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THESIS:

The Effects of Large Classes on English Language
Teaching and Learning in Kosovar Secondary Schools

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Declaration of Authorship

I hereby certify that this thesis has been composed by me and is based on my own work, unless stated otherwise. No other person's work has been used without due acknowledgement in this thesis. All references and verbatim extracts have been quoted, and all sources of information including graphs and data sets, have been specifically acknowledged.

Date:

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Abstract

The effects of class size on teaching and learning have been subjects of a continuous debate for a long time now. Even though there is no strict definition about what a large class is, when talking about large classes in this study we refer to classes with up to forty students in a class. This study aims to investigate the effects of large classes in English teaching and learning in high schools in Kosovo. It explores the challenges that the teachers face when dealing with a large number of students in class. It also investigates the psychological and social effects of large classes toward the learners. In order for the research to take place a quantitative research has been conducted. There are two questionnaires that have been distributed - the first one has been for the teachers, whereas the second one for the students. The teachers' questionnaire aims to investigate the effects of large classes on the teaching process and to the teacher. Six teachers from three different cities: Lipjan, Prishtina, and Ferizaj have been part of the study. The questionnaire contained open ended questions and it has been in English language. The students' questionnaire, on the other hand, has been divided in two parts and it contained linker-type questions. The first part of the questionnaire has been focused on the psychological effects of being part of a large class, whereas the second part has investigated the social effects. This questionnaire has been distributed to 200 students in three different secondary schools of Lipjan, Prishtina, and Ferizaj. The students' questionnaire has been in Albanian Language since not all of the students in secondary schools of Kosova are fluent in English.

Key words: Large Classes, Teaching, Learning, Effects

Abstrakt- në Gjuhën Shqipe

Efektet e madhësis së klases në mësimdhënie dhe mësimnxënie kanë qenë një debat i vazhdueshëm tash e një kohë. Edhe pse nuk ka një definicion të caktuar se çfarë është një klasë e mbipopulluar, kur flasim për të në këtë hulumtim i referohemi klasëve me numër të nxënësve deri në 40 nxënës në klasë. Ky hulumtim ka për qëllim të hulumtoj efektet që klasët e mbipopulluara kanë në mësimnxënjen dhe mësimdhënjen e gjuhës Angleze në shkollat e mesme të Kosovës. I shqyrton vështirësit që mësimdhënësit i hasin kur punojnë me klasë të mbipopulluara. Në të njëjtën kohë i hulumton efektet psikologjike dhe sociale që klasët e mbi populluara kanë tek nxënësit. Në mënyrë që të realizohet ky hulumtim është propozuar të mbahet një hulumtim kuantitativ. Ku do të përpilohen dy pyetësorë, ai i mësimdhënësve dhe i mësimnxënësve. Pyetësori I cili do të shpërndahet tek mësimdhënësit ka për qëllim të hulumtoj efektet që klasët e mbipopulluara kanë tek procesi mësimor dhe mësimdhënësi. Për këtë hulumtim janë zgjedhur 6 mësimdhënës të gjuhës Angleze në tri shkolla të mesme, atë të Prishtinës, Lipjanit dhe Ferizajit. Pyetësori do të jetë në gjuhën Angleze dhe do të përmbajë pyetje të hapura ku ata mund të shkruajnë rreth përvojës tyre në këtë kontekst. Në anën tjetër, pyetësori për nxënësit do të jetë i ndarë në dy pjesë dhe nxënësit do të përgjigjen me shkallë të pajtueshmërisë në deklaratat e ndryshme. Pjesa e parë hulumton efektet psikologjike e të qenurit pjesë e një klase të mbipopulluar, kurse pjesa e dytë shqyrton efektet sociale ose shoqërore të saj. Pyetësori do të shpërndahet tek 200 nxënës në tri shkolla të mesme të Prishtinës, Lipjanit dhe Ferizajit. Pyetësori i nxënësve do të përpilohet në gjuhën Shqipe pasi që jo të gjithë nxënësit e shkollave të mesme e flasin rrjedhshëm gjuhën Angleze.

Fjalët Kyqe: Klasë e mbipopulluar, Efektet, Mësimdhënie, Mësimnxënie

Table of content

Table of Conte

Acknowledgements	iii
Abstract	iv
Table of Contents	vii
List of Tables	viii
List of Figures	viii
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study.....	2
1.2 Statement of the Problem and Aims of Research.....	3
1.3 The Structure of the Study.....	3
CAPTER II: LITERATURE REVIEW	5
2.1 Introduction to Literature Review	5
2.2 Crowded and Overcrowded Classes.....	5
2.3 What is a Large Class.....	6
2.4 The Role of Class Size in Teaching and Learning.....	7
2.5 Problems of Teaching English in Kosovo.....	9
2.6 Experiencing Teaching in Large Classes.....	10
2.7 Students' Engagement in the Learning Process.....	11
2.8 The issue of Management.....	12
CHAPTER III: RESEARCH DESIGN AND METHODOLOGY	13
3.1 Introduction to Research Design and Methodology.....	13
3.2 Design of the Study.....	13
3.3 Research Questions.....	14
3.4 Hypothesis.....	14
3.5 Participants.....	15
3.6 Procedure.....	15
3.7 Questionnaire Design	18
CHAPTER IV: STUDY RESULTS AND DISCUSSIONS.....	19
4.1 Introduction to Results and Discussion.....	19
4.2 The Descriptive Analysis of Demographic Data from the Students' Psychological	

Effects Questionnaire.....19

4.3 The Descriptive Analysis of Demographic Data from the Students’ Social Effects
Questionnaire.....27

4.4 Discussion about the Findings of the Study.....34

4.4.1 A General Discussion of the Findings Regarding the Demographic
Characteristics of the Respondents.....34

4.4.2 The Psychological Effects of Students’ Learning in Large Classes.....35

4.4.3 The Social Effects of Students’ Learning in Large Classes.....40

4.4.4 Teacher’s Perspective on Working with Large Classes.....41

CHAPTER V: CONCLUSION, RECOMMENDATIONS AND LIMITATIONS.....46

5.1 General Conclusion.....46

5.2 Recommendations for Further Research.....48

5.3 Limitations of the Study.....49

BIBLIOGRAPHY50

APPENDICES.....52

List of Tables

Table (1): Some Minimum Size of Large Classes
Table (2): Demographic Information of the Teachers
Table (3): Demographic Information Regarding the Gender of the Students
Table (4): Distribution of information According to their Secondary Schools
Table (5): Advantages and Disadvantages of Teaching Large Classes

List of Figures

Figure 1: "I rarely speak in classroom"	19
Figure 2: "I feel good in a large class because some of the students do not know my name"	20
Figure 3: "In a large class I feel neglected"	21
Figure 4: "I sit in a back row because I don't want to be criticized"	21
Figure 5: "The large number of students makes me feel uncomfortable"	22
Figure 6: "In a large class I feel relaxed"	22
Figure 7: "In a large class the air pollution makes me sick"	23
Figure 8: "In a large class I don't feel bad for a low grade because there are other students with the same grade"	23
Figure 9: "In a large class I feel good when I get a high grade"	24
Figure 10: "In a large class the atmosphere is always noisy and stressful"	24
Figure 11: "In a large class I don't need to be prepare for the class"	25
Figure 12: "In a large class the speaking activities are neglected"	25
Figure 13: "In a large class the atmosphere is never boring"	26
Figure 14: "The relation teacher-student is not friendly"	27

Figure 15: “In a large class I feel sleepy”	28
Figure 16: “I feel bad when my teacher doesn’t recognize me outside the class”	28
Figure 17: “In a large class, the teacher is not able to control the classroom”	29
Figure 18: “In a large class the teacher doesn’t care if I feel sleepy”	29
Figure 19: “In a large class there is a lot of fun”	30
Figure 20: “In a large class you cannot make friends”	30
Figure 21: “In a large class I can talk in my native language instead of English”	31
Figure 22: “In a large class I can exchange ideas and make friendships outside the class”	31
Figure 23: “In a large class the teacher does not evaluate us on speaking skills”	32
Figure 24: “In a large class we can make a lot of group work”	32
Figure 25: “In a large class the teacher doesn’t talk a lot because students are active”	33

CHAPTER I: INTRODUCTION

One of the problems that are present nowadays in the learning process is the aspect of large classes. When it comes to define what the large class means there is no strict definition, instead the definition of the large classes varies from teacher to teacher, school to school, and country to country. According to Archilles, McRobbi, and Harman (1998), a large class is the actual number of students that one teacher is responsible for every day. In Kosovo, teachers and students are still grappling with this issue, since the majority of classes are considered to be large. The large number of students and the lack of classes in school are the key factors that have caused this problem. A typical classroom in the secondary schools in Kosovo consists of 40 – 60 students in a class. Although, not all of the class are considered to be large because this number varies also on the programs that students choose to follow. However, especially in the gymnasium, the majority of classes are considered overcrowded or large.

An effective learning process is based on the teacher, the student, and the classroom or the environment in which this process takes place. In a foreign language course, there are some factors that hamper the effectiveness of the process such as: classroom management challenges, discipline, and overcrowded classes. According to the National Council of Teachers of English Guidelines (1987, p.8), the reference number of students should not exceed 25 learners in a class. Unfortunately, in Kosovo, the majority of classes not only that exceed this number, but they also double it. Based on the secondary school curriculum in Kosovo, in a foreign language context, students have to learn the English language, German and French as their second language. The English language plays the most important role in this context with 2 maximum of 3 hours in a week, where an academic hour is 40 minutes long. As a result, the teacher does the most of the talking, he/she faces management problems and, the discipline is not in the level that it is supposed to be.

Consequently, the large number of students in class not only causes problems in the learning process but it also affects their final outcomes. Not only that, the teachers are not satisfied with the results of the learning process because, a large number of students and the short amount of time in an hour makes it impossible to achieve their objectives.

1.1. Background of the study

Throughout the years the education process in Kosova has gone through various difficulties, including the war which without a doubt has affected it. Teaching and learning English have become more spread and influential mainly after the end of the war and over the years, it has secured a crucial role in all the teaching curriculums in Kosova. This role is given of course as the consequence of global era development where English is deeply needed as a means of communication. Nowadays, the main forms of learning English instruct learning or classroom-based learning in both primary and secondary schools. During this period of learning, around 12 years, students can acquire a lot of knowledge and become fluent in English. However, the large number of students in a class on many occasions is the main factor that hampers this progress.

The teaching of English is based on the learners' ability to master the four language skills, namely: listening, speaking, reading, and writing (Depdikans, 2003). These four language skills are the pinnacle of language which will take you to greater heights, these are separate yet bound together with an inseparable bond (Oller, 1984). Similarly, Temple and Gillet (1984) also emphasize the close relationship between listening and speaking. According to them, Listening cannot be separated from the expressive aspects of oral communication. It is impossible to "teach listening" separately from speaking. Listening is as much a part of discussion, dramatic play, or puppetry, as for example, as the dialogues and actions created. When children develop their communicative powers they also develop their ability to listen receptively (Temple and Gillet, 1984). Students should develop their reading and listening skills in order to support their speaking and writing skills. This means that all these skills are very important if you want to master English, and in order for the students to develop these skills a lot of work is required. Teachers must find various techniques to transmit their knowledge to their students, and students on the other hand, must learn and practice continuously what they have learned. However, neither the teachers nor the learners can reach these objectives if the class is overcrowded.

