as South Africa where class sizes range from 45 to 109 learner (Coughlan, 1993, pp. 29-31). In China, the number of college students in one lecture can reach 100 students (Ning and Qiang, 2011). The largest and smallest lectures according to the Palestinian context were examined. Among these groups of large and small lectures, six of the largest and six of the smallest lectures in different areas (literature, linguistics and service course) in Two Palestinian universities (Hebron University and An-Najah National University) were compared to measure the effects of location influences on student achievement .
2. Another limitation of the study was the interview; 12 lecturers from each university were interviewed. The problem of the interview according to Patton (2002), reported in Kornfeld (2010), is that interviews may include personal bias and distorted responses because of the emotional state of the interviewee at the time of interview. Kornfeld (2010) believes that the data can also be subject to erroneous recall, reactivity of the interviewee, and self-serving responses.

3. The interviews were only limited to university instructors in the academic year 2016- 2017. Interviews with students and other staff working in the university may add more depth to the understanding of this phenomena.

1.8. Definitions of Terms

1.8.1. The Non-cognitive Skills

EEF (European Educational Forum) defines it as a group underpinning range of behaviours and attitudes that determine success in school work such as motivation.

Dee and West (2011, p. 5) define it as "an overarching term for a range of behaviours, habits, and attitudes that are not measured by conventional tests of cognitive ability."

1.8.2. Class Size

Issues in special education caseload/ class size policy (2000, p. 1) defines it as a " a ratio that compares the number of students to the number of teachers in a classroom.

In some studies, "class size" is reported as an average aggregated over a district or region, a factor that tends to complicate comparisons made with other studies that base class size at the school building level. In the area of special education, "class size" generally refers to the number of students present in the class or resource room during a single teaching session."

1.8.3. Learning strategy

A plan of action designed to achieve an overall aim. A plan of hoe to solve a problem.

It can be updated depending on circumstances or the actions of others.

1.8.4. Proficiency in a Language

According to Bader (2009), proficiency in a language involves using the language in real life situations.

1.8.5. Classroom Management

AeU- Asian e University (2014) defines it as having an effective plan which enables students to interact and it helps teachers to design suitable instructional tasks, it also helps "students to discuss and evaluate the materials they are learning" (P.230).

1.8.6. Outcomes

The Institute of Museum and Library Services (2001) defines outcomes as "benefits or changes for individuals or populations during or after participating in program activities, including new knowledge, increased skills, changed attitudes or values, modified behaviour, improved condition, or altered status.

1.8.7. Learning method

A way something is done. It evolves a set of actions that can be followed in a given situation. Methods tend to be fairly constant.

1.8.8. achievement

James, Igho and okoto (2014) define it as " the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition.

1.9. Conclusion

In a conclusion, class size is seen by many scholars to be one of the reasons that affects students' achievement negatively. Different language skills are neglected in large classes like speaking and listening. Students' interaction is almost neglected in large classes. This is because of many reasons such as the following: students in large classes are anonymous and passive may lead to discipline problems. This is also what Hassan (2012) called "the logistic problem" such as taking attendance, distributing and collecting exams, hand-outs and homework. Additionally, the students tend to respond positively according to the level of involvement which can be achieved by the number of articles they write and, the quantity of feedback and exams they get which are all features of small classes.

Chapter Two

Literature Review

2.1. Introduction

In this chapter, valuable aspects related to the study are discussed. Additionally, Literature about the size of a class is reviewed. Moreover, the importance of class size on the learning-teaching process in general and on the learning of the English language in particular is analyzed. There are also studies on the effect of large classes on the learning-teaching process in general. Besides there are studies on the effect of class size on the learning-teaching process of the English language.

The effect of class size on the learning-teaching process is a controversial issue; there are scholars such as Ur (1996), Hess (2001), Xu (2001), and Li and Jiana (2009) who believe that there are advantages of large classes. On the other hand, scholars such as Ning and Qiang (2011), Allam (2006) Brouwers and Tomic (1999) and Sakui (2007) believe that large classes are considered a serious challenge to teachers in all levels. Although there are many studies concerning the impact of class size, the studies concerning English language in the college context are rare. In this section of the paper, general studies and studies related to the English language are investigated. General studies on subjects other than the English language, about the effect of large classes on the learning-teaching process are investigated. It is worth mentioning that class size cannot be numerically defined (Hayes, 1997). It should be taken into consideration that there are many factors determining the size of the classroom such as context, grade and purpose. Up to the present time, much of the class size researches took place in the context of elementary and secondary school. Fewer studies, like Gbeyonron (2012), Arias and Walker (2004), Fischer and Grant

(1983), Horning (2007), Hornsby, Osman and Matos-Ala (2013), Monks and Schmidt (2011), Chang and Brickman (2015) and Thaher (2005) have measured the impact of class size on the learning-teaching experience and outcomes in the college context.

2.2. Theoretical background

The origins of this controversial issue dives back in history to the Ancient Greece. Tomlinson (1998), as reported in Kornfeld (2010), claims that Socrates never specified an exact number, but he limited his teaching to rich young men. Meanwhile his Spartan contemporary, Herodotus, limited the number of learners to 30 and this view survived to the last century.

Trying to define large classes numerically faces restrictions such as the context, grade and purpose (Hayes, 1997). That some subjects need more individualized attention from the teachers' side. The researcher believes that the number of the students inside the classroom should be limited. This limitation facilitates student-student interaction and the application of communicative language techniques.

Heever (2000) claims that class size or what is considered large class differs from one country to another. That classes between 40 to 50 students in Japan are considered large, while those which are considered large classes in South Africa are the ones between 45 and 109.

Dudley and St John (1998, P.149) believe that large classes are those which need high conscious and substantial alteration to approach. Ming and Qiang (2011) define large classes as those which have more students that the available resources can support, and consider it as a personal issue that they say large class is one with more

students than the teacher prefers to manage. Building on this definition large classes are found problematic for teachers.

Economics, Evaluation and Appraisal Team (EEAT) and Education Standards Analysis Research Division (ESARD) (2013) published a report entitled "class size and education in England evidence report." It talks about how class size changed over time in line with the increase in birth rate on numbers of students and how this affects the learning-teaching process in terms of requirement and educational outcomes. This fact was a dilemma for the British government. Therefore, they decided to limit the size to about 30 students. In 2001, this reduction became a legal requirement. This report raised a question about the importance of class size and made an international comparison with countries such as Italy, Hungary, Greece and the USA. The evidence suggests that the policy of reducing class size is useful, but it wasn't the best option concerning raising students level and achievement. It also concluded that the "continually falling pupil-teacher ratios in independent schools implies there is demand for smaller class sizes in the market for education" (EEAT and ESARD, 2013, p.3). The report also concludes that reducing class size has benefits other than affecting student's achievement, such as teacher-student interaction, more individualized attention, more students' engagement and discipline. It is also found in this report that in larger classes there is a waste of time that students spend when they try to interact with each other and with teachers. Also from the side of teachers while teaching the context or in the non-teaching tasks like taking registers.

Hassan (2012) states that large classes are challenging to both teachers and students at the same time. She says that the problems of large classes can be either physical,

psychological or technical or a combination of them all. She adds that the major challenges can be summarized to the followings. On the one hand, students in a large class feel anonymous and passive. In the other level comes the problems of discipline and class morale that, as she describes, depends on how the teacher responds and deals with. The third level which she called the "inherent logistical problems" including taking attendance distributing and collecting exams, hand-outs and homework.

Ashar and Skenes (1993), reported in Kerr (2011), said that there are various studies that prove that there is a negative impact of class size on students in general. When interviewed several students claim that the quality of instruction is lowered with increasing class size. Cooper and Robinson (2000) and Cuseo (2007) reported in Kerr (2011) claim that classroom size negatively affected the tools used by instructors, and as the size of the class increases, the teachers' ability to use more elaborate teaching methods decreases, where the traditional teaching method which is teacher centred becomes the dominant.

2.2.1. The effect of Class Size on the Learning-teaching Process

Scholars such as Horning (2007) believes that class size affect the learning-teaching process. She believes that smaller classes especially in the courses of writing and reading are better than larger ones. She limited her study to the writing and reading skills for one reason that she believes that " writing and the critical reading include in their essential components underlies virtually all courses in college; success in college is tied to success in writing taught well in small classes" (Horning, 2007, P.13). She also believes that students respond positively according to the level of

enrolment which can be achieved by the number of articles they write and how much feedback they get from their teachers. These are features of small writing classes.

Achilles (1999) studied large class in the 12th grade, and said that it will be fair to generalize the conclusions to the college context. He was the principal investigator on a major study of class size and student success in public schools in Tennessee (Project Star). His finding was that the smaller classes are, the better students achieve in the basic skill such as writing and reading. He also believes that small classes have a positive effect on teachers.

Arias and Walker (2004) and Fischer and Grant (1983) believe that public schools and colleges need smaller classes in all courses and they have a positive effect on improving students' performance as well as achievement. They also added that the smaller the class is in the college context; success is more likely.

Horning (2007. P.17) believes that large classes have negative effects on lecturers in the college context. She says that lecturers in large classes can't give their students individualized attention or detailed responses.

Hornsby, Osman and Matos-Ala (2013) believe that large classes in the higher education system pose a threat to the quality of teaching and the educational environment. Hornsby et al. (2013) claim that large classes are challenging not only for students, but for university instructors also. This environment can be challenging for the later because they want to deliver a meaningful learning experience to their students. It also affects the former as their aim is not only to gain knowledge, but also to develop critical thinking skills.

Class size is very important in the teaching-learning process especially in higher education as "In higher education, education goals move beyond simple knowledge

acquisition to promoting student engagement and higher order cognitive functions – characteristics of deep learning. Here, class size does matter and can affect the quality of student learning." (Hornsby et al., 2013, p.8)

2.3. Class Size and Teaching Method Choice

Taking class size, whether large or small, in consideration facilitates the learning teaching process and affects or even determines the choice of suitable strategy adopted by instructors. Locastro (2001) believes that large classes are not a pedagogical disaster, rather than an environment that needs more requirement and adapted methods to deal with. Researchers, such as Ur (1996), Hess (2001), and Xu (2001), talk about the advantages of large classes. This view should encourage teachers as well as researchers to think of suitable teaching strategies to reduce the disadvantages and make use of the advantages and help students to benefit from this environment. Therefore, understanding the benefits and the challenges of large classes help teachers to adopt the suitable teaching method for teaching such classes. Doing this can have positive effects on students as well as teachers for it decreases the burden on both of them.

It worth saying that implementing modern teaching methods like Communicative Language Teaching CLT in large classes isn't an easy job. It is an idea that many scholars and researchers agree with like Bamba (2012), Littlewood (2007), Widin (2010), and Mackay (2002). They all agree that limited resources and equipment as

well as class size, make it very difficult for teachers to implement and prepare CLT activities (Graue, Oen, Hatch, Rao, & Fadali (2005); Achilles (1999); Biddle & Berliner (2002); and Molnar, Smith, Zajorik, Palmer, Halbach, & Ehrle (1999)). Additionally, Pedder (2006), cited in Kornfeld (2010), claims that it is very important to consider and deeply understand the strategies and methods teachers can apply to enhance the quality of education in different stages and in different class size.

It is asserted by Izzo (1981) that class size not only affects but also "determines" the amount of individual attention the teacher can give to each student. Yu Jianqiong (2004) studied problems and strategies of teaching English in large college classes and comes out with some problems that face the teaching of large classes which can be summarized as follows. Lack of individualized attention by the instructor, and hindering the participation of oral English. The latter has a great importance as in the Palestinian context that English language classroom is the only place where students can practice or speak English. This is due to the fact that English is a foreign language in Palestine. And it is just used in the educational context.

2.4. Class Size and Students Achievement

Class size and students` achievement is a debatable issue. The researcher noticed that ordinary people and teachers believe that students in small classes behave better, and they are more enthusiastic. It is also hypothesised that small classes have a positive

effect on students' achievement. Having had a fifteen-year experience as a teacher, the researcher noticed that teachers have a negative perspective on the teaching of large classes and its effect on students' achievement. Parents in general prefer to put their children in small classes. Furthermore, they attribute their children's falling back in achievement to the large number of students in the class. In other words, they blame the environment. But a number of researchers such as Stern (1967); Stern, Burstall, Clare & Harely (1975); Halpen (1976), cited in Izzo (1981), claim that class size has no significant results on language achievement. Although literature on the long-term effects of class size is sparse, (Fredriksson et al.(2012), Kruger and White More (2001), Hallet al.(2012) and Bingley et al (2010)), reported in Fredriksson et al. (2012), conclude their studies on the long-term effects of class size by studying data from Student/Teacher Achievement Ratio (STAR) experiment and The Utvardering Genom Uppfoljning (UGU) project, Swedish and Danish data, that students in smaller classes exhibit improvements on their outcomes and they are more likely to attend college.

In addition, Ning and Qian (2011), Harmer (2000) and Allam (2006) state that large classes impose a great challenge to teachers and that negatively affect teachers and students. Overcrowded classes affect negatively the quality of teaching and learning

and that, according to Bamba (2012), consequently results in low scores and negatively affects students' achievement.

2.5. Class Size and Classroom Management

Many scholars like Brouwers and Tomic (1999) and Sakui (2007) believe that classroom size is a main factor that affects classroom management badly and increases the burden on teachers in handling the learning-teaching process. Large classes also give trouble makers the chance to make troubles. Large classes create disciplinary problems for teachers and students, problems in individual attention, classroom management and strategy of learning (Hayes, 1997 and Ning and Qiang, 2011).

Large classes have a negative impact on classroom management in many aspects. First of all, teachers face problems in dealing with discipline issues especially with first year students who have recently move to university holding a school view and starting to fit in with the new environment. Secondly, the difficulty to deal with large numbers of students with different attitudes, interests. Additionally, the difficulty to organize effective activities. Furthermore, teachers in large classes face difficulty in giving students equal chance to participate and. More importantly, teachers in large classes find it difficult to give their students instantaneous feedback or evaluation.

Large classes could affect classroom management negatively as claimed in Bamba (2012, p.11). She says that it is very hard to implement modern teaching methods such as the communicative approach. She adds that it is almost impossible for a teacher to go around the class to monitor the activities "the problem of the space". It is also difficult for teachers in large classes to do pair or group work. This idea is supported by Littlewood (2007) when he claims that in large classes, teachers face difficulties to implement Communicative Language Teaching "CLT" tasks "which do not exist in smaller classes where the innovations were first developed."

2.6. What is a "Large Class" or How Large is a Large Class?

Hayes (1997) believes that we can't have a quantitative definition of a large class. He adds that the ideal size of language class size shouldn't be more than 30, which gives students proper time to take part in classroom activities. To determine the size of class whether it is large or not, there are number of factors to be considered such as situation and purpose. In revising most relevant literature, it is obvious that there is no clear cut when a class is large or not. "There can be no quantitative definition of what constitutes a 'large class', as perceptions of this will vary from context to context" (Hayes, 1997, p.4).

Furthermore, determining large classes vary from one country to another, as reported in Heever (2000, p. 38). For example, class size in Japan is considered very large if it

consists of 40 to 50 students, while in South Africa, class sizes range from 45 to 109 learners (Coughlan, 1993, pp. 29-31). Tina, Bae and Thu (2012) believe that large classes in the university context are those who have over 100 students or more.

Nevera and Greisamer (2011) believe that setting is essential in determining whether a class is small or large that they believe that in private schools between 10-15 class students may be considered large while in public ones a class over 40 is considered to be large. In the Palestinian context if we consider private schools, then the class which has more than twenty is a large class. By contrast, in public schools it is normal to see classes above thirty-five. In trying to define "large classes" it is important to consider setting. Concerning English language class, it is hypothesised that over twenty students may be considered large. This is due to the fact that English language classes need interaction and practice which could be hindered by a large number of students. Murphy (2000) defines large classes as those which contain 22-25 students or more.

In light of the previous discussion, large classes cannot be defined numerically rather "it is probably thought of as a size that requires a conscious and suitable attention to approach." Dudley and St John (1998, p. 197) and Ming and Qiang (2011) state that "large class is one with more students than the teacher prefers to manage and available resources can support, from this point of view, large classes usually are considered to

pose difficult problems for teachers." The researcher believes that the size of an ideal English language class is a controversial issue.

All in all, in this paper, "large classes" is referred to classes which range from 30 students or above.

2.7. pertinent Studies

2.7.1. General studies

Student/teacher Achievement Ratio known as Tennessee STAR program which was conducted during 1986 to 1989 is considered the most eminent experiment in class size. Classes were classified into three categories and students were chosen randomly. The main criterion for classification was the size of the class. The classification was as follows 15- 17 students without teacher`s aid, 15- 17 students with teacher`s aid, 22-25 students without teacher`s aid or 22-25 students with teacher aid. Before returning them to regular classes, these students stayed in the reduced ones for the first three years of their scholastic era.

Scholars have studied this experiment to examine its effects on students. Nye et al. (2000 and 2001), Word et al. (1990), and Finn et al. (1990) have found out that small classes students get better results in "standardized tests and reading in kindergarten through the third grade". Other studies like Mosteller (1995), Finn (1998), Nye and Hedge (2000) have found out that the effects of this reduction continues "at least in the seventh or eighth grade." These results are in line with the hypotheses that class size reduction has a positive effect on the students' achievement in the short and at least middle term.

Achilles et al. (1995) conducted another field experiment because of the criticism to STAR program. In this study, students were put in classes of 15 or 25 students from the first to the third grades. The study shows that the achievement and performance of the students in the smaller classes were better than their counterparts of the large ones.

California CSR (Class Size Reduction) is considered as the third largest class size reduction. It happened in the state of California in the late 1990s. In fact, this reduction wasn't made for study purposes or as an experiment, but researchers made it a subject of much discussion in the literature. The State of California found that the results of the 1994 National Assessment of Education Progress (NAEP) were the worst and got the last place among the 39 states. This result enforced the concern, so the state made up its mind to find the reason and solve the problem.

The idea of reducing class size doesn't only come from teacher's union, but also from parents as well. The classes were reduced gradually in four years into 20 students or less. Bohrnstedt and Stecher (2002) conducted a study on CSR and found that there is a positive effect on students' achievement.

A report by the SCR Research Consortium (2002) rated the CSR experiment came out with some results that can be summarized as follows. First of all, there is a positive relationship between reduced classes and students' achievement. Secondly, it resulted in more individualized attention. Furthermore, in the area of classroom management, teachers reported fewer behavioural problems. In this report, parents of the students of reduced size classes also reported more satisfaction on the kind of education their children get compared with their counterparts of non-reduced size classes. Concerning teacher's quality, the report said that class size reduction which

resulted in the increase in the number of classes, led to as (SCR Research Consortium, 2002, p.6) described " inequitable distribution of credentialed teachers".

A study entitled "The impact of Class Size and Number of Students on Outcomes in Higher Education" is conducted by Monks and Schmidt (2011). In their study, they examined the effect of large classes on the students` educational outcomes on higher education. They concluded some essential points concerning class size. First, class size negatively affects both students and instructors in many aspects including the outcomes of amount learned for students and instructors and course rating from the instructor side. Secondly, they found that reducing class size would play a crucial role on students` outcomes.

Stecher, Barron, Chun and Ross (2000) conducted a study on reducing class size. In their study, they made a qualitative study to find out the effect of class size reduction on students` achievement. They found out that students on reduced classes performed better than unreduced. They also reported that teachers in reduced classes benefit more, that they had more time to devote to their students.