Unfortunately, in Kosovar secondary schools, classrooms are usually overcrowded. This comes as a result of war and the shortage of schools. In the majority of schools, the number of students in a classroom it ranges from 30-45. This number of students often can lead to

teaching problems that can be pedagogical, managerial, or spatial. In such circumstances, teachers face different obstacles on achieving their objectives, and students on the other hand, do not get the needed attention and space to practice the language. For these reasons, this study stresses the psychological and social effects that teaching and learning in large classes have. Furthermore, this study is an attempt to demonstrate the drawbacks of large classes on teaching, and on learners' proficiency in the target language.

1.2. Statement of the problem and aims of research

The scientific problem of this research is regarding the issues that teachers and learners face in large classes. When dealing with a large number of students, teachers may face different problems such as discipline, problems in management or control, inability to interact with all the students, and inability to obtain their objectives. However, not only the teacher faces these types of challenges. Students on the other hand struggle with the miss-opportunity to speak frequently, grading satisfaction, and inability to communicate or get individual feedbacks from the teacher.

The issue of large classes is a phenomenon that is present in many countries, not only in Kosovar schools. The purpose of this research is to raise awareness concerning the problems that both teachers and students may face while learning or teaching in large classes. To be specific, this research aims to explore the psychological and social effects that a large number of students in a class has in their learning process. Also, it aims to take a look into the difficulties that teachers deal to obtain their objectives. Furthermore, it points out different problems that affect the quality of education in the division of the English language and tries to suggest solutions for this issue.

1.3. The structure of the study

This study is composed of five chapters. The first chapter provides a general introduction of the topic, it gives information regarding the challenges and issues that large classes induce, and generally deals with the statement of the problem and aims of the research.

The second chapter contains the reviewing of the literature about teaching and learning in large classrooms. It explores different studies and various point of views regarding this topic since not all of the researchers see working with large classes as a disadvantage. Furthermore, it includes the problems of teaching, students' engagement, the management issues, as well as sequences of experiences of teaching in large classes.

Furthermore, chapter three deals with research design and methodology. This chapter gives detailed information about the whole process of the research, including the participants and the procedure. Information regarding the teachers and students' gender, age, or level of education is also shown in tabular forms.

Chapter four presents and discusses all the gathered data from the teachers and students' questionnaires. It consists of a visual representation of the students' responses as well as it compares these responses with the research questions and hypothesis.

Chapter five contains an overall conclusion of the thesis, as well as the limitations and recommendations for the upcoming researches in this topic.

All the used references and resources are listed in the bibliography, alongside with the appendix by the end of the thesis.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction of literature review

This chapter reviews the relevant literature and studies conducted in the field of teaching/ learning English language in classrooms with a large number of students. At the beginning of this chapter, you will be introduced with reviewed literature regarding definitions of what a large class is, and it tries to give explanations regarding the role of the large class on teaching and learning. Furthermore, it discusses the general problems of teaching English in Kosovo, as well as, it presents the major findings of many scholars regarding different experiences in large classes. This section also highlights findings regarding the effects of large classes on students' engagement and management issues.

2.2 Crowded and Overcrowded classes?

The perception of a large class varies from context to context and there can be no quantitative definition of what constitutes a class as "large" (Hayes, 1997). Foreign language methodologists think that a large class hinders from teaching efficiently and effectively. They also agree that a foreign language class with 50-60 students is "very large". Especially English language teachers, they tend to view teaching English as a foreign language in a large class negatively, and not effective enough. The National Council of Teachers of English Guidelines (1987,p.8) state that, "Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussions, and writing". So, according to this number we come to the conclusion that every class that passes this number is a crowded class. However, what about classes of 30 or more students, are these classes crowded or overcrowded.

According to the Cambridge Dictionary, the term overcrowded means "containing too many people or things". Similarly, the Longman Dictionary defines it as "filled with too many people or things". Whereas according to Wedell and Madrez (2003, p175), "overcrowding, when the number of students in a room is greater than the room was designed for".

On the other hand, the definition of the term crowd according to Longman Dictionary means "a large group of people who have gathered together to do something". Whereas the

same term according to Cambridge dictionary means “a group of people who have come together”.

Based on these definitions, the term large class associates more with the term overcrowded because when we say “overcrowded” we mean exaggerated, or beyond the means. And, this is the case of classes in secondary schools of Kosova. In such circumstances, throughout the study, the terms “overcrowded” and “large classes” are going to be used interchangeably to refer secondary school classes with 30-45 students.

2.3 What is a large class?

In different contexts, people have different definitions of what a large class is. This mainly happens because we all see things from our point of view, for instance, if a secondary school teacher thinks that a class of 40 students is a large class, another teacher from the university level would not agree with him. According to Wang Zhang (2003), there is no numerical determination of large classes because teachers’ perceptions of large classes differ from one context to another, that is to say, in various contexts people have a various interpretation of what a large class is.

Another researcher supports these explanations, Locastro (2001) claims that the number of the class does not really matter. According to him, what matters is how you the teacher see the class size in your own specific situation. Teachers usually consider classes to be large according to what they have already been teaching. If they have been teaching a class of twenty students, a class of thirty would be a large class for them.

Even though there is no consensus in the literature as to what is the optimum number of the students in a class, different researchers have given different numbers. Todd (2006, p2), an EFL instructor in Thailand’s King Mongkut University of Technology, has drawn a table that presents the number of students given by different authors in different articles about large classes.

Author	Minimum size of large class
Barker (1976)	55
Chimombo (1987)	50
Dixon (1986)	40
Finocchiaro (1989)	65
Hayes (1997)	60
Holliday (1996)	50
Hubbard et al. (1983)	50
Li (1998)	45
Long (1977)	50
Nolasco and Arthur (1986)	60
Safnil (1991)	40
Samuda and Brutton(1981)	60
Touba (1999)	40

Table (1): Some Minimum Size of Large Classes (sources: as cited in Todd, 2006, p.2)

The table above shows that different authors give different numbers regarding what they consider a large class. This happens because these authors were faced with different environments, and based on their context of teaching they gave various numbers.

2.4. The role of the class size in teaching and learning

The size of the class is a very important physical factor. It influences the choice of method and decreases the amount of individual attention that the teacher is required to give to each student (Izzo, 1980). She claims that the small classes are correlated significantly with second language achievement, and they are more preferable for language learning. Whereas Knnedy and Kennedy (1996) argue that the concept of overcrowded English classes is concerning them since they believe that as soon as the number of the class' students passes a certain number, it becomes difficult, not to say impossible, to manage what happens in the classroom.

Based on a research done by Hayes (1997), English large classes are usually associated with lack of concentration, lack of control, lack of interaction, disorderliness, and obvious lack of the ability to comprehend fluently in English. Similarly, Strevens (1978) agrees that a large number of students or the overcrowded classes are one of the main obstacles in

teaching /learning effectiveness. According to him, a large number of students reduces teacher's attention for the learner and produces physical distraction and discomfort

In order for active participation and interaction between students, the size of the class is supposed to be normal, around thirty students (Mutawa&Kailani, 1989). They call for normal classes because the overcrowded classes are difficult for the teachers to supervise students which would lead to ineffectiveness in teaching and learning English. However, not all researchers think that the size of the class matters; such methodologists claim that a good teacher is good regardless the size of the class, whether he teaches in a large class or small class. For instance, Fielder (1997, p120) argues that "there are ways to make large classes almost as effective as their smaller counterparts". According to Kickbusch (2000), the reduction of the class size to under than 20 students in class without changing the instructional methods does not guarantee an improved academic achievement, and that class size appears to have more influence on student's attention, attitude, interest, and motivation rather than on academic achievement". On the other hand, Al-Bassam (1987) claims that learner's achievement in learning English is mostly correlated with their satisfaction with the program, parental motivation, attitude, and motivation.

Even after many types of research, the relationship between the class size and pupil's achievement in the classroom is under discussion. Rice (1999) indicates that despite the high frequency of studies considering this factor, no definite answer exists about the effect of class size on student's performance. The studies conducted between the 1950s and 1970s, tend to present that students in large classes performed better than students in smaller classes (Blatchford&Mortimore, 1994). Based on their research, these studies must take into consideration other factors such as teachers' changing their style of teaching or parental interests and occupation.

Certainly, the attitudes toward teaching/learning in large classes are not all the same, they vary from teacher to teacher. According to Fielder (1997), it is not surprising to find some teachers enjoy teaching in large classes. Some teachers claim that if proper strategies are adopted, the teacher can easily achieve their objectives and students can achieve more. In addition, he claims that teaching large classes gives instructors great satisfaction and self-pride that they can teach this large number of students.

When dealing with the problem of a large number of students, tutorial classes is the best solution to help reduce the menace of large classes (Nnaji, 1991). Based on her point of

view, tutorials are discussion sessions where the teacher and her learners talk to each other and express their thoughts on topics they did not fully understand. But, the large number of the students makes practically difficult to have a communicative or interactive environment, and the possibility of having a proper conversation teacher-learner is almost impossible. On the other hand, Chitrapu (1996) claims that foreign languages require interaction, which improves learner's confidence and fluency, and helps them to develop strategies for improving language skills. According to Alimi, et al (1998), team teaching is a great approach that may help teachers to overcome some of the problems of the large classes. Based on their research, team teaching can be explained as any form of collaboration between two or more teachers in order to improve classroom control to enhance learning. Teachers can improve learning in large classes by providing well-structured instructions, and by planning appropriate activities that facilitate learning and help in the development of each student. They added also that small class instructors were able to monitor students' learning and behavior and had specific knowledge for each and every student of their class.

This paper will investigate the attitudes of Kosovar secondary schools students towards English large classes in order to determine the effects of large classes in non-English speaking students. In this study, the size of a secondary school English class ranges from 40-60 students in the class.

2.5. Problems of teaching English in Kosovo

In Kosovo, the problem of the large classes and the lack of technical support are some of the main issues in every level of education. The teaching and learning process becomes harder when the class is overcrowded and it limits the teachers to achieve their objectives. The lack of technology support makes teaching even harder; teachers have little access to materials such as photocopies, tape recorders, projectors, or not even enough blank white paper. As a result, teaching in Kosovo requires teachers to be creative and innovative in order to create a learning environment that attracts the learners' attention and manage to control the classroom.

Another issue in English teaching in Kosovo is the use of traditional teaching methods like grammar translation or audio-lingual method. In most of the cases, the teacher is the one who does the most of the talking in the class and provides all the material to his

students. This constrains the creative thinking to the students and they are trained to wait for everything from their instructors. This type of issues comes as a result of a large number of students in class and from the inability to manage the discipline. In one way or another, it is impossible to have an ideal and effective class when the teacher interacts with his students in such a large number of student and such a short amount of time.