Altinok and Kingdon (2009) claim that the previous studies ignore the indigeneity problem of class size. They carried out a study using a rigorous method. They made use of TIMSS data (Trends in International Mathematics and Science Study) in 45 countries. These countries were classified into three categories: Developed Countries, Eastern European and Central Asian countries and Developing Countries. In this way, they claim, relating the difference in students' achievement to difference in class size. The results of this quantitative and qualitative study show that ten out of sixteen experience negative effects. This negative effect, they claim, is smaller in resource-rich countries than in developing countries. They have also found that the

quality of teacher plays a crucial role, that countries with well qualified teacher experience little impact of class size.

In this study, they come out with a conclusion either reducing the number of students in the class which is not a practical solution especially in poor countries, or working on teachers themselves by training them, giving methods and strategies to deal with overcrowded classes.

Krueger and Whitemore (2001) used the same population of the STAR project (Student-Teacher Achievement Ratio) and followed them when they took the college entrance exam. They did this to analyze the effect of past attendance in small classes, and they evaluated the long-term impact of being assigned to small classes. First they compare STAR students with other students then they analyze students' scores on standardized tests taken each year from kindergarten to 8th grade. Then they provide an analysis of the effect of being in small classes on their propensity to take college-admission tests. The main findings of this study were:

- (1) STAR students are more likely to take college-admission tests.
- (2) There are significant differences between small- and regular-size-class students in their scores of the college-admission tests.

Angrist and Lavy (1999) wrote an article entitled "Using Maimonides' rule to estimate the effect of class size on scholastic achievement" to talk about the relationship between class size and students' achievement. Maimonides is a rabbinic scholar who proposed a maximum class size of 40. The writers used Maimonides' rule: which are made by a rabbinic scholar and states that there should be a correlation between class size and students' achievements. This rule states that if the number of students exceeds forty, it should be divided into two classes one with

twenty and the other with twenty-one. This rule is used to work as an instrumental variable to measure the effects of class size on test scores.

The duration of the study was two years, (1991-1992) the students of the fourth and fifth grades were given achievement tests designed to measure mathematics and (Hebrew) reading skills. In the next year 1992 the students of the third class were given the same test in the same program. The results were analyzed by connecting students' scores with school characteristics and class size. The results show that there was a positive relation between small classes and students' achievement. The effect of class size on students' achievement was obvious on the reading test for the fourth and the fifth grades, but not so clear in the math test. This gives us an idea on the effect of class size especially on language.

Shoop, Doolittle, Munz and Montfrans (2016), in a conference on teaching large classes, asserted that large classes are defined by action and they are the ones have a number of students that become challenging for teachers to deal with and to engage students as individual learners. But they emphasized that it is reality that we have to deal with. They also emphasized that the environment of class size is challenging for teachers, but it is not an insurmountable environment. That there are things and strategies that can be applied by teachers to handle this challenging environment.

Soledad and Grohs (2016) conducted a pilot study in which the researchers conducted a semi-structured interviews with a number of university instructors. Interviewers of this study were self-selected by accepting an invitation sent to them to be interviewed, but the invitations were sent to a purposefully selected group of instructors who meet certain conditions including teaching large classes with 50 or more students. The interview emphasized on teacher-student interaction in large

classes. The results of this study were as follows: Mostly, the flow of interaction was from teacher to student with little from student to teacher.

They also found that the physical arrangement of the classroom and existence of multi-media resources are important. Furthermore, large classes make some students anonymous for teachers which creates a problem for the instructor to gauge them. In addition, active students who participate in large classes are almost the same ones and they are those who usually choose to sit in the first rows. Class size make it difficult for instructors to monitor students' performance. Finally, immediate feedback is almost impossible in large classes and so it is sent electronically, but the faculty say that it is not effective.

In order to find out the strategies university instructors use while teaching their large classes, Shoop and Munz (2014) sent an on line survey to instructors who teach large classes with over 100 students at Virginia Tech. the number of instructors who respond to the survey was 98 from different ranks and different class sizes. The ranks were as follows 17 instructors, 11 assistants, 26 associate professors and 23 full professors. The class sizes were as follows: 71 classes with 100-299 students, 18 classes with 300-599 students and 2 classes with over 600 students. The experience of the teachers' subject of the study is between five and ten years.

The results of this study were that the techniques instructors mostly use in their large classes are multi-media devices. On the other hand, the least used techniques and tools used in large classes were flipped classroom approaches, student presentations, social media interaction, peer learning, and blogs. In talking about the challenges university instructors face in their large classes, they talked about classroom management. This is in line with the idea that teachers need to get training

in how to manage large classes and how to apply new methods and techniques, they also need training programs about how to engage students of large classes in the learning-teaching process.

Chang and Brickman (2015) conducted a study entitled "Collaborative Learning in the Large Lecture: Who Benefits?" In this study, it is found that group work doesn't benefit disadvantaged students, so they thought of engaging students in collaborative learning. 245 non-science major college students, enrolled in an introductory science course they were involved in an individual and group work for the course. Two scores were used to measure students out comes, one for the individual students and the other for the group students, then the scores were collected and analyzed. The results of this study show that there is an observed evidence that the collaborative group work has a positive effect on the students' scores in general

2.7.2. Studies related to English Language Teaching

Thaher (2005) conducted a study on An-Najah University students investigating the instructional, psychological and social effects of large classes (The Effects of large class on EFL students at An-Najah National University). She used a questionnaire and an interview with 230 non-English major EFL students. The study revealed that despite negative effects, large classes had some aspects of luminous on the psychological and social faces.

Bahnashal (2013) conducted a qualitative study at King Abdul-Aziz University, Saudi Arabia. She applied a semi structured interview with six Saudi English teachers, all of which have taught large classes and have at least fifteen years of experience in teaching English at public schools, from two public schools to investigate their attitudes and perceptions about teaching in large classes. Her

findings show that all participants find it onerous to teach large classes. In addition, these teachers comment that in spite of all efforts to elevate students` level, the outcomes of their students were unsatisfactory.

Basir (2003) conducted a qualitative study to explore these barriers that hinder successful EFL learning. In his aim to explore students`, teachers`, and parents` perceptions of these barriers, he uses a focused small-group discussion as his means of data collection. The group discussion consists of ten students, four teachers and three parents. The discussion was in the local language, and the researcher recorded, transcribed and translated it into English. The findings of this study reveal that there are many factors that hinder or form a barrier to successful EFL learning. The most important barrier, the researcher believes, is "large class size". The researcher commented in his conclusion that "the barriers to successful English as a foreign language learning found in this study, appear both interrelated and stemming from one major problem – that is, large class size."

In a study entitled "Seeking effective approaches to teaching large EFL classes in the Ivory Coast" done by Bamba (2012), the researcher first analyzed the effects of large classes on teachers and students. She then interviewed five Ivorian English teachers who teach large classes. The aim of this interview is to see the beliefs they hold in teaching large classes and the strategies they have used to enhance effective teaching and learning. The results of this interview show that large classes form an obstacle in the way of effective teaching and learning. They also show that teachers could play a crucial role in involving students in large classes by the technique they use and that "motivates them to learn more autonomously inside and outside the classroom."

In investigating factors that affect students' low English achievement and proficiency in Laos, Souriyavongsa et al. (2013) conducted a study entitled "Factors Causes Students Low English Language: A case study in the National University of Laos" where he asked thirty students and English teachers a definite question, "Why are Lao students weak in English?" The population of this study was chosen from two classes 15 males and 15 females and they were all second year students. All the participants were individually asked the same question to find the reasons why they believe students are weak in the English language. The students and the teachers listed a number of factors that negatively affected students' English learning, one of which was "class size". He said that "class environment is crowded and noisy that is not fulfilled with teaching pedagogy." This is in line with the idea that English language classes shouldn't be over crowded as the teaching of English needs interaction. Also large-sized classes give enough place for trouble makers which plays crucial role in hindering learning as well as interacting.

Gbeyonron (2012) conducted a study entitled "electronically-propelled individualized learning as a catalyst for the learning of communication in English in Nigerian Universities' large classes". The aim of his study is to investigate the possibility of integrating Information Communication Technology (ICT) in English courses in large classes. Students on the University of Nigeria who are enrolled in a course called "Communication in English" and in English I & II which are core courses in the Nigerian university and all undergraduates are expected to take at a particular point in time. The author believes that this course is challenging because it is taken in large classes. Being an obligatory course for all students, major and non-major students will be the subject of the study, each class contains more than 200

students. In this study, he states that learners in large classes get lower "linguistic progress" than their counterparts in smaller ones. Besides, large classes negatively affect students` access to instructional materials, participation, the possibility of utilizing ICT and teacher evaluation.

Kornfeld (2010) studied the relationship between class size and students' achievement in rural state in two subjects English and math. The study was done in a long period for six years between 200 and 2006. The focus on this paper was on the extent of students` motivation to learn and their educational outcomes. The main objective for this study was to find out the relationship between class size and students achievement and whether the reducing class size affect students` achievement or not. Considering English language tests, the results expressed no significant difference between the large and small classes for English/language arts achievement in either the fourth and the eighth grades. Although there was a significant difference in 10th grades score between large and small schools.

It is clear that the results in this study is different from the results of other studies and that is for the following reasons: the large numbered classes were with an average number of 20 which doesn't consider a large number compared with other schools and classes. The other reason is that concerned with the difference in achievement in the students` tenth grade in the English language test. That in this grade English language needs more interact and more individual attention and these can be achieved easily in small classes.

In investigating the relationship between teacher-learner behaviour and classroom processes in large ESL classes in Pakistan, Shamim (1993) conducted a study entitled 'Teacher-learner behaviour and classroom process in large ESL classes in

Pakistan". This study comes out with a number of findings that the number of students isn't the only factor that determines whether the class is small or large. Besides there are other factors such as the size of the classroom, the adequateness of the class for certain activities and the previous experience of the students. Depending on their previous experience students tend to compare between large and small classes in terms of the ease or difficulty in doing certain exercises.

Teachers also complain about the difficulty in applying certain strategies and giving individual attention in large classes. The study also blames teachers for not changing their styles while dealing with large classes. It also finds out that where the student sits in the class, whether in the front or at the back, plays an important role and affects students' interaction and participation negatively. Which in turn affects learners' interaction, behaviour and motivation of learning English based on their location in the classroom.

In trying to understand large classes and the challenges facing English teachers who teach the English Language in the college context, Saejew (2012) conducted a study entitled "Opinions on English Teaching Large Classes as Perceived by English Teachers at Burapha University". In this study the subjects were thirty-five (11 men and 24 women) English teachers who teach classes with over 60 students at Burapha University, Thailand. The tool of this study was a questionnaire. The researcher divided his study into aspects and the results were as follow: Teaching in large classes isn't worrying for university instructors as they are prepared well and could deal with the teaching material smoothly. The results also show that one of the problems facing teachers in large classes are as follows: remembering students faces

and names, classroom management applying different teaching techniques and assessment.

2.8. Summary

In a nut shell, it's evident in the literature that there isn't a consensus about how large is a large class. However, it's apparent that large classes pose a challenge for teachers in terms of manageability and teachability in the sense that teachers view classes as large if they find difficulty dealing with all students and giving an individualized attention to those students. It's also evident that large classes can impede class achievement and can have negative impact on classroom management. Accordingly, as large classes pose insurmountable "logistic" problems, many studies have recommended that class size be reduced in order to ameliorate or even minimize the effect of crowdedness in class. It is also obvious in the studies reviewed that large classes need more awareness and special methods to deal with.

Chapter Three

Research Methodology

3.1. Introduction

This chapter is devoted to present the methods and procedures that are used to collect the data for this study and it is divided into two parts. The first presents the methods used to collect the quantitative data resulting from the questionnaire and the student's final exam results. The second part is to show the methods used to collect the qualitative data resulting from the classroom observation and the interviews. It includes a description of the procedures followed in this study including the methodology, the sample of the study, the methods of data collection and their validity and reliability. It also includes the application procedures, the dependent and independent variables and the statistic mechanism that are used to get the results.

3.2. Methods of the study

3.2.1. Research design

In this present study a mixed method approach is used which is the kind of study in which a qualitative and quantitative study methods or approaches are used. Patton (2002), reported on Krnfeld (2010), believes that bringing qualitative and quantitative methods together in one research gives more strength to research results and results in better understanding of the problem investigated.

The benefits of quantitative research are multiple. For example, it makes it possible to measure the theories of how the problem takes place, test the research hypotheses and allow to generalize the research findings (Konfeld, 2010). Johnson and Onwuegbuzie (2004) believe that quantitative data give strength and remove other variable's

influence. These quantitative data are subjective and are away from the researcher's beliefs as they are numerical.

In mixed methods, qualitative results support quantitative ones and strengthen them. They also give real examples of how others who have experienced the studied phenomenon feel and believe. It also gives deeper understanding of the phenomenon and possible solutions to the problem subject of the study.

3.2. 1. The Study Method

A descriptive method is used for its adequateness to the study. It is used to reveal the effect of the number of students in the classroom or class size on the achievement of EFL students. To achieve this goal, two kinds of data collection techniques are used. The quantitative data collection methods which include a questionnaire and collecting and comparing students' final results in large and small classes and the qualitative data collection methods which include classroom observation and interviews with ten English language teachers in both Palestinian institutes, Hebron University and An-Najah National University.

3.4. The Study Population

The population of this study has two parts. The first one is third year English students who study literature and linguistic course at both universities. The second part is students who study university obligatory courses in both Universities.

3.5. The Study Sample

As this paper is built on a comparison between small classes and large ones in terms of achievement, attitudes and classroom management, the sample is randomly chosen. It is consisted of (99) of the English students at Hebron University who study a linguistics course in two classes one large and one small. There are (100) of the English students at An-Najah University who study a linguistics course in two classes one large and one small. The sample also includes (88) of the English students at Hebron University who study a literature course in two classes one large and one small and (89) of the English students at An-Najah University who study a literature course in two classes one large and one small. The third part of the study is on (112) of Hebron University students who are enrolled in a general obligatory English course in two classes one large and one small and (112) of An-Najah University students who study a general obligatory English course in two classes one large and one small. The study sample consists of 600 students in both universities 300 students from each distributed according to the following variables (university, course, number of students in the classroom).

Table 1:

The Study Sample

University	Number of students	Percentage
Hebron	300	50%
An-Najah	300	50%
The sum	600	100%
Subject	Number of students	Percentage
Literature	177	%29.5
Linguistics	199	%33.2
general English	224	37.3%
The sum	600	%100
Class size	Number of students	The percent
from20 – 10	109	%18.2
from 30 – 21	177	%29.5
more than 30	314	%52.3
the sum	600	%100

3.6. Instruments and Procedures of Analysis

Two quantitative instruments of data collection are used in this study (questionnaire and collecting and comparing students` final results).

3.6.1. The Questionnaire

This instrument is carefully edited based on a questionnaire used in a study conducted by Leahy (2013) entitled "A Survey of Selected Teachers Opinions to the Effects of Class Size on Student Achievement among Middle School Students". The questionnaire was adapted depending on literature review. The questionnaire uses the Likert five-point scale of 1 strongly agree, 2 agree, 3 neutral, 4 disagree, and 5 strongly disagree. To give the questionnaire more validity and reliability, it is refereed by a number of qualified teachers at Hebron University, and the stability coefficient is then calculated by the Kronbach`s Alpha coefficient. The last form the questionnaire consists of two parts:

The first part includes general information like the name of the university, the name of the course and the number of the students in the classroom (see Appendix A).

The second parts contain items of the questionnaire that aims at measuring the effect of the number of student in the classroom on students` achievement for EFL students at both institutions (see Appendix A).

3.6.2. Reliability of the Questionnaire

To verify the reliability of the tool, the Kronbach`s Alpha test is used and the coefficient of internal consistency is (0.86).

3.6.3. Collecting Students' Final Exam Results

This tool is used to measure the real effect of class size on the students` achievement across subjects. The sample consists of twelve classes in three different subjects (literature, linguistics and general English). The results are distributed according to the following levels (university, course, number of students in the classroom). Table 2

shows the classes, the students' results, the arithmetic average of the total student's scores and the Collection rate per division at Hebron University. Table 3 shows the classes, the students' results, the arithmetic average of the total student scores and the Collection rate per division at An-Najah National University.

Table 2: The Classes, the Student's Results, the Arithmetic Average of the Total Student Scores and the Collection Rate per Division at Hebron University

Course name	Number of students	The average of the total score	Means
Drama	47	77	79%
Short story	25	85	100%
Linguistics I	44	65	73%
Linguistics I	22	84	85%
English 100	70	63	75%
English 100	30	86	88%

Table 3: The classes, the students' results, the average of the total student scores and the Collection rate per division at An-Najah National University

Course name	Number of students	The average of the total score	The collection rate
Introduction to literature	43	76	78%
Drama	14	80	88%
Advanced grammar	45	60	63%
Introduction to linguistics	25	79	85%
English 102	45	60	65%
English 101 (writing paragraphs)	19	88	100%

It is obvious in the previous tables that the variable of university doesn't have effect on students' achievement. It is also clear that the number of students in literature courses have little effect on students' achievement in literature courses compared with its obvious effect on language and general English courses.

3.6.4. Qualitative tools

The two qualitative methods of data collection are used in this study were interviews and classroom observation.

3.6.4.1. Interviews

This instrument of data collection is designed to measure lecturers' attitude and perception towards teaching large classes and the difficulties they believe they face in teaching and managing them. It is also geared towards eliciting English language lecturers' beliefs of how students' attitudes and achievement are affected by large classes. It also aims at investigating how English language lecturers at both universities manage to handle large classes. Furthermore, it is directed to study how lecturers define large classes. Finally, it investigates how lecturers see the solution of the problems emerged by the overcrowded environment.

A structured interview is used in this study; the interviews were conducted in winter 2017 with ten English instructors who teach at Hebron University and An-Najah National University. The instructors interviewed were chosen based on certain criteria which are gender, years of experience and field of interest. The twelve interviewed instructors are six females and six male teachers. Their experience also ranges from 1-38 years as university instructors. Concerning the field of interest all the twelve interviewed instructors teach either literature, linguistics or general English courses.

The interviewed instructors were assured of confidentiality, and they all agreed to participate voluntarily and support the subject. Each interview lasted between ten to fifteen minutes. Before conducting the interview, the teachers were told about the expected questions so that they could think about the answers. These interviews enrich the research and shed light on many important conjunctions concerning classroom. They also provide deep understanding of the quantitative data collected, and illustrate the reason for some results. They also enriched the research with possible and practical solutions to the problems emerged from class size. These

solutions are built on the instructors' personal experience. For more information about the interview of this study, see Appendix B and Appendix C.

3.6.4.2. Classroom Observations

This instrument of data collection is designed to observe classroom management and teaching techniques lecturers use to deal with large classes and how large classes are different from smaller ones in terms of classroom management and techniques. Twelve lectures are observed to compare between large classes and small classes in terms of classroom management and teaching techniques.

The sample includes twelve classes in three different subjects (literature, linguistics and general English). This sample is chosen according to three variables; subject, number of students and number of students in the lecture. A check list is designed carefully and purposefully for the aim of observing. It includes items relate to teachers' techniques and classroom management, the items chosen depend on reviewed literature. Taking into consideration that the nature of classroom is complex and it is difficult to observe everything happening in the classroom, especially large ones, and to avoid bias and to give this instrument more validity and reliability, an assistant is trained to observe the lecture with the researcher. The assistant chosen for this task is an MA degree holder in applied linguistics.

The observed classes are four literature classes in Hebron University and An-Najah University two are small classes and two are large ones, two linguistics classes in both universities two are small classes and two are large ones and four general English classes in both universities two of them are large and two are small.

The results of this qualitative data instrument enrich the quantitative results and give deeper understanding to the situation and the quantitative figures. Its results also show how teachers practically deal with large classes and the techniques they use in different classroom sizes. Part of the observation is also observing students' behaviour and interaction in both class sizes and the effect of the number of students on students' participation and immersion.