2.6 Experiencing teaching in Large Classes

Growing up in Kosovo it is impossible not to be part of a large class. If you are lucky enough to be part of a small class in primary school, in secondary school you will probably be in one of those large classes.

Wattson Todd (2006), in one of his studies tries to summarize the major difficulties and challenges that researchers have highlighted when teaching overcrowded classes. According to him, teachers of large classes often struggle with teaching strategies, management skills, ways to build good student-student interaction and friendly student-teacher relationship, teaching feedback and evaluation, and marking students' papers.

One of the problems that teachers face while teaching English is the lack of resources and facilities to fulfill the needs of a large number of students. These facilities and resources help teachers achieve their objectives and help students to learn. Even in developed countries, teachers cannot have access to the simplest facilities required for teaching. In an investigation done in Haiti Renaud (2007) noted that even in developed countries students do not have textbooks. They do not have access to the photocopies, sometimes have problems with electricity, and often they do not have dictionaries. In these types of classrooms, teachers have only a few resources, perhaps only a blackboard and few books. Such circumstances make teaching a foreign language pretty difficult, especially, when the number of students is large.

For Michaelowa (2001 as cited in Benbow et al. 2007,p. 7) "the availability of books is very important in achieving high scores". She found out that having books available in students' homes can improve achievement scores by 2-3%. It is important to mention that in English teaching and learning these facilities plays a great role in the improvement of the quality of the process since these worksheets, for instance, may provide pupils with important opportunities to practice the skills gained in the classroom.

Another issue that teachers of large classes face is the difficulties of assessing student's knowledge. Teachers believe that the evaluation process varies in small and large classes. Teachers working in small classes of 16-23 pupils were more satisfied with the grading process, whereas in classes of 30 students the grading became more formal, often delayed, and time-consuming (Cakmak,2009). This happens mainly because of the teachers' inability to create a relationship with all of his students independently during the year. In classes with 30 or more students, the teacher finds it difficult to work with students one by one because of the lack of time. In such circumstances, the non-talkative or shy students can get undeserved grades.

2.7 Students' engagement in the learning process

The learning process is often affected by the size of the class in so many ways. Another negative impact of large classes on teaching and learning process is students' engagement in the learning process. In large classes, students usually have a less active role in interactions with their teachers and are less cooperative with their teachers as well (Bamba, 2011). This means that not all the students participate equally and that larger class sizes provide students with limited individual attention. In this case, the focus is on active students more than on the shy ones, putting the other students in the state of passive learners.

According to Wulff et al (1987), students tend to be most dissatisfying about large introductory courses is the lack of instructor-student interactions and the opportunities for questions and discussions. In this way, large classes limit the interactions between teachers and learners, and it prevents them from asking questions even when they want to. Furthermore, according to a study involving in-depth interviews with 1.600 undergraduates showed that students who choose at least one small class each semester were noticeably more engaged in the college experience (Cueso, 2007).

2.8 The issue of management

Classroom management includes everything that a teacher does in order to organize the classroom, students' time, space, and materials so that learning can take place. In large classes, teachers tend to avoid group work and stick with individual students because in this way they spend less time dealing with disciplinary problems or other interactions which are not related to the learning objectives (Al-Jaref, 2007). There are many cases in large class settings when students benefit from a large number of students in the class. They often try to escape from the lecture without notice, and then photocopy lectures from the other students. Thus, according to Corcoran (2012), overcrowded classes resulted in a high rate of absenteeism among students and teachers in Algeria. In such circumstances, classroom management becomes a formidable obstacle that needs to be overcome before we can even think about real teaching.

Discipline problems relate the learning-teaching process and make it less effective, and only if these behaviors are taken care right in the beginning of the year, we can avoid the lack of engagement in learning and disruptive behaviors. According to Sarvar (2001), some teachers feel uncomfortable when they have to face hundreds of eyes in the class, not to mention the noise which affects the teaching process and the neighbor classes. Noise is identified as an element that concerns teachers mainly because it interferes with the development of the lesson as well as becomes a disturbance issue for neighboring class (Shammim et al., 2007). For instance, if there is a large number of students in the class and they all start talking they will make a loud noise and the teacher cannot control them not to mention to continue with the lesson. That is to say, a large number of students in a class inhibit small group activities or individual work because of the noise level and the lack of space in the classroom. Similarly, Littlejohn (1987) argues that the large number of students makes it difficult for the teachers to use ideas about communicative or teacher-centered approaches to language teaching. According to him, it is easiest to work with the class as a whole rather than working in groups because the large number of students presents various difficulties on management.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction to the research design and methodology

This chapter describes the experimental design of the study regarding the effectiveness of teaching and learning the English language in large classes. It provides gathered data about general information like the number of participants, their gender, their age, their education level, as well as, teachers experience on teaching. Furthermore, it presents a step by step research with all information regarding the process and the participants.

3.2 Design of the study

The purpose of this study is to explore students' and teachers' attitude toward learning and teaching in large classes. With the intention to acquire more information the questionnaire covered numerous areas, including teachers experience in working with an overcrowded classroom, students' attitude toward this exposure, and their opinions about advantages and disadvantages of being part of a large class.

A quantitative approach was used to conduct this analysis. The quantitative method focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2010). The reason why quantitative research is because through surveys is easier and quicker to reach contact with more people, and I want to see the opinion of as many teachers and students as possible. The research was proposed to use questionnaires, which were further divided into two parts, teachers' questionnaire and, students' questionnaire. The teacher's questionnaire was one part only, whereas the students' one was divided into two parts. The first part was compiled to provide us information regarding the psychological effects of large classes, whereas the second part was supposed to give us information regarding the social effects of large classes in English as foreign language learning. The questionnaires were supposed to be distributed

during May 2018 at the secondary schools in Prishtina, Lipjan, and Ferizaj. Moreover, a number of databases including Google Scholar, Eric, Abstracts, and Dissertation Abstracts have been searched during this research. All the data were collocated, reviewed and analyzed throughout the process of the research. The students' questionnaire was compiled in both English and Albanian since not all the students are fluent in English, whereas the teacher's questionnaire was only in English since only English teachers were part of this study.

3.3 Research questions

Teaching and learning in a large class comprise many problems that can be identified as research questions. However, this research is focused on answering three research questions as follow:

1. What are the challenges that the teachers face while dealing with large classes?
2. Which are the psychological effects of being part of a large class? Student's perspective.
3. Which are the social effects of being part of a large class? Student's perspective.

3.4 Hypothesis

According to these research questions, this research paper tends to explore the following hypotheses:

- The large classes' students do not have the opportunity to communicate, interact, or co-operate with the teacher.
- Large classes' students are not evaluated correctly.
- Students in large classes underperform due to the inability to practice all four language skills

3.5 Participants

This research focuses on analyzing the effects of large classes on both teaching and learning of English as a foreign language. For this purpose, both teachers and students were part of the research. In order to explore more about the challenges of English teaching in Kosovo, there were six teachers who agreed to participate in the questionnaire, as well as to help for further research. Whereas, for the learning challenges, there were 135 students from three different schools who took the questionnaire.

3.6 Procedure

The survey was distributed to both teachers and students. The first ones to attend the questionnaires were the teachers. The first participants were six English Teachers from three secondary schools of Kosovo, from which two were from Prishtina, two from Lipjan and two from Ferizaj. Because of the teacher's schedules, the questionnaires were held separately. It needs to be mentioned that the teachers were previously informed about the topic and the purpose of the research, as well as about their confidentiality. Before taking the questionnaire, there was a short conversation regarding the topic and research. The questionnaires to the teachers were distributed at the beginning of May and it took three days, one day for each city. The questionnaire was taken by two teachers per day, and it approximately lasted 1 hour since the teachers were asked more detailed questions such as: What teaching methods do you employ in the classroom?, What are the disadvantages/advantages of teaching a large class?. The researcher was always present during the procedure in order to give extra explanations if needed. Table 1 below explains in details the information regarding the teachers.

Table (2):Demographic Information of the Teachers

Participants	Level of Education	Age	Years of Experience	Average of number of students per class
Teacher 1	MA	52	31	45
Teacher 2	MA	36	11	40
Teacher 3	BA	27	4	30
Teacher 4	MA	55	32	35
Teacher 5	BA	29	6	40
Teacher 6	MA	49	26	35

Afterward, it was students' turn for the questionnaire. This procedure took place one week after the teachers' interviews in between their classes. The student's questionnaires were distributed by their teachers and the researcher, who informed them about the topic and the role of the research. Students were from three different gymnasium secondary schools of three different cities of Kosovo, of Prishtina, Ferizaj, and Lipjan. All the students were in the third year of studies because they were more familiar and experienced learning in this context. There were 200 questionnaires prepared for the research however, not all the students participated. Only 135 out of 200 questionnaires were considered valid since many of them were not fulfilled. Students were not asked to give explanations regarding the questions they just had to show in what degree do they agree or disagree with different statements. It needs to be mentioned that the students' questionnaire was compiled in

order to analyze particularly the psychological and social effects of large classes in English learning. In Tables, 2 and 3 below are presented more information about the students that participated in this research.

Table (3): Demographic Information Regarding the Gender of the Students

Gender	No. of Students	Percentage
Male	54	40%
Female	81	60%
Total	135	100%

Table (4): Distribution of the information According to their Secondary School

School	Male	Female	All
“Sami Frasheri” Gymnasium – Prishtina	21	36	57
“Kuvendi I Arberit” Gymnasium - Ferizaj	19	22	41
“Ulpiana” Gymnasium - Lipjan	14	23	37
Total	54	81	135

3.7 Questionnaire design

This research used two types of questionnaires. The first one was compiled for the teachers and it was similar to interviews. The majority of the questions are open-ended because we wanted to encourage teachers to give full and meaningful answers based on their experience, and not to give single word answers. The questions were compiled in a way for the teachers to give more detailed information about the insides of a large classroom.

This questionnaire has got 23 items in total, from which 7 are questions regarding teachers' personal information, whereas the other 16 are questions regarding the methods of teaching, challenges, advantages and, disadvantages of teaching large classes.

The second questionnaire was for the students. This questionnaire was divided into two sections.

1. Items 1-15 showed information regarding the psychological effects of large classes on English learning
2. Items 16-30 showed information regarding the social effects of large classes on English learning.

All of the questions on the students' questionnaire are linker scale questions. Students have five options to express their attitude toward the statements including strongly agree, agree, undecided, disagree, and strongly disagree.

CHAPTER IV: STUDY RESULTS AND DISCUSSIONS

4.1 Introduction of study results and discussion

The information regarding the number of the participants, their age, gender, or their education level are displayed in the previous chapter through table nr:2,3,4. This chapter presents the results gathered from all the instruments used while doing it. The students' answers are displayed through diagrams where you can see the level of agreement on different statements. It needs to be mentioned that not all the statements from the survey are presented in this chapter, only the statements that help us confirm or reject our hypothesis are shown on diagrams. However, all the answers were analyzed. Students were asked to try to explain how they feel about these statements from their point of view.