3.7. Data Analysis

The data obtained from the four different instruments are analyzed and interpreted qualitatively and quantitatively.

3.7.1. Quantitative Data Analysis

It is carried out with the data elicited from the students' answers in the questionnaire and the grades from students' final results. It includes statistic figures in tabular form from the students' answers to the questionnaire and from students' results in the final exam. The main category which is the subject of the study is the number of students in the classroom and its relationship with students' achievement.

The procedures used in analyzing the data are as follows:

1. SPSS program is used by calculating the arithmetic averages and standard deviations to answer the first question, and t test to answer the questions, using the (one-way Anova) analysis and the Kronbach's Alpha coefficient.
2. The results are ranked in descending order from the highest to the lowest.
3. The questionnaire items are tabulated.
4. Each question is answered separately by using the figures obtained from statistics.

5. The analysis of students` final exam links students' results to the number of students in the class.

3.7.2. Qualitative Data Analysis

The qualitative data analysis is conducted with the data elicited from the structured interview and classroom observation. The interview aims at investigating the teachers' views towards issues pertaining to the number of students in the classroom. The interview and classroom observation took place in the second semester in 2016-2017.

The lecturers` answers and the notes taken from classroom observation answer the related research questions which pertain to classroom management, teachers' perspectives and techniques.

3.8. Summary

In a nutshell, this chapter discusses the methods and procedures used to collect the data of this study. The methods and procedures are divided into two parts; The first presents the methods used to collect the quantitative data. The second part is to show the methods used to collect the qualitative data. It includes a description of the procedures followed in this study including the methodology, the sample of the study, the methods of data collection and their validity and reliability. It also includes the application procedures, the dependent and independent variables and the statistic mechanism that are used to get the results.

Chapter Four

Findings and Discussion

4.1. Introduction

In this chapter the findings are discussed. The first section is devoted to discussing and analyzing the results elicited from quantitative procedures which are the questionnaire and the data elicited from the scores in the final exam. The second section will discuss the data elicited from the qualitative procedures which are the interviews and classroom observation. The third one discusses the results concerning the study hypotheses.

4.2. Data Elicited from Quantitative Procedures

Two quantitative instruments of data collection are used in this study are the questionnaire and the students' final results).

4.3. Results and Analysis of the Questionnaire

The questionnaire answers the first and the second questions from the students' perspective (see Appendix A). The questions that the questionnaire answers are the following:

Question number one: What is the effect of large classes on EFL students' achievement?

Question number two: How does class size affect teaching and learning strategies used by instructors?

The third question, which is concerning students' marks, is answered by using the other method of data collection which is collecting and comparing student's final

exam results. **The third question is: How are the results of students educated in large classes different from those educated in smaller ones?**

The following table shows the means and standard deviations of the questionnaire items that measure the effect of the number of students in the lecture on the achievement of English language students at both institutions from the students' perspectives.

Table 4: Means and Standard Deviations of the Effect of large classes on the student's achievement in English Language Specialization in Descending Order

No.	The statement	Mean	standard deviation	rank
5	Smaller classes allow more time for teachers to spend on teaching language skills which can increase student's achievement.	4.22	0.99	high
1	Large class size has a negative impact on student's achievement.	4.05	1.05	high
7	Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.	3.97	0.87	high
14	The techniques teachers use inside the classroom are more important than class size.	3.93	0.99	high
10	Where I sit in the class has an effect on my comprehension of the subject studied.	3.88	1.06	high
4	Larger classes have more disciplinary problems.	3.88	1.02	high
8	Learner feels anonymous in the large class	3.84	0.95	high
2	Evaluating students is affected by the number of students in the classroom.	3.82	0.85	high
6	Language teachers face difficulties grading assignments and exams for large classes.	3.78	0.92	high

12	Students feel shy to participate in overcrowded classes.	3.76	1.1	high
17	Teachers in large classes hardly give immediate feedback.	3.76	0.98	high
16	Large classes affect student`s participation negatively.	3.74	1.12	high
9	Technology devices can`t be used in large classes	3.70	1.08	high
15	Large classes give me the chance to talk to my colleagues in any subject other than the one studied.	3.69	1.12	high
18	The flow of instruction in large classes is mostly traditional.	3.38	1.15	medium
13	More students means more ideas and this environment helps me to learn more.	3.05	1.11	medium
3	Large classes allow teachers to apply different teaching strategies.	3.02	0.98	medium
11	Number of students doesn't affect my participation.	3.02	1.19	medium
		3.69	1.02	high

The table shows the means and standard deviations of each of the questionnaire items. It measures the effect of the number of students in the lecture on the achievement of EFL students at both universities from the point of view of the students, ranked in a

descending order by grade. The effect of the number of students in the lecture on achievement among English language students was high, with the mean of this score on the total score of the scale (3.69) and with a standard deviation of (1.02) which indicates that the effect of the number of students on achievement affects is high. The items of the questionnaire ranked in descending order by grade. In the introduction to these items: "Smaller classes allow more time for teachers to spend on teaching language skills which can increase student`s achievement." With an average of (4.22) and a standard deviation of 0.99. While the lowest item is: "Number of students does not affect my participation." With an average of (3.02), a standard deviation (1.19).

4.3.1. Results of the First Question

Question number one: What is the effect of large classes on EFL students` achievement?

To answer this question, means, standard deviations and ranks for each item are used.

Table (5) shows the results of the items concerning the first question.

Table 5: Means, Standard Deviations and Ranks for the Questionnaire Items Concerning the Effect of the Number of Students in the Classroom on Students' Achievement

No.	The statement	Mean	standard deviation	Rank
5	Smaller classes allow more time for teachers to spend on teaching language skills which can increase student's achievement.	4.22	0.99	high
1	Large class size has a negative impact on student's achievement.	4.05	1.05	high
10	Where I sit in the class has an effect on my comprehension of the subject studied.	3.88	1.06	high
2	Evaluating students is affected by the number of students in the classroom.	3.82	0.85	high
6	Language teachers face difficulties grading assignments and exams for large classes.	3.78	0.92	high
12	Students feel shy to participate in overcrowded classes.	3.76	1.1	high
16	Large classes affect student's participation negatively.	3.74	1.12	high
13	More students means more ideas and this environment helps me to learn more.	3.05	1.11	medium
11	Number of students doesn't affect my participation.	3.02	1.19	moderate
		3.70	1.6	high

The results on table (5) show that the effect of the number of students in the class on students` achievement is high with a mean of (3.70) and a standard deviation of (1.6). The student`s responses were high on items (5), (1), (10), (2), (6), (12) and (16) with means of (4.22), (4), (3.88), (3.82), (3.78), (3.76) and (3.74), respectively. Whereas the responses to items (13) and (11) were moderate with means of (3.05) and (3.02). The results show that the effect of the number of students in the classroom on students` achievement is high. This result is in congruence with many scholars like Shamim (1993), Asqalan et al. (2016), Rohi (2013), Locastro (2001), Bamba (2012), Ning and Qiang (2002), Harmer (2000) and Allam (2006) who all believe that the number of students in the classroom is inversely proportional to students' achievement.

4.3.2. The results and analysis of the data got from interviews with university teachers.

The following includes the analysis of the questions of the study (see Appendix B and C).

Question Number One: What is the Effect of Large Classes on EFL Students` Achievement?

Teachers` answers to the fourth question of the interview (Do large classes affect students` achievement, and what is the effect of large classes on EFL students` achievement?) reveal that they believe that the number of students in the classroom affects students` achievement negatively. One of the interviewees commented that "large classes contribute to low achievement as students in large classes are less motivated, they have less talking time and less interaction with the instructor". Another one said that in large classes there is "unfair distribution of opportunity"

which is important to encourage "self-reliance and participation" and thus students' achievement is affected negatively. Others believe that the number of students in the classroom can have negative impact when teaching skills, but it doesn't have a remarkable effect on content based courses such as literature courses. Another interviewee said that "large classes decreases and minimizes students' achievement for intensive and interactive language training is going to drastically drop." (See Appendix B and C).

It is important to show that the twelve lecturers being interviewed have a consensus that large classes negatively affect students' achievement for lack of interaction, less engagement, less training on language skills, "unfair distribution of opportunity" and less motivation. This result is in line with many scholars such as Shamim (1993), Asqalan (2016), Rohi (2013), Locastro (2001), Bamba (2012), Ning and Qiang (2002), Harmer (2000) and Allam (2006) who all believe that the number of students in the classroom is inversely proportional to students' achievement.

4.3.3. Results of the Second Question

Question number two: How does class size affect strategies used by instructors?

To answer this question, means, standard deviations and ranks for each item are used. Table (6) shows the results of the items concerning the second question.

Table 6: Means, Standard Deviations and Ranks for the Questionnaire Items Concerning the Effect of the class size on Strategies Used by Instructors.

No	No.	The statement	mean	standard deviation	rank
3	7	Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.	3.97	0.87	high
4	14	The techniques teachers use inside the classroom are more important than class size.	3.93	0.99	high
6	4	Larger classes have more disciplinary problems.	3.88	1.02	high
7	8	Learner feels anonymous in the large class	3.84	0.95	high
11	17	Teachers in large classes hardly give immediate feedback.	3.76	0.98	high
12	16	Large classes affect student`s participation negatively.	3.74	1.12	high
13	9	Technology devices can`t be used in large classes	3.70	1.08	high
14	15	Large classes give me the chance to talk to my colleges in any subject other than the one studied.	3.69	1.12	high
17	3	Large classes allow teachers to apply different teaching strategies.	3.02	0.98	medium
Total score			3.72	1.01	high

The results on table (6) show that the effect of the number of students in the class on strategies used by instructors is high with a mean of (3.72) and a standard deviation of (1.01). The student`s responses were high on items (7), (14), (4), (8), (17), (16), (9), and (15) with means of (3.97), (3.93), (3.88), (3.84), (3.76), (3.74), (3.70) and (3.69), respectively. Whereas the responses to item (3) were moderate with a mean of (3.02). All of all the results of the items in the questionnaire concerning the strategies used by instructors` effects show that the effect of the number of students in the classroom on the strategies used by instructors is high. This result is in line with many scholars like Monks and Schmidt (2011), Brouwers and Tomis (2000), Bamba (2012), Littlewood (2007), Hayes (1997), Ning and Qiang (2011) who all believe that the number of students in the classroom has a negative impact on the strategies used by instructors and that instructors have to alter their strategies to cope with large classes.

Concerning the results elicited from the interview, teachers` answers to the second and fifth questions of the interview (2. To what extent does large class size affect the quality of teaching, learning and assessment of students` learning?) and (5. How does class size affect strategies used by instructors?) show that the number of students in the classroom has an impact on the strategies used by instructors inside the classroom. This effect includes the strategies used by instructors in teaching and assessing students. One of the interviewees said that it affects assessment negatively, he claims that it negatively affects assessment especially in final exams and presentations. That in final exams especially oral tests and presentations students aren`t given enough time instead they are given little time and thus the teacher`s assessment is negatively

affected. Another lecturer believe that novice teachers are affected to a large extent while experienced ones can find better strategies or varying the ways of examining and using technology such as Facebook. (See Appendix B and C).

Others state that the large number of students inside the classroom doesn't allow teachers to give representative questions. This consequently affect teachers' assessment and that the questions of the exams in large classes are limited. Teachers, especially literature teachers, ask students to limit their answers due to lack of time from the teacher`s side to correct the papers which affect teacher`s evaluation and assessment. Some interviewees believe that the large number of students in the classroom prompt lectures from giving students individualized attention and that the feedback consists merely of general remarks. The number of homework and exams in large classes is affected negatively due to time they need to be corrected. Concerning the strategies used by instructors, most of the interviewees agree that making groups would facilitate the learning-teaching process in large classes. They believe that the successful teacher is the one who can change his teaching technique to deliver his message. The interviewees talked about limitations in large classes that hinders modern approaches like the Communicative approach. These limitations like limited time and place. One of the interviewee claimed that even group work is a characteristic of a small class and that the most successful group is that consists of five by five which is a small class. Other interviewees believe that technology is the

best solution, that when you ask students to do the exercises at home, you put the limitation of time and place aside. Others believe that using modern technology and modern teaching methodologies can help to minimize the negative effects of class size, but the best solution, they believe, is class size reduction, as one of them said "large classes impede real and effective teaching as teachers won't be able to attend to individual students, and they'll be forced to use strategies that don't help authentic and realistic language training, interaction, participation and immersion."

In short, all the interviewees have a consensus that large classes need special techniques to deal with due to the limitation of time and space which is in line with many scholars such as Bader (2009), Locastro (2001), Ur (1996), Hess (2001), Xu (2001), and Li and Jiana (2009).

4.3.4. concerning the results and analysis of the data got from classroom observation on the second question. This method of data collection is designed particularly to answer the second question of the research.

To answer this question depending on classroom observation, a checklist containing items characterizing good managed classes and modern teaching methodology features is put. The results of the classroom observation is tabulated showing the number of classrooms these items applied inside. Table (9) shows the items observed in six large classes and how in many classes were they applied.

Table 7: The items observed in six large classes and in How many Classes were they Applied.

Items observed in six large classes	not at all	some degree	high degree
1. The teacher managed the class	0	5	1
2. He could move easily between students	2	4	0
3. Participation	2	3	1
4. Student-teacher interaction	0	6	1
5. Student-student interaction	5	1	0
6. Good visibility in the last row	3	2	1
7. The class is student centred	4	2	0
8. Good sound quality	0	5	1
9. Students could talk to the teacher easily	4	2	0
10. Giving immediate feedback	3	3	0
11. Scaffolding students	6	0	0
12. Giving individualized attention	4	2	0
13. Using group work or pair work techniques	5	1	0
Total out of 78	38	36	5

The results on the table show that teachers in large classes don't usually apply modern teaching methods. The total high degree of applying modern teaching methodology practices and affective classroom management is (5). This indicates that lectures in large classes are traditional and teacher-centred. This is referred to the limited time and space available to large class lecturers.

The following table shows the items observed in six small classes and in how many classes were they applied.

Table 8: The Items Observed in Six Small Classes and in How many Classes were they Applied.

items observed in six small classes	not at all	some degree	high degree
1. The teacher managed the class	0	2	4
2. He could move easily between students	0	2	4
3. participation	0	3	3
4. Student-teacher interaction	0	2	4
5. Student-student interaction	1	2	3
6. Good visibility in the last row	0	0	6
7. No side talks	0	2	4
8. Good sound quality	0	2	4
9. Students could talk to the teacher easily	0	3	4
10. Giving immediate feedback	1	1	4
11. Scaffolding students	1	2	3
12. Giving individualized attention	1	3	2
13. Using group work or pair work techniques	3	3	0
Total out of 78	7	27	45

The results on the table show that teachers in small classes usually apply modern teaching methods. The total high degree of applying modern teaching methodology practices and affective classroom management is (45). This indicates that lecturers in

large classes feel more comfortable with the atmosphere and that lectures are student-centered. This is referred to the plenty of time and space available to small class lecturers.

Comparing between large and small classes in terms of the techniques used, it can be noticed that in small classes' lecturers have more freedom in applying modern teaching methodology than their counterparts in large ones. It is also obvious in the above tables that teachers in large classes experience less disciplinary problems. This result is in line with Bamba (2012), littlewood (2007), Widin (2010), Yu Jianqiong (2004) and Mackay(2002) who all agree that limited resources and equipment as well as class size, make it very difficult for teachers to implement and prepare CLT activities. This result is also in congruence with Izzo (1981) who claims that class size not only affects but also "determines" the amount of individual attention the teacher can give to each student.

4.3.5. The results and analysis of the data got from students` final examination

This method of data collection is especially used to answer the third question which is: **question number three: How are the results of students learnt in large classes different from those educated in smaller ones?**

The following table shows the students` courses subject of the study, the number of students in each class, the success rate, course classification and the collection rate of each course for Hebron University students.

Table 9: The Number of Students, Success Rate, Description of the Subject (Literature, Linguistics, General English) and Collection Rate for the Hebron University Students.

Subject	Number of students in class	Course classification	Success rate	Collection rate
Drama	47	Literature	74%	77
Linguistics I	44	Linguistics	73%	65
English 100	70	General English	75%	63
sum	53.6		74%	68
Short story	25	literature	100%	85
Linguistics I	22	Linguistics	85%	84
English 100	30	General English	88%	86
sum	25.6		91%	85

The following table shows the courses subject of the study, the number of students in each class, the success rate, description of the subject and the collection rate of each course for An-Najah University students.

Table 10: The Number of Students, Success Rate, course classification (Literature, Linguistics, General English) and Collection Rate for the An-Najah University Students.

Subject	Number of students in the class	course classification	Collection rate	Success rate
Introduction to literature	43	literature	76	78%
Advanced grammar	45	Linguistics	60	63%
English 102 (writing paragraphs)	45	General English	60	65%
sum	44.3		65.3	68.6%
Drama	14	Literature	80	88%
Introduction to linguistics	25	Linguistics	79	85%
English 101	19	General English	88	100%
sum			82.3	91%

The results of the exams exhibit that the students learnt in small classes perform better than their counterparts who learnt in large classes with a success rate of 91% and a collection rate of 85 for small classes at Hebron University and a success rate of 91% and a collection rate of 82.3 for small classes at An-Najah National University compared to a success rate of 74%, a collection rate of 68 for large classes at Hebron University, a success rate of 68.6% and a collection rate of 65.3 for large classes at An-Najah National University. They also show that literature courses are least affected by the number of students by 10% in success rate and four points in the collection rate. Whereas the general English courses were the most affected by the number of students in the class room where the success rate in larger class is 65% and the collection rate is 60 compared with a success rate of 100% and a collection rate of 88 in smaller ones.

4.3.6. Question number two: how does class size affect strategies used by instructors?

Teachers' answers to the second and fifth questions of the interview (2. To what extent does large class size affect the quality of teaching, learning and assessment of students' learning?) and (5. How does class size affect strategies used by instructors?) show that the number of students in the classroom has an impact on the strategies used by instructors inside the classroom. This effect includes the strategies used by instructors in teaching and assessing students. One of the interviewees said that it affects assessment negatively, he claims that it negatively affects assessment especially in final exams and presentations. That in final exams especially oral tests and presentations students aren't given enough time instead they are given little time and thus the teacher's assessment is negatively affected. Another lecturer believes that

novice teachers are affected to a large extent while experienced ones can find better strategies or varying the ways of examining and using technology such as Facebook. (See Appendix B and C).

Others state that the large number of students inside the classroom doesn't allow teachers to give representative questions. This consequently affect teachers' assessment and that the questions of the exams in large classes are limited. Teachers, especially literature teachers, ask students to limit their answers due to lack of time from the teacher`s side to correct the papers which affect teacher`s evaluation and assessment. Some interviewees believe that the large number of students in the classroom prompt lectures from giving students individualized attention and that the feedback consists merely of general remarks. The number of homework and exams in large classes is affected negatively due to time they need to be corrected. Concerning the strategies used by instructors, most of the interviewees agree that making groups would facilitate the learning-teaching process in large classes. They believe that the successful teacher is the one who can change his teaching technique to deliver his message. The interviewees talked about limitations in large classes that hinders modern approaches like the Communicative approach. These limitations like limited time and place. One of the interviewee claimed that even group work is a characteristic of a small class and that the most successful group is that consists of five by five which is a small class. Other interviewees believe that technology is the

best solution, that when you ask students to do the exercises at home, you put the limitation of time and place aside. Others believe that using modern technology and modern teaching methodologies can help to minimize the negative effects of class size, but the best solution, they believe, is class size reduction, as one of them said "large classes impede real and effective teaching as teachers won't be able to attend to individual students, and they'll be forced to use strategies that don't help authentic and realistic language training, interaction, participation and immersion."