4.2 The descriptive analysis of demographic data from the Student's Psychological Effects Questionnaire

The diagrams display statements regarding the psychological effects of large classes. The horizontal-axis is graded to the five-point scales from strongly agree to strongly disagree, and the vertical axis indicates the number of students answering the questionnaire corresponding to a certain point on the scale.

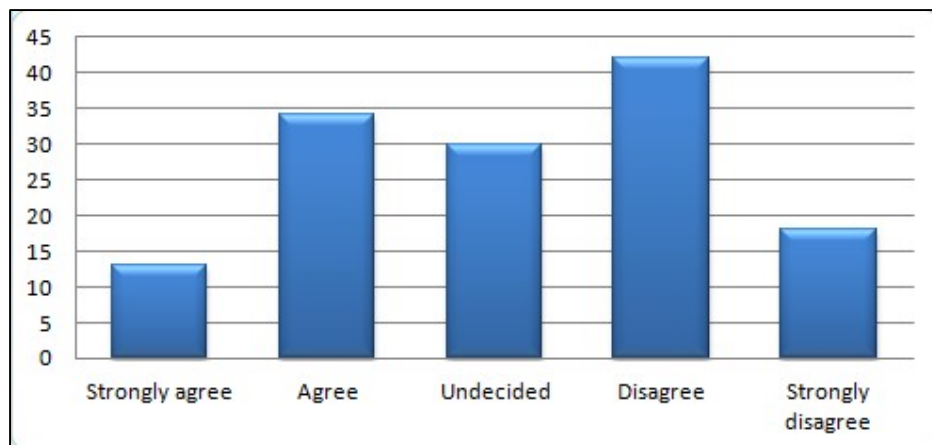


Figure 1 "I rarely speak in the classroom".

In the first statement “I rarely speak in the classroom” as seen in the diagram the majority of the students, 42, answered with disagreed, 34, with agree, 30, were undecided, 18, with strongly disagree, and only 13 with strongly agree. This question was meant to see how freely do students feel to express themselves in a large classroom, and as presented in the diagram students gave pretty diverse answers toward this statement.

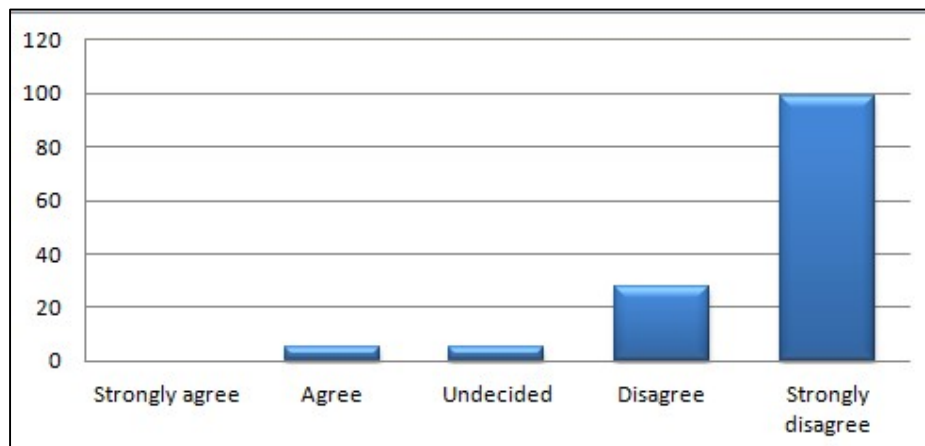


Figure 2 “I feel good in a large class because some of the students do not know my name”.

In the statement “I feel good in a large class because some of the students do not know my name” the majority of the students, 99, answered with strongly disagree, 28, with disagree, 5, were undecided, and 5 agreed.

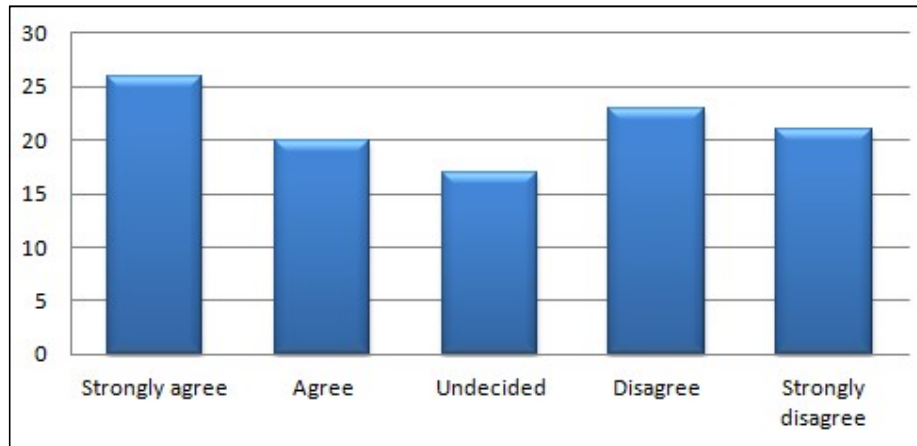


Figure 3 “In a large class I feel neglected”.

In the fourth statement “In a large class, I feel neglected” students also provided us very diverse answers. 26 out of 137 students strongly agreed with this statement, 23 disagreed, 21 strongly disagreed, 20 agreed and 17 were undecided toward how they feel being part of a large class.

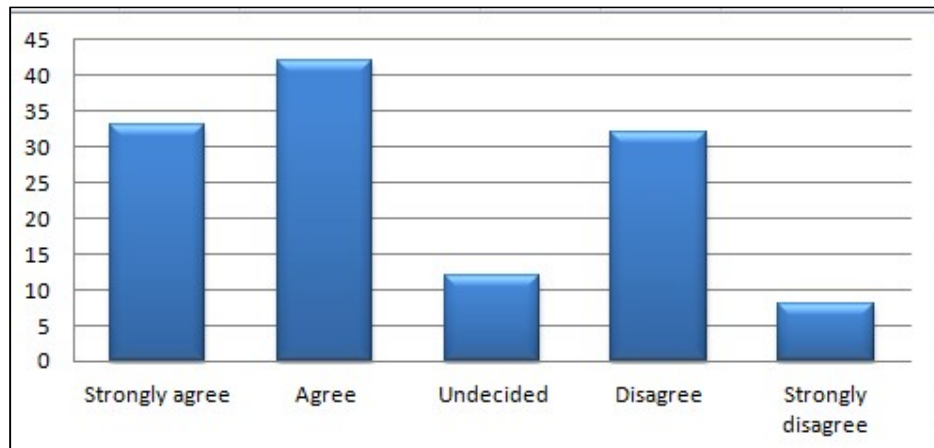


Figure 4 “I sit in the back row because I don’t want to be criticized”

In the fifth statement, “I sit in the back row because I don’t want to be criticized” the majority of the students answered with agree. 42 out of 137 students answered with agree, 33 were strongly agreed, 32 disagreed, 12 were undecided and 8 were strongly disagreed.

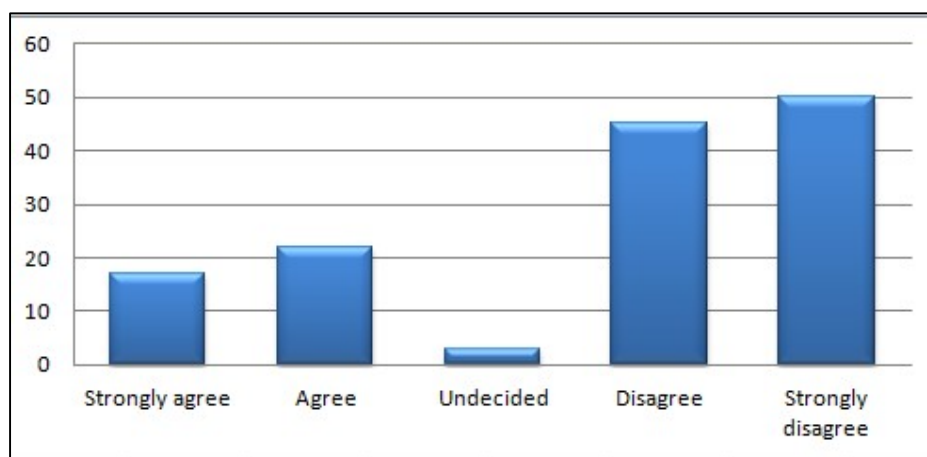


Figure 5 “The large number of students makes me feel uncomfortable”

In the statement “The large number of students makes me feel uncomfortable” according to the diagram we can see that the majority of the students did not agree. 50 out of 137 students chose strongly disagree, 45 disagree, 22 agree, 17 strongly agree and only 3 students are undecided about how they feel about this statement.

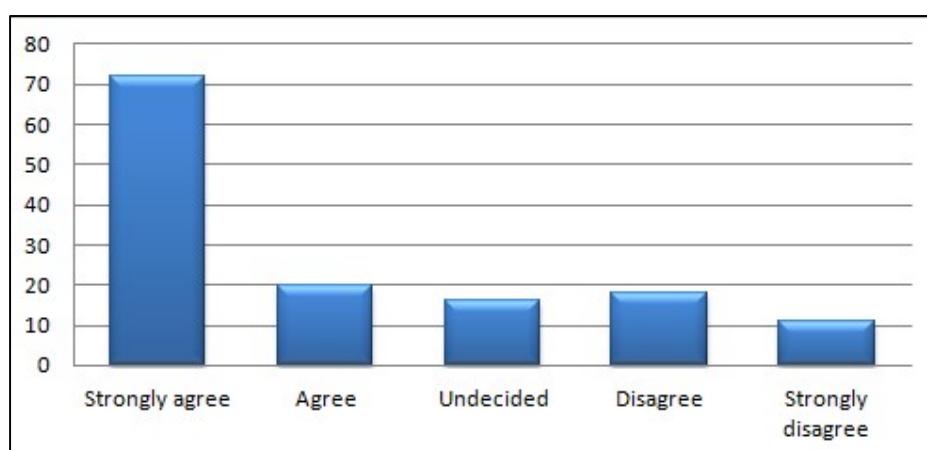


Figure 6 “In a large class I feel relaxed”

In the seventh statement “In a large class I feel relaxed” the majority of the students strongly agreed. 72 students answered with strongly agree, 20 with agree, 18 with disagree, 16 felt undecided, and only 11 answered with strongly disagree.

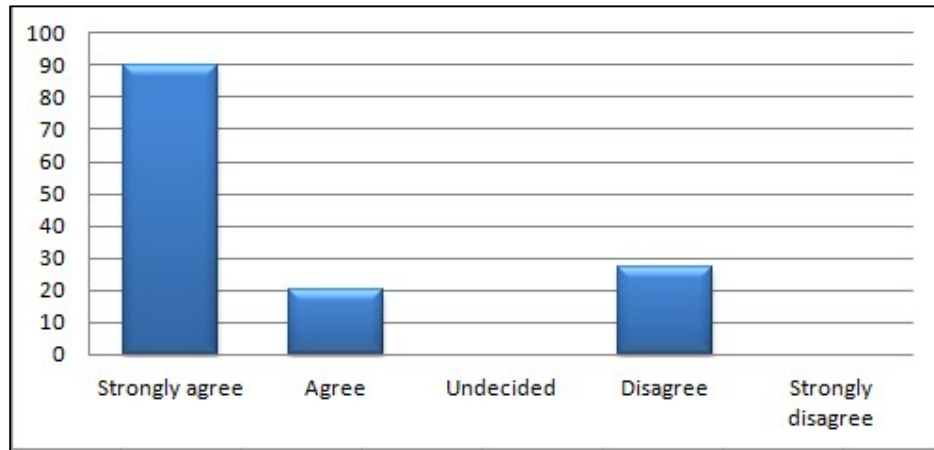


Figure 7 “In a large class, the air pollution makes me feel sick”

In the statement “In a large class, the air pollution makes me feel sick” we can see that 90 students out of 137 answered with strongly agree, 27 disagreed, and 20 agreed. There are no students that strongly disagreed with this statement or that are undecided about it.

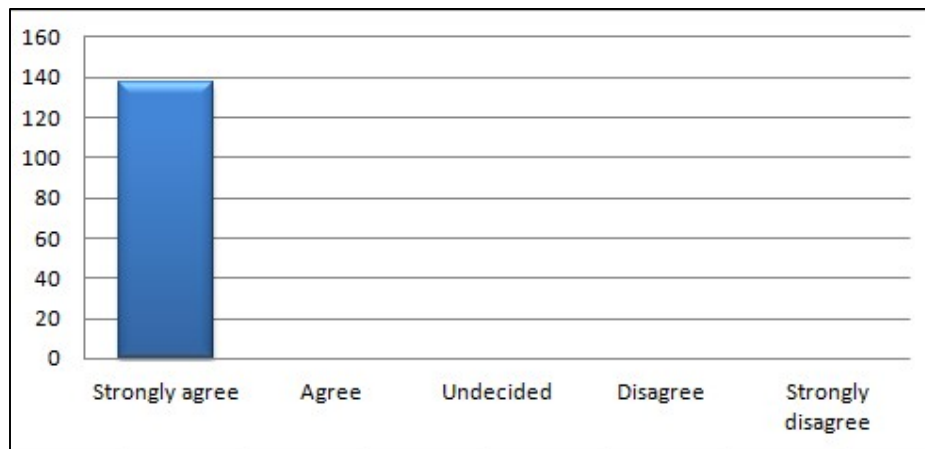


Figure 8 “In a large class I don’t feel bad for a low grade because there are other students with the same grade”.

In the statement “In a large class I don’t feel bad for a low grade because there are other students with the same grade” surprisingly all of 137 students chose to answer with strongly agree.

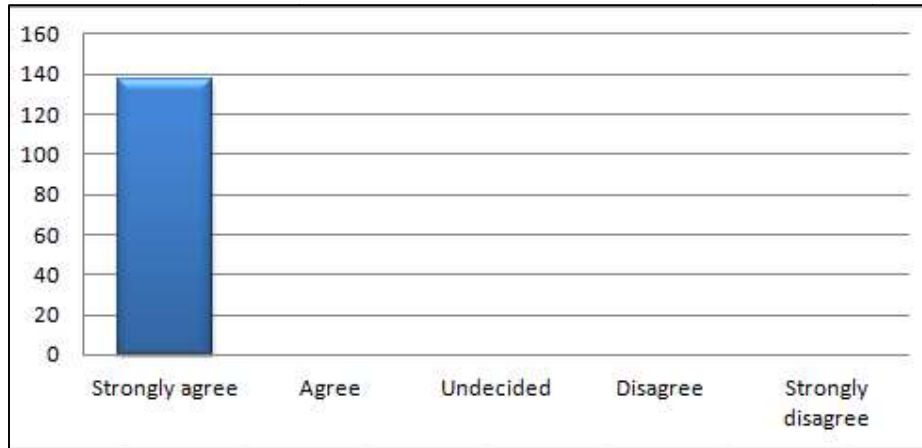


Figure 9 “In a large class I feel good when I get a high grade”.

Similarly, in the statement “In a large class, I feel good when I get a high grade” all 137 students strongly agreed.

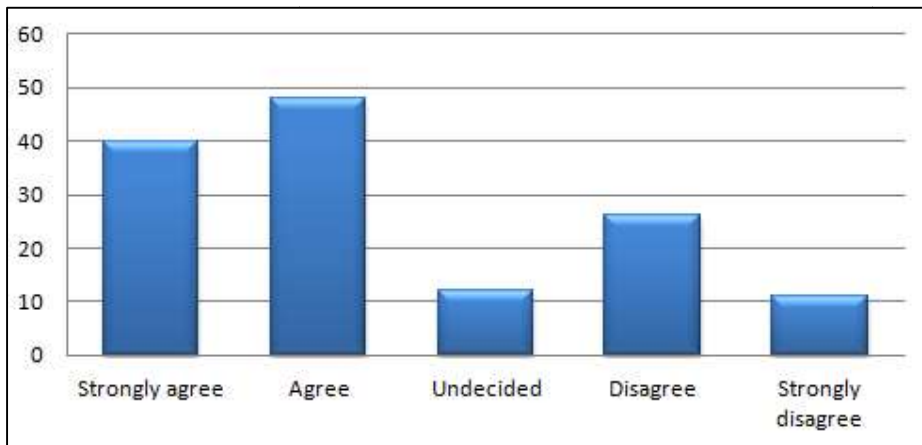


Figure 10 “In a large class the atmosphere is always noisy and stressful”

In the statement “In a large class the atmosphere is always noisy and stressful” 48 out of 137 students agreed, 40 strongly agreed, 26 disagreed, 12 were undecided, and 11 students strongly agreed to it.

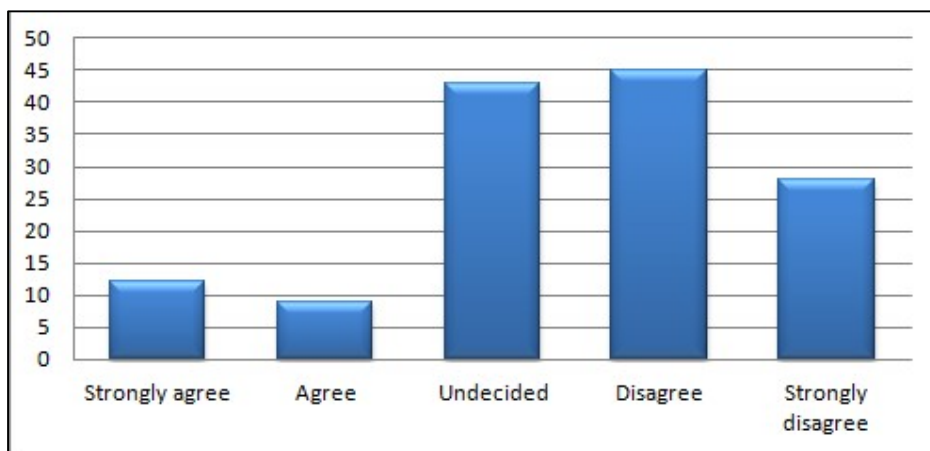


Figure 11 “In a large class I don’t need to be prepared for the class”.

In the twelve statement, “In a large class, I don’t need to be prepared for the class” students mainly disagreed. 45 students disagreed, 43 were undecided toward this, 28 strongly disagreed, whereas 12 strongly agreed and only 9 agreed. As seen in the diagram there is a diversity of the number of student which agreed that they need to get prepared for the class, and those who did not think the same.

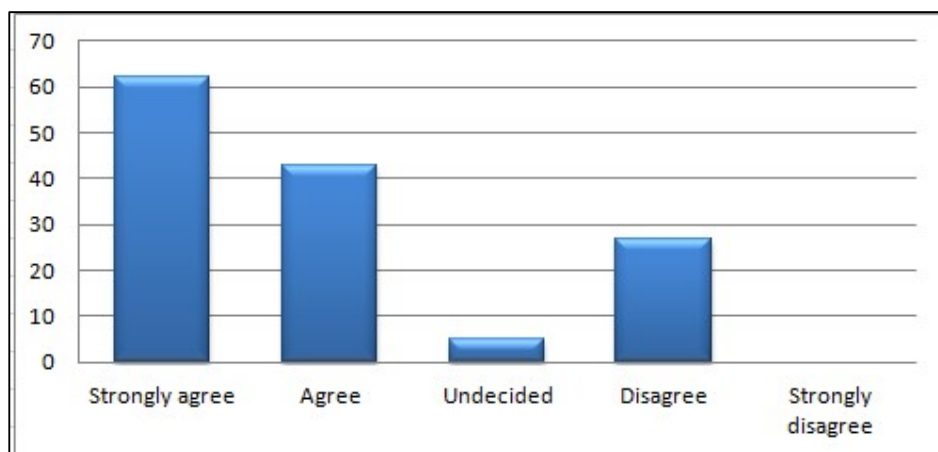


Figure 12 “In a large class the speaking activities are neglected”.

In the statement “in a large class the speaking activities are neglected” the majority of the students agreed. Out of 137 participants, 62 were strongly agreed, 43 agreed, 27 disagreed, and 5 of them were undecided. As seen on the diagram there are no student that were strongly disagreed toward this statement, most of them thought that the speaking activities were neglected.

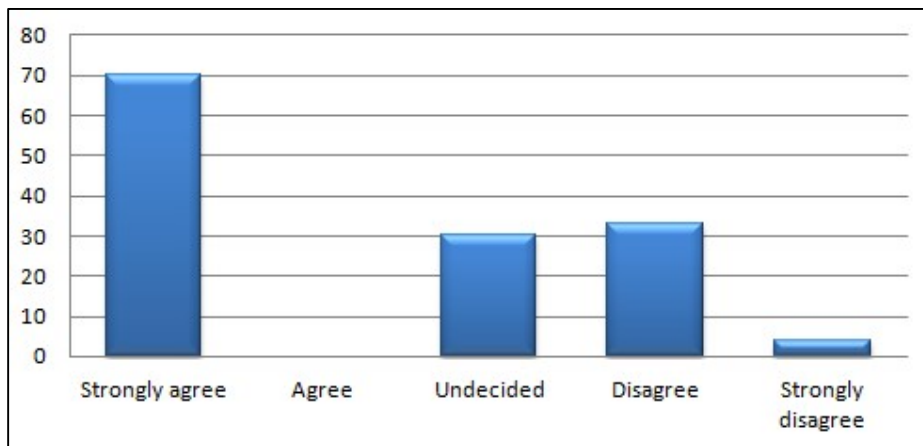


Figure 13 “In a large class, the atmosphere is never boring”.

In the last statement “in a large class, the atmosphere is never boring” the majority of the students strongly agreed. 70 out of 137 students strongly agreed, 33 disagreed, 30 were undecided, and only 4 strongly disagreed.