In short, all the interviewees have a consensus that large classes need special techniques to deal with due to the limitation of time and space which is in line with many scholars such as Bader (2009), Locastro (2001), Ur (1996), Hess (2001), Xu (2001), and Li and Jiana (2009).

4.3.7. Question Number Three: how are the results of students learnt in large classes different from those learnt in smaller ones?

This question is used in the interview and the lecturers' answers were all uniformed (see Appendix B and C). They all believe that students in smaller classes perform better and have more exposure to language thus their results are better than their counterparts in larger classes. One of the interviewee talked about her own experience of dividing a class of 50 into two classes on her own expense after the first exam. The interviewee claimed that there was a big difference in students' grade in the second exam when compared to their grades in the first exam. One of them believes that this superiority small class students have in exams refer to the fact that they reflect their

right or true ability and get true exposure to language. Some interviewees said that students' grades may be affected strongly in skill based courses, but in lecture based courses the effect demolished.

4.4. The results concerning the study hypotheses

The three hypotheses of the study are discussed here numerically to find the relationship between the dependent variable, which is the effect of the number of students in the class, and the independent variables, which are university, type of the course (literature, linguistics and general English)

4.4.1. The First Hypothesis

The first hypothesis is **"There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the effect of the number of students in the lecture on the achievement of EFL students at the Hebron University and An-Najah National University from the student`s perspective due to the variable of the university"**.

There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the effect of the number of students in the lecture on the achievement of EFL students at the Hebron University and An-Najah National University from the student`s perspective due to the variable of the university.

To test the hypothesis, and measure whether the differences between means is significant or not, the T-test was used for independent samples.

Table 11: The mean and standard deviations of the T-test results of the independent sample of the degree of problem according to the university variable

University	No. of students	M	S.D.	D.F.	T value	Sig
Hebron University	300	3.63	0.33	598	0.752	0.057
An-Najah National University	300	3.61	0.37			

Table (11) shows that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean response of the respondents to the effect of large classes on the achievement of EFL students at Hebron University and An-Najah National University. This result is from students' perspectives due to the university variable, either for Hebron University with an average mean of (3.63) or An-Najah National University with an average mean of (3.61). The level of significance is (0.057) which is greater than (0.05) which means the acceptance of the null hypothesis.

4.4.2. The Second Hypothesis

The second hypothesis is **"there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the effect of the number of students in the lecture on the achievement of EFL students at the universities of Hebron University and Al-Najah National University from the point of view of students due to the variable of specialization."**

There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the effect of the number of students in the lecture on the achievement of EFL students at the universities of Hebron University and Al-Najah National University from the point of view of students due to the variable of specialization.

In order to examine the hypothesis, a single-variance analysis test was used.

Table 12: Statistical Averages and Standard Deviations of the Results of the Analysis of the One-way ANOVA Test by the Specialization Variable

Source of contrast	Sum of squares	D.f.	Mean square	P-value	Sig.
between groups	0.104	2	0.052	5.593	0.004
within groups	44.766	597	0.128		
Sum	44.871	599			

Table (12) shows that there were statistically significant differences at the level of significance ($\alpha=0.05$) between the mean response of the respondents to the effect of the number of students in the lecture on EFL students` achievement at Hebron University and An-Najah National University from the point of view of the students due to the variable of specialization with the value of (P) calculated (5.593) And the level of significance (0.004), which is less than (0.05), which means the rejection of the null hypothesis and the acceptance of the alternative hypothesis.

To determine the differences for the benefit of which course, the LSD test is used. The following table shows how to extract the differences for each specialty.

Table 13: The LSD Test Results

The course	literature	linguistics	General English
literature		0.963	0.031
linguistics			0.001

Table 14: The Arithmetic Mean of the Specialization Variable

The course		Difference between average	LDS significance
Literature	Linguistics	0.004-	0.963
	Service courses	0.22 -	0.031
Linguistics	Service courses	0.23 -	0.001

The above table shows the results of the LSD test for the mean of the specialization variable, where the results showed differences for service courses with a difference between averages of 0.22- and a value calculated function of 0.031 compared with literature and a difference between average of 0.23- and a value calculated function of 0.001 compared with linguistics courses. Which mean that service courses are the ones which are affected negatively the most with the number of students enrolled. This result makes sense due to the fact that service courses are skill based courses. The least affected courses by the number of students involved are literature courses with a difference between averages of 0.004- and a value calculated function of

0.0963 compared with linguistics and a difference between average of 0.22- and a value calculated function of 0.31 compared with service courses. This result is in line with the fact that literature courses are content based ones.

4.4.3. The Third Hypothesis

The third hypothesis is "There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the effect of the number of students in the lecture on the achievement of EFL students at the universities of Hebron University and Al-Najah National University from the point of view of students due to the variable of specialization."

There were no significant differences at the level of significance ($0.05 = \alpha$) in the effect of the number of students in the lecture on the achievement of EFL students at Hebron University and An-Najah National University from the point of view of students due to the variable of the number of students in the lecture.

In order to examine the hypothesis, a single-variance analysis test was used.

Table (15) shows the results of the test of the analysis of the single-variance of the degree of problem according to the variable of number of students in the lecture.

Table 15: The Results of the Test of the Analysis of the One-way AVOVA of the Degree of Problem according to the Variable of Number of Students in the Lecture

Source of contrast	Sum of squares	Degree of freedom	Mean square	P-value	Sig.
between groups	0.246	2	0.123	3.585	0.03
within groups	44.625	597	0.128		
Sum	44.871	599			

Table (15) shows that there were statistically significant differences at the level of ($= 0.05 \leq \alpha$) between the mean response of the respondents to the effect of the number of students in the lecture on the achievement of EFL students at Hebron University and An-Najah National University from the point of view of students due to the variable number of students in the lecture, where the P-value Calculated was (3.585) and the level of significance was (0.03), which is less than (0.05), which means the rejection of the null hypothesis and the acceptance of the alternative hypothesis of the existence of differences.

To determine the differences in favor of which, the LSD test is used for the comparisons of the dimension and the following table shows how to extract the differences for each number of students in the lecture.

Table 16: The LSD Test Results

Number of students in the lecture	10-20	21-30	more than 30
10 -20		0.029	0.013
21 -30			0.32
More than 30			

Table 17: The Arithmetic Averages of the Variable of the Number of Students in the Lecture.

Number of students in the lecture		Difference in means	LSD sig.
20 -10	30 -21	0.18 -	0.029
	More than 30	0.26 -	0.013
30 -21	More than 30	0.088-	0.320

The above table shows the results of LSD test for the mean of the variable of the number of students in the lecture where the results showed that there are differences and in favor of the number of students in the lecture level more than (30 students). This result is in line with Ning and Qiang (2002), Harmer (2000), Bamba (2012), Fredriksson et al. (2012) and Allam (2006).

4.5. Conclusion

It's evident in the results that large classes pose a challenge for teachers in terms of manageability and teachability in the sense that teachers view classes as large if they find difficulty dealing with all students and giving an individualized attention to those students. It's also evident that large classes can impede class achievement and can have negative impact on classroom management. Students also view large classes as an obstacle hinders the learning-teaching process. The results of the students` exams show that the number of students in the class room has a remarkable effect on students` achievement. This study shows that the nature of the course studied plays a critical role; literature courses as content based courses aren't affected as General language courses as skill based courses with the increase in the number of students.

Chapter Five: Conclusion

5.1. Introduction

The present study aims at investigating the effects of large classes on students' achievement and whether the variables of university, specialization and number of students has an effect. These variables have been investigated and analyzed by means of questionnaire, interviews, classroom observation and comparing students' final results in Hebron University and An-Najah National University. The results of the questionnaire analysis show that the effect of the number of students on the strategies used by teachers has the highest mean (3.72) while the mean of achievement effect is (3.70) which is also high. The data elicited from the qualitative tools show that large classes have a negative effect on students' achievement, and strategies used by instructors. Concerning the effect of large classes on different subjects, it has been found that the degree differs from subject to subject. It is found that literature courses are the ones which are affected negatively the least with the number of students enrolled with a difference between averages of 0.004- and a value calculated function of 0.0963 compared with linguistics and a difference between average of 0.22- and a value calculated function of 0.31 compared with general English courses. Concerning the hypotheses, it has been found that the variable of university doesn't affect students' achievement with an average mean of (3.63) for Hebron University and (3.61) for An-Najah National University.

It has also been found in this study that teacher-teacher interaction and student-teacher interaction are negatively affected by class size.

It is clear from students' and teachers' answers that they hold negative perspective on large classes. It is vital to put in mind while dealing with this fact that the number of

students is only one factor that affect students` participation, and there are many factors that contribute to student`s low achievement. These factors such as the subject studied, the socio-economic condition and the psychological factors.

5.2. Options in Dealing with Large Classes

In dealing with large classes we face two options; the first is class size reduction with is impractical in this era of economic stagnation. The second is to deal with it as a fact and trying to reduce its negative effects by using different teaching strategies to encourage students to interact like using pair work, group work or using the technology like Facebook.

5.3. Pedagogical Implications

There are budgetary pressures on educational institutions which manifest itself in large classes. Teachers often feel stressed when they find themselves obliged to teach large classes. This feeling comes when they think of classroom management, papers and exams correction and delivering their message of education. While this may be true or some teachers according to the styles of teaching they use, it isn't true for others who use styles that make the teaching of the masses more effective and reduce the negative impact of the number of students on the learning-teaching process.

5.4. Summary

Some people believe that large classes are disaster and it is impossible to deal with. However, his is a minor problem because in the final analysis poor achievement resulting from being educated in large classes is reasonably intelligible. This is due to the lack of student-student interaction and student teacher interaction and also for the challenges teachers` face in many aspects of the learning-teaching process. According

to Allam (2006), it is believed that large classes are considered a big challenge to teachers in all levels.