4.3 The descriptive analysis of demographic data from the Student's Social Effects Questionnaire

The pie charts display the results of the social effects of being part of a large class. The level of agreement is presented through colors, the color dark blue presents the percentage of “strongly agree” answers, the color red presents “agree” answers, the color green presents “undecided” answers, the color purple presents “disagree” answers, and the color light blue presents “strongly disagree” answers.

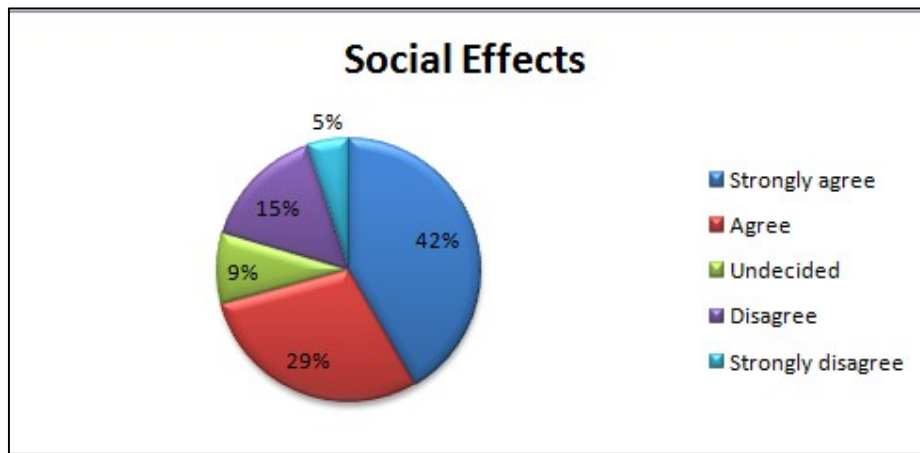


Figure 14 “The relation teacher-student is not friendly”

In the statement “the relation teacher-student is not friendly” the majority of the students agreed. 53 out of 137 students strongly agreed with this statement, 40 agreed, 21 were disagreed, 12 were undecided and only 7 strongly disagreed. On the chart are presented also the percentages of these numerical data.

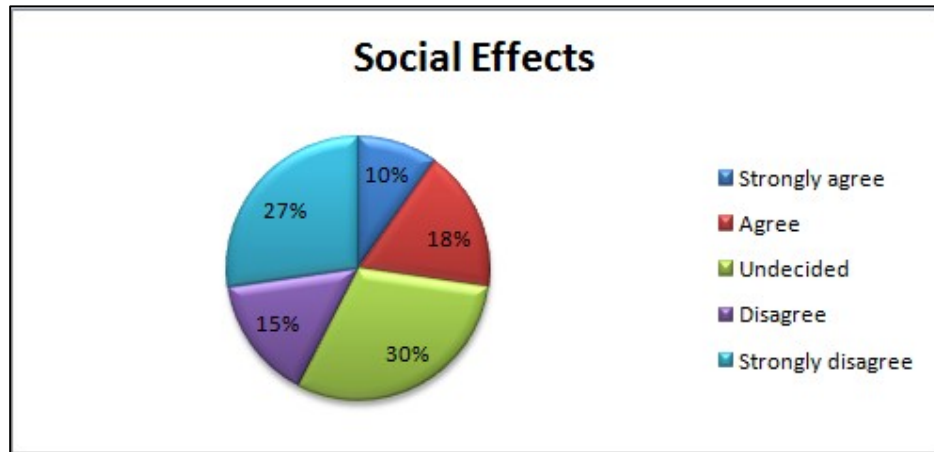


Figure 15 “In a large class I feel sleepy”

In the statement “in a large class I feel sleepy” the answers were pretty diverse. 40 out of 137 students were undecided, 36 students strongly disagreed, 28 agreed, 20 disagreed, and 13 strongly agreed.

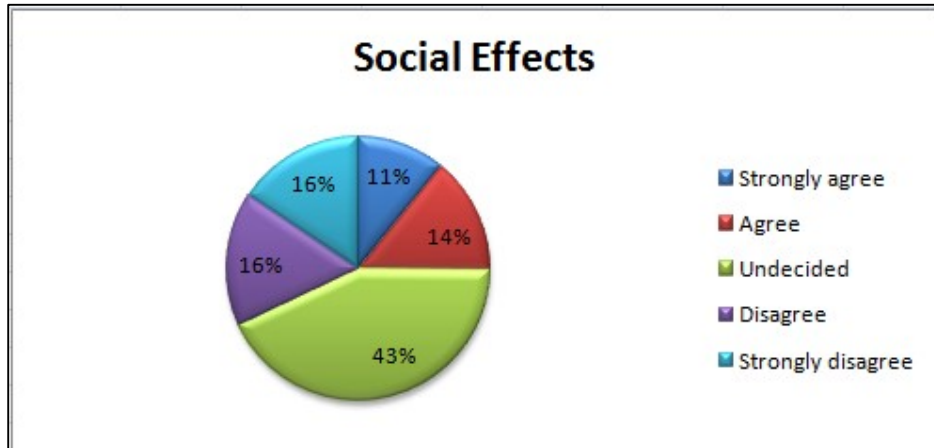


Figure 16 “I feel bad when my teacher doesn’t recognize me outside the class”.

In the statement “I feel bad when my teacher doesn’t recognize me outside the class” the majority of the students were undecided about how they feel about this. 60 students were undecided, 24 disagreed, 23 strongly disagreed, 21 agreed, and 16 strongly agreed.

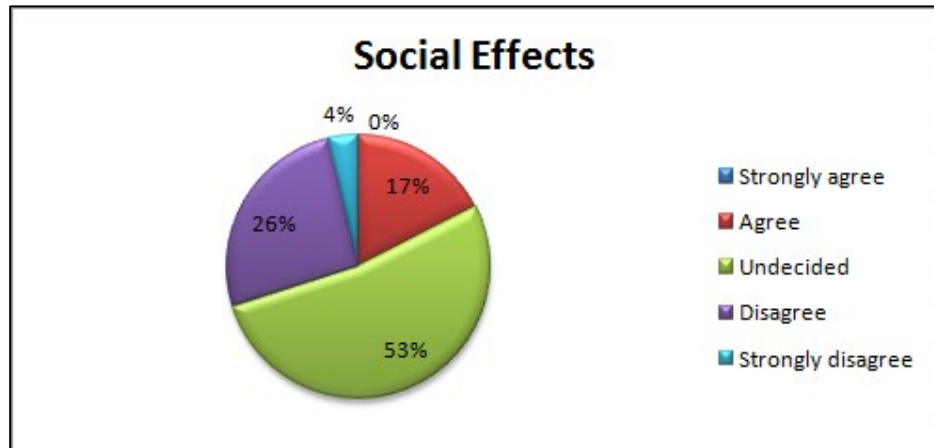


Figure 17” In a large class, the teacher is not able to control the classroom”.

Similarly, in the statement “in a large class, the teacher is not able to control the classroom” the majority of the students were undecided. 72 students were undecided, 36 disagreed, 24 agreed, 23 strongly disagreed, and neither of them strongly agreed.

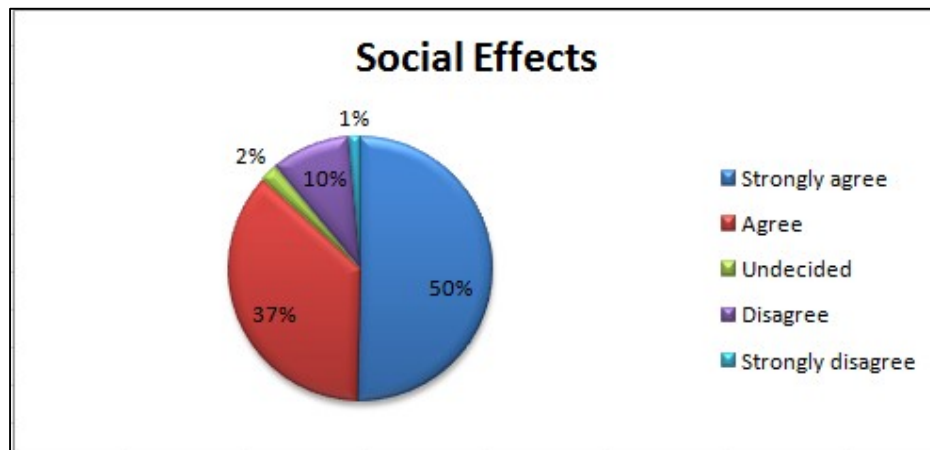


Figure 18 “In a large class the teacher doesn’t care if I feel sleepy”

In the statement “in a large class the teacher doesn’t care if I feel sleepy” the majority of the students agreed. 69 students or 50% of them strongly agreed, 50 students or 37% of them agreed, 13 students or 10% of them answered with disagree, 3 students or 2% of them answered with undecided, and only 2 students or 1% of them answered with strongly disagree.

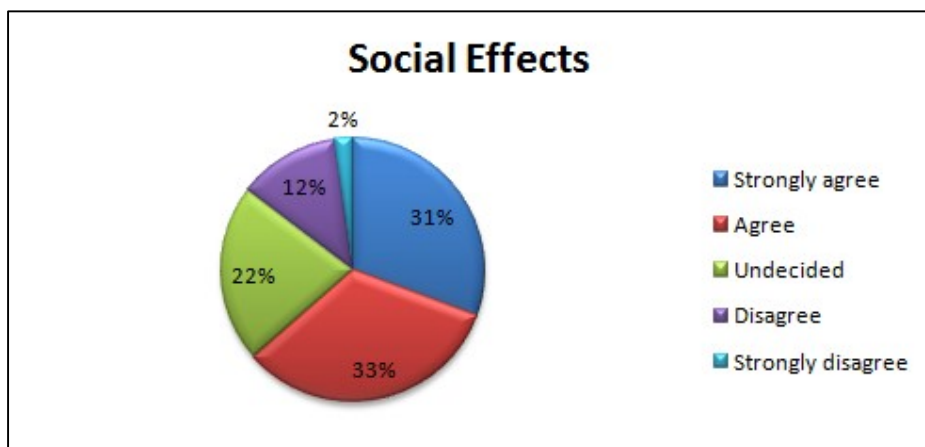


Figure 19 “In a large class there is a lot of fun”

In the statement “in a large class there is a lot of fun” the answers were pretty diverse. 45 or 33% of the students agreed to this statement, 42 or 31% strongly agreed, 30 students or 22% were undecided toward this statement, 17 students or 12% disagreed, and only 3 students or 2% strongly disagreed.

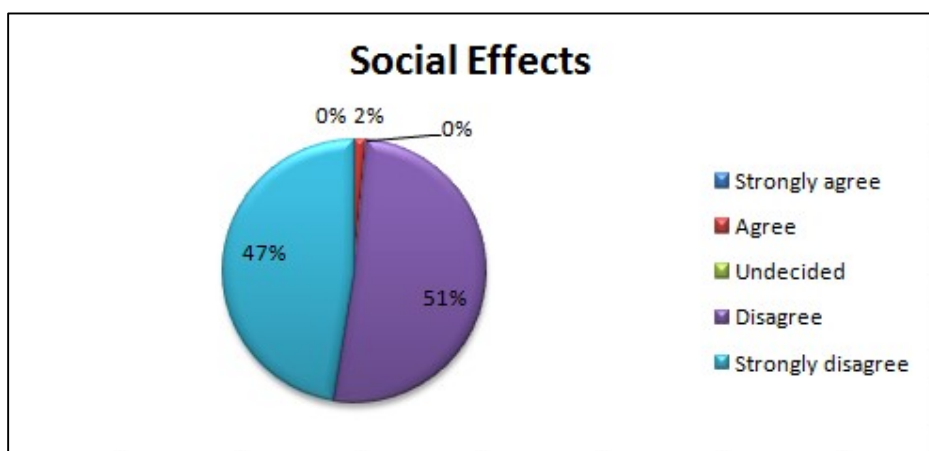


Figure 20 “In a large class you cannot make friends”

In the statement “in a large class you cannot make friends” the majority of the student did not agree. 70 or 51% of the students disagreed, 65 or 47% of the student strongly disagreed, only 2 students or 2% agreed.

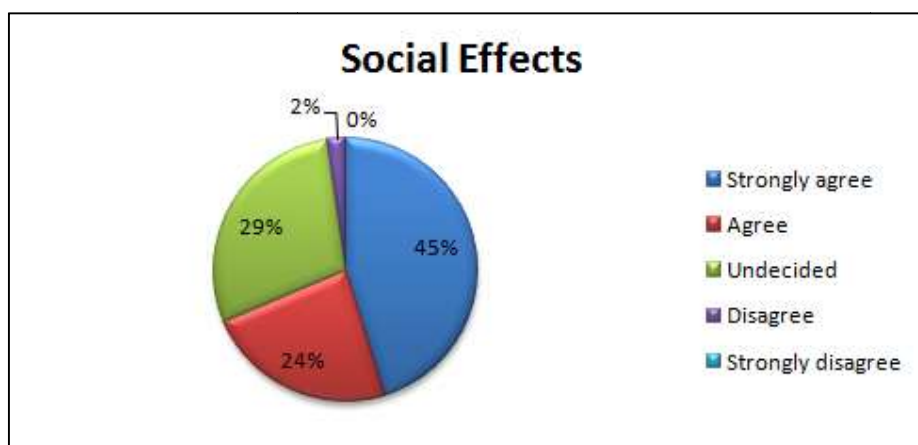


Figure 21 “In a large class I can talk in my native language instead of English”

In the statement “in a large class I can talk in my native language instead of English” the majority of the students agreed. 62 students or 45% strongly agreed, 40 students or 29% of them were undecided, 32 students or 24% agreed and 3 students or 2% disagreed.

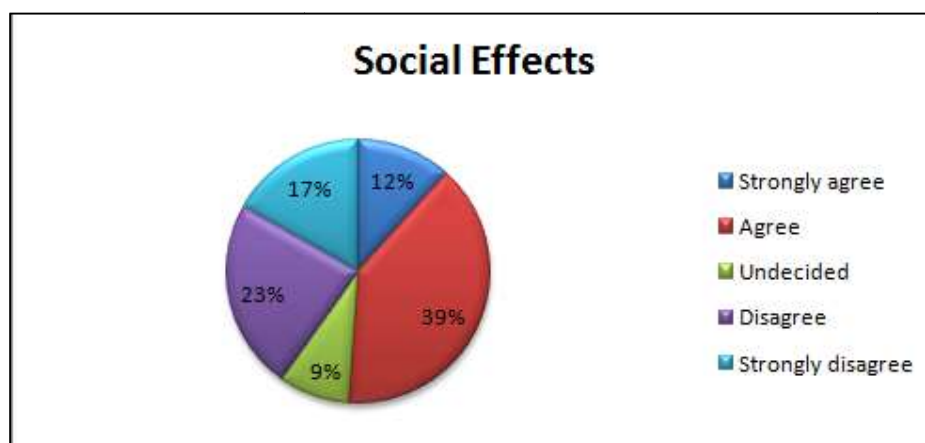


Figure 22 “In a large class I can exchange ideas and make friendship outside the class”

In the statement “in a large class I can exchange ideas and make friendship outside the class” there was a diversity of the answers. 54 students or 39% of them agreed, 32 of the students or 23% of them disagreed, 23 students or 17% strongly agreed, 16 students or 12% of them strongly agreed, and only 12 students or 9% were undecided.

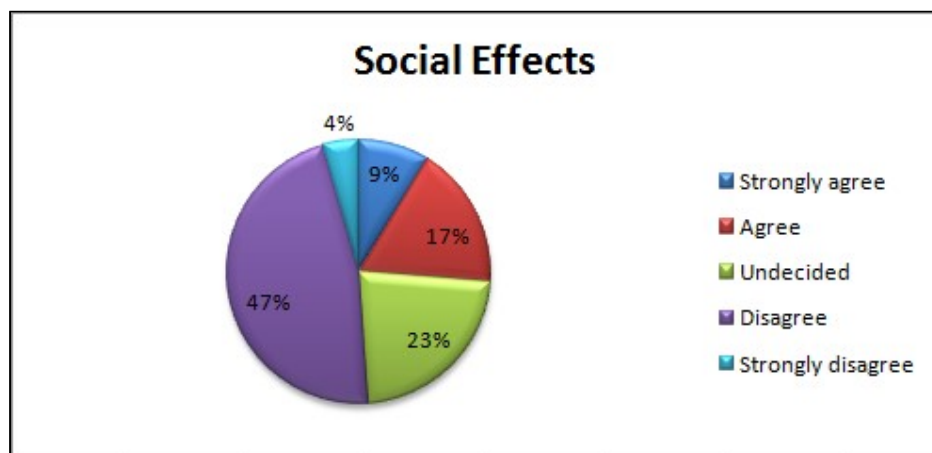


Figure 23 “In a large class the teacher does not evaluate us on speaking skills”

In the statement “in a large class the teacher does not evaluate us on speaking skills” the majority of the students did not agree. 64 students disagreed, 31 were undecided, 24 agreed, 12 strongly agreed, and only 6 strongly disagreed.

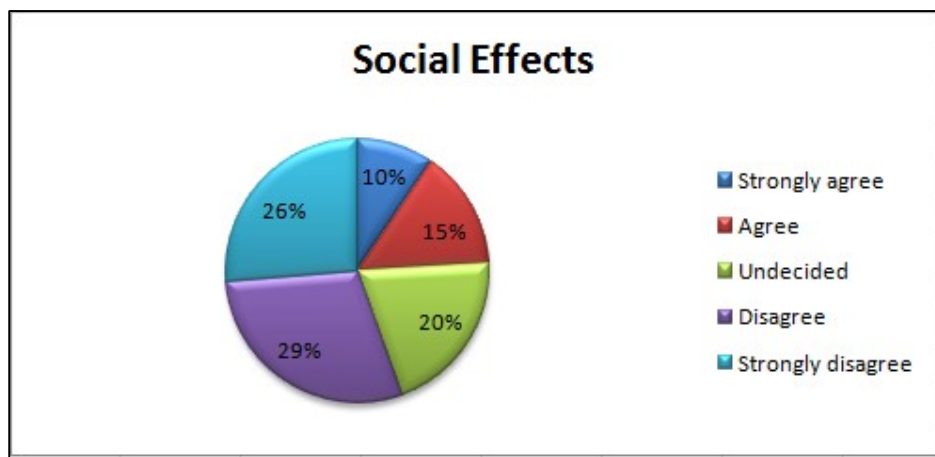


Figure 24 “In a large class we make a lot of group work”

In the statement “in a large class we make a lot of group work” we can also see from the charts that we have diverse answers. 40 students or 29% of them disagreed, 36 students or 26% of them strongly disagreed, 28 students or 20% of them were undecided, 13 students or 15% of them agreed, and only 13 students out of 137 or 10% strongly agreed.

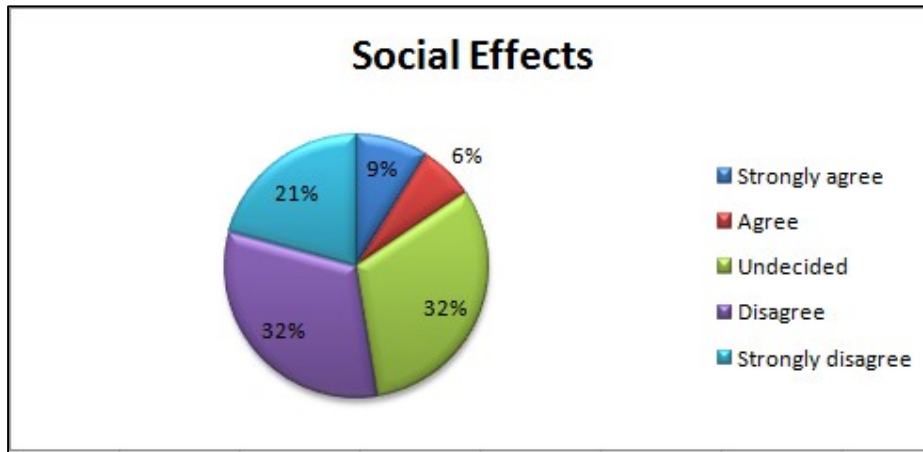


Figure 25 “In a large class the teacher doesn’t talk a lot because students are active”

In the statement “in a large class the teacher doesn’t talk a lot because students are active” the majority of the students disagreed. 43 students were disagreed, 43 students were undecided, 28 students strongly disagreed, 12 students strongly agreed, and 9 students agreed.

4.4 Discussion about the findings of the study

This section of the chapter deals with the overall findings of the study and is focused on summarizing them. The analysis of these data provides us with answers to our research questions as well as it confirms or rejects our hypothesis. The purpose of this study was to analyze the effects of large classes on English language learning and teaching in Kosovar secondary schools. In other words, it presents the results of the psychological and social effects of large class toward the students, and also it presents the analysis from the teachers' interviews.

4.4.1 A general discussion of the findings regarding the demographic characteristics of the respondents.

For this study were chosen 200 students from three different schools, however, only 135 questionnaires are considered as valid since the others did not provide us with all the answers. Based on the respondents' gender distribution, on the students' level, the majority of them (60%) were female students whereas (40%) were male students. As for the distribution according to their secondary school, the majority of them were from "Sami Frasheri" Gymnasium-Prishtina (57 students), then, from the "Kuvendi I Arberit" Gymnasium- Ferizaj (41 Students), and from "Ulpiana" gymnasium- Lipjan 37 students.

According the demographic information about the teachers, 4 out of 6 teachers finished their master studies and 2 of them were on the process of getting a degree. The Age of every teacher varied from one another, as it varied also their working experience. Teachers' age varied from 29-52 years old, they were teachers with 4 to 32 years of experience in teaching. The average number of students in their classes varied from 30-45.