5.5. Recommendations

In light of the findings of the study, the following is recommended:

1. The number of students accepted in English language classes should be reconsidered by the administration of the university.
2. More lecturers should be appointed.

When more sections with limited students` number are opened, the need to more lecturers arise. This will give students the opportunity to have more effective learning.

3. Pair work and group work methods should be adopted by lecturers instead of teacher-cantered methods to address the problem of large classes.

Grouping students has a serious benefit for students especially if each group is given clear, defined and achievable goals. They also create a feeling of challenge between students in the groups. The large number of the students in the group is a fertile soil for students to share more ideas. In this merit grouping students is a good choice for EFL lecturers if the activity is prepared carefully.

4. Teachers in large classes need to understand individual students` needs.

It is believed that if a student feels that the teacher cares for him, he will care for the subject in turn. On the other hand, the feeling of being neglected, will have a negative effect on the student`s appetite to study.

5. Clarifying the goals of the course for the students.

This procedure helps both the student and the teacher. Students who know the aim of the course studied will be motivated more and will be directed to the optimal goal of the course and thus will have a positive impact on them. Ramjibhai (2012) says that "Study shows that those who have more clear structure and set of goals to guide their learning in class often get better results than their fellow classmate." Teachers in turn benefit as this will save their effort.

6. Encouraging students` independent learning.

Students should learn to increase their self-dependence and reduce their dependence on the lecturers. Student is the centre of the learning process and he is the one that must seek and search for the information, the main role of the teacher in the class is just monitoring and scaffolding the students. In this view teachers have to teach their students useful strategies. Increasing students` self-reliance and decreasing teacher reliance results on decreasing the negative impact of the number of students on students` achievement.

7. Preparing different learning materials

There are different learners' styles, some are visuals, and others are oral, while other learners prefer to learn by doing. In large classes, the possibility to meet all these styles is very high. It is recommended that large class teachers vary their styles to meet the needs of their students according to the style they prefer to lean with.

8. Workshops and conferences

In fact, there should be different workshops to bring together English language teachers who teach large classes to exchange their experience and ideas in dealing with the problem of the masses.

9. Planning.

10. Establishing routines.

11. Being strict about discipline and rules.

12. learning students` names to get to know them.

13. dividing the class into teams

14. Managing time carefully.

15. Giving most students the chance to participate.

Finally, it is necessary to conduct more studies in this area so as to identify more substantial information.

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Appendix A: The Questionnaire

Dear Participant:

This questionnaire is designed as a tool for an MA research about the effect of large classes on students` achievement. To help us get the most accurate measurement, it is important that you answer all questions honestly and completely. We are interested in your answers to help us improve the quality of English language teaching in the college context. We appreciate your cooperation in our effort to positively impact stock holders.

Remember information contained within this survey will remain strictly confidential and for research purposes only.

Directions: Read each statement and Tick (✓) the response that you agree with most.

There are no right or wrong answers.

The statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Larger class sizes have a negative impact on student`s achievement.					
2. Gauging students is affected by the number of students in the classroom.					
3. Class size reductions are costly and should not be a possibility.					
4. Larger classes have more discipline problems.					
5. Smaller classes allow more time for teachers to spend on teaching language skills which can increase student achievement.					
6. Language teachers face difficulties grading the large flow of students` work, including essays and papers.					
7. Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.					
8. I feel anonymous in a large class					
9. Technology devices can be used in large					

classes effectively.					
10. Where I sit in the class has an effect on my comprehension of the subject studied.					
11. Number of students affects my participation.					
12. I feel shy to participate in overcrowded classes.					
13. More students means more ideas and this environment helps me to learn more.					
14. The techniques teachers use inside the classroom are more important than class size.					
15. I like to study in large classes as they give me more freedom in terms of attending					
16. Large classes give me the chance to talk to my colleagues in any subject other than the one studied.					
17. The flow of interaction in large classes is from teacher to student with little from student to teacher.					
18. Teachers in large classes hardly give immediate feedback.					
19. My attitudes towards learning English is negatively affected by large classes.					
20. Large classes negatively affect disadvantaged students the most.					
21. Large classes limit the number of exercises given to students.					

Appendix B: Interview of the Staff at Hebron University

The purpose

This interview is designed to measure lecturers' attitude and perception towards teaching large classes and the difficulties they believe they face in teaching large classes and managing them. It is also geared towards eliciting English language lecturers' belief of how students affected by large classes and their effect on students' attitudes and achievement. It also aims at investigating how English language lecturers at Hebron University manage to handle large classes. Furthermore, it directed to study the beliefs lectures have about how large are large classes. Finally, it investigates how lecturers see the solution of the problems emerged by the overcrowded environment.

Logistic Information:

1. name:

2. profession:

3. Experience:

(1) What problems and challenges do EFL lecturers and students face in large classes in Hebron University?

(2) To what extent does large class size affect the quality of teaching, learning and assessment of students' learning?

(3) How can the problem of large class size be managed in Hebron University?

(4) Do large classes affect students` achievement, and what is the effect of large classes on EFL students` achievement?

(5) How does class size affect strategies used by instructors?

(6) How are the results of students educated in large classes different from those educated in smaller ones?

(7) What is the average class size?

Appendix C: Interview of the Staff at An-Najah University

The purpose

This interview is designed to measure lecturers' attitude and perception towards teaching large EFL classes and the difficulties they believe they face in teaching large classes and managing them. It is also intended to elicit English language lecturers' attitude of how students affected by large classes and their effect on students' attitudes and achievement. It also aims at investigating how English language lecturers at An-Najah National University manage to handle large classes. Furthermore, the interview to study the beliefs lectures have about how large are large classes. Finally, it investigates how lecturers see the solution of the problems emerged by the overcrowded environment.

Logistic Information:

1. name:

2. Experience:

(1) What problems and challenges do EFL instructors and students face in large classes in An-Najah National University?

(2) To what extent do large classes affect the quality of teaching and assessment of students' learning?

(3) How can the problem of large classes be managed in An-Najah National University?

(4) How far do large classes on EFL students' achievement?

(5) How does the class size affect strategies used by instructors?

(6) How are the results of students educated in large classes different from those in smaller ones?

Interview sample (1)

Interview

The purpose

This interview is designed to measure lecturers' attitude and perception towards teaching large classes and the difficulties they believe they face in teaching large classes and managing them. It is also geared towards eliciting English language lecturers' belief of how students affected by large classes and their effect on students' attitudes and achievement. It also aims at investigating how English language lecturers at Hebron University manage to handle large classes. Furthermore, it directed to study the beliefs lectures have about how large are large classes. Finally, it investigates how lecturers see the solution of the problems emerged by the overcrowded environment.

Logistic Information:

Experience: 13 years

(1) What problems and challenges do EFL lecturers and students face in large classes in Hebron University?

There are a number of problems happened during class and all of them due to the number of students for example in large classes, even experienced teachers, will have problems in controlling a class room. Is distributive students, not all students going to buy attention they may shat or study for other exams or use their smart phones.

Moving among students, interacting, scaffolding and giving individual attention is easier, but in large classes some students feel relaxed because they know that the

teacher won't notice their absence. In large classes student feel frustrated and this affects their motivation negatively as well as participation. They also negatively affect excellent student as they give less opportunities for students.

(2) To what extent does large class size affect the quality of teaching, learning and assessment of students' learning?

final exam especially oral and presentations are negatively affected and the time given. Instead of giving students enough time in presentation 15 minutes, they take less which affects the instructors' assessment. when there is limited time for instructors to correct papers the quality of questions and consequently the quality of assessment are affected. this affects certain causes like literature. On the other hand, other subjects like grammar aren't affected so much. This also affect students critical thinking as some teacher ask students to limit their answers. Cheating in large classes is easier

(3) How can the problem of large class size be managed in Hebron University?

a. reducing the number of students in a class is the job of upper administration, it shouldn't accept more than thirty students in classes such as oral, writing, and research writing.

b. using teaching techniques such as group work in this case, all of the students will feel that they are involved. Which benefits both the students and the lecturer as he could move easy.

(4) Do large classes affect students' achievement, and what is the effect of large classes on EFL students' achievement?

They contribute to low achievement as students are less motivated and there is less more talking time and less interact and they feel responsibly.

(5) How does class size affect strategies used by instructors?

Experienced teacher will follow different strategies and change their teaching. large classes can't prevent teachers for applying different stratagems due to limited time and space. the most successful group is five x five which is small class number.

(6) How are the results of students educated in large classes different from those educated in smaller ones?

I strongly believe that students in small classes are going to be much better with the same teacher.

Interview sample (2)

Interview

The purpose

This interview is designed to measure lecturers' attitude and perception towards teaching large EFL classes and the difficulties they believe they face in teaching large classes and managing them. It is also intended to elicit English language lecturers' attitude of how students affected by large classes and their effect on students' attitudes and achievement. It also aims at investigating how English language lecturers at An-Najah National University manage to handle large classes. Furthermore, the interview to study the beliefs lectures have about how large are large classes. Finally, it investigates how lecturers see the solution of the problems emerged by the overcrowded environment.

Logistic Information:

Experience: 25

(1) What problems and challenges do EFL instructors and students face in large classes in An-Najah National University?

There's a problem in discipline you can't always tell if students are involved. Smaller classes are easier to manage

(2) To what extent do large classes affect the quality of teaching and assessment of students' learning?

It doesn't have a big effect I'm involving- or to follow students' problems.

Participation is also affected. Regarding daily assessment teachers can only give general remarks

(3) How can the problem of large classes be managed in An-Najah National University?

The best way is grouping students

(4) How far do large classes on EFL students' achievement?

It has a big effect due to lack of engagement from students

(5) How does the class size affect strategies used by instructors?

It affects it as you can't apply strategies effectively and this is due to limited space and the difficulty to move between students.

(6) How are the results of students educated in large classes different from those in smaller ones?

Obviously, there's a difference.