4.4.2. The psychological effects on students' learning in large classes

The results showed that students' responses were pretty diverse in the majority of the diagrams. Students did not share the same level of agreement on these statements maybe it is also the variety of the agreement that makes the students distribute their attitude. It also needs to be mentioned that in certain questions the number of students that were undecided was very high. For different reasons they did not agree nor did they disagree with the statements.

According to the students' responses, in the seventh item "in a large class I feel relaxed" the majority of the students agreed to the statement claiming that in a large class they feel relaxed. The results on this item showed us that students did not feel the pressure of embarrassment in front of their mates neither the pressure of being active during the class. Based on the results, the majority of the classes were teacher based and the students did not have a lot of space to share their thoughts or opinions. In scenarios when students are required to give answers or be active during the class, they are freed from other students that know the answer and not everyone in the class has to speak. This gives them the luxury of being calm and feel relaxed during classes when they are supposed to be speaking and showing their thoughts. However, feeling relaxed during large classes does not always have good sides. In occasions, when these students are faced with reverse situations, when they are in a small class and they all have the opportunity to talk and debate, these students may feel a lot of pressure, anxiety, boredom or discomfort. These findings can be counted as negative since they affect the learning process and the students' achievement. This theory is also supported by the results of the 12statement: "In a large class I don't need to be prepared for the class". Even though, there was large number of students that did not agree with this statement, there was, also a great number of them that were undecided or that agreed to it. This brings us to the conclusion that in large classes some of the students come to the class unprepared for the lesson and yet they feel relaxed. These "ghost-students" do not see the need of pre-preparation for class, thus they do not feel the pressure of getting asked about questions or participation during the lesson.

Students also agreed that they usually sit in the back rows because they do not want to be criticized by their mates. In classes where the number of students is large, the students hesitate to speak out of the fear of being criticized by the others. The fear of being criticized causes them further consequences, such as lack of class participation in activities, or speaking, which later on causes low evaluation. Based on the results, students also showed that they strongly agreed that they feel good when they get a high grade. Being proud of themselves in front of their friends makes students feel good, at the same time in the reverse situation, getting a low grade can make them feel weak or unconfident about themselves. In addition, according to the students' responses, the statements regarding students' engagement, noise, and the atmosphere were negative. Students believed that they were not enough involved on speaking activities and the atmosphere was always noisy and stressful.

The psychological effects of large classes toward students are very important to be taken into consideration when dealing with such circumstances. As long as there are students that agree that they feel neglected in the class, are continuously disturbed from the noise, atmosphere or the air pollution in the large classes, teachers should not stay silent towards it but take action. The least that a teacher can do when working in large classes is help them establish a better teacher-student relation. Teachers must draw the attention of individual students by calling them with names in order for them not to feel neglected. Calling students by names in large classes create a better environment, students believe in the teacher-student relationship, and this friendly intercourse makes the learning and teaching process feel familiar and safe.

➤ **Hypothesis 3: Students in large classes underperform due to the inability to practice all four language skills.**

As mentioned earlier in the thesis, English teaching and learning is based on mastering all four skills, listening, speaking, reading and writing. All these skills are related to each other and make learning a new language possible. However, based on the results when asked about practicing these skills, students reflected with negative responses. According to the students, the speaking activities were almost completely neglected. Students believed that they did not have the appropriate and needed opportunity to practice their speaking. In addition, they agreed that a large number of students in a classroom enables them to communicate in their native language, Albanian, instead of using the target language, English. Clearly, when learning a foreign language, students should continuously encounter this language in order to learn it. If these students have 3 hours English for a week and only 40 minutes in an hour, and in addition, they use their mother language during this time, it leaves you to think how much did these students really practiced English speaking. In such amount of time teachers should do everything to use only English as their form of communication because only in this way students would have to chance to develop their speaking skills. However, when asked whether the teacher evaluates them based on these skills, the majority gave positive answers. This brings us to the conclusion that students are informed about the importance of using these skills, but they do not have the opportunity to practice them during the lessons. Although they know that they are going to be evaluated based on their performance in speaking and other skills, they still chose not to use English as the only language for communication during English classes.

The large number of students in a classroom looks like a great reason why these students are mainly taught in teacher-centered classes. In order for the teacher to use these skills during the classes in such a big number of students, he/she needs time and space. As mentioned earlier, in these schools, students have English classes only two hours a week, when an hour is 40 minutes long. The short amount of time and the large number of students in classes makes it impossible for the teacher to manage to bring activities to practice these skills. Teachers use the classical form of teaching in order for them to avoid management problems and noise. Based on the students' responses, students expressed

that they did not use a lot of group work during their English classes. As all the above responses, even this reinforces that these students are taught mainly in the classical form of teaching when the teacher has the key role in the class and students just listen.

4.4.3 The social effect on students' learning in large classes

The results for the social domain present mixed effects, some of the effects are positive and some others negative. Students thought that the relation teacher-student is not friendly which is considered as a negative result since a good relationship between them helps students to participate in the large classes. It also motivates students to involve themselves in classroom interaction. Students value the moral support from their supervisor more than any other factor as it makes them feel at ease, encourages them to learn, and helps them overcome stress. Students revealed that when they feel respected by their teachers they are more interested and focused during the class and it also affects the flow of learning process. Other responses showed that students feel bad when the teacher did not recognize them in public. However, when asked if they think that the teacher is not able to control the classroom the majority of the students chose "undecided". Students chose to stay indifferent toward this question although they knew that their names were not exposed. This happens because the majority of the students do not even know how they feel about it since they have never been part of a small class and they do not know exactly how teaching and learning process can be in a small class. In such cases, the teachers are the ones that should make a difference. Even though the number of students is large it is their role to show interest toward the students by listening and understanding them. When the number of students is large, students need to see that the teachers are willing to work with them and that they believe in them. This increases students' confidence fosters students' self trust as well as it motivates them to learn, influencing their professional development towards future career.

The results of the statement "In a large class the teacher doesn't care if I feel sleepy" also presented a negative result on the social domain. This is also related to the lack of relationship between teachers and students and it reinforces the social gap between them.

On the other hand, it shows that the English classes are mainly teacher-centered and not all students are involved during activities. Only the students that are more fluent on English participate during the classes, those that are not fluent just sit back on their comfort zone and feel sleepy without being disturbed by their teacher. On the statement “in a large class, the teacher doesn’t talk a lot because students are active” the majority of the students have disagreed. In large classes teachers usually prefer to talk by themselves in order to keep the silence in the class, thus students do not interact or participate during lessons and the classes become teacher-centered.

In order for the teacher to break this monotonous, teacher-centered atmosphere they should use group work mostly. Teachers should instruct students to discuss with their neighbors about different topics and then call them randomly by names. In this way students will concentrate more because they cannot avoid being asked or staying sleepy and relaxed. In addition, the language and the way the teacher behaves play a great role toward their relationship. Teachers should continuously invest on mutual respect and support in order to create a safe environment and avoid fear or frustration.

The social intercourse between teachers and students is obviously very important. Mc Mahon (1997), states that learning should be a social and collaborative activity. Therefore, students of English classes must interact and participate with each other in order for them to benefit from mutual learning. In order to have effective teaching, teachers should also motivate their students by making informal speeches once in a while to break the formal relationship and create a more familiar environment. To do so, teachers should use students name during classroom activities, they should keep eye-contact with students from all parts of the room, move around the classroom and use their body language, as well as use their voice and pitches to make the class lively and interesting.

In conclusion, it needs to be mentioned that despite all the negative effects of large classes, great achievements can be made once students and teachers invest on their interaction and participation. Based on the results, it appeared that being part of large classes helped students to make new friends in and outside the class, as well as to exchange ideas and experiences with other students.

- **Hypothesis 2: The large classes' students do not have the opportunity to communicate, interact, or co-operate with the teacher.**

A good teaching process involves good communication between the teacher and students as well as among students. It is generally agreed that a productive class comes from effective co-operation between teachers and students. Therefore, the vital role toward effective teaching process belongs mainly to the teachers. One of the most important things that a teacher must do is support their students. Based on the results from the students' questionnaire, students in large classes tend to not get the needed support from their instructors. Even though, a supportive teacher encourages their students to behave well in the class, motivates them, and engages all the students in the content it seems that these students did not experience this kind of relationship with their teachers. As seen from the results, 42% of the students strongly agreed and 29% agreed that the relationship between students and teachers was not friendly. In addition, when asked whether they feel bad if their teacher does not recognize them outside the class the majority of them were undecided. The lack of good communication and interaction between teachers and students seem to make students feel indifferent toward their teachers and make the classes mostly teacher-centered. Therefore, teachers should shift from traditional teaching toward methods and strategies that involve communication and cooperation in their learning process.

On the other hand, based on the teachers' answers, co-operative learning is one of the issues that teachers struggle with every day. When asked whether they feel stratified with what they offer to their students **Teacher 4** reported "Personally, I work in a public high school and in a private course, I try to do my best in both duties that have been given to me. But what I feel bad about is that in the public school I cannot develop a friendly relationship with my students. In private course I work with groups of 6-10 students and the learning environment is completely different. I tried to use the same methods and create a friendly environment in the public school too, but, a large number of students and the noise made it impossible". Furthermore, cooperative learning and communication provide students with the necessary skills that they need to succeed when learning English as a foreign language because these allow students to be in the center of the learning process. In contrary, when asked "what methods did they use in the classroom", the majority of the teachers said

teacher-centered only one teacher out of six said student-centered.

4.4.4 Teacher's perspective on working with large classes.

In this study, there are six English teachers from three different schools that participated in the questionnaire. Teachers' questionnaire was created in a mixed form, starting from questions where they had to choose one answer, to open-ended questions where they were supposed to give detailed information about teaching in large classes. All the teachers were ready to help in this study because they agreed that the issue of large classes is very popular and important in Kosovo, especially in secondary schools. According to them, in Kosovo there are no secondary schools in villages, thus, all the students from different villages must come to the city in order for them to finish high school. The lack of high schools, according to them, is the main reason why the classes in secondary schools are usually overcrowded.

At the beginning of the questionnaire, we collected all the personal information regarding their personal information (presented on the table 2). As seen from the results these teachers were part of classes of 40 up to 52 students in a class, number which exceeds the regular number of students in an "English as a foreign language" class. According to previous researchers, the normal number of students in English classes should not exceed the number 25. In the fourth question, when asked what is the number of students that makes a class large all six teachers presented numbers below 30. Thus, it is no surprise that they agreed that their classes are very large. Later on, teachers were asked to choose whether they perceive their class as large, very large, average, or small, 5 out of 6 teachers said that they think their class is very large.

Another question asked the teachers whether they liked small or large classes better. As a result, all of the teachers agreed that small classes are better. According to **teacher 5** "definitely small classes because you have all the students under control, students have more opportunity to speak and communicate with the others and as a teacher, you can

achieve better results from the final grades and students are more satisfied". It also needs to be mentioned that when asked what teaching method do you employ in the classroom only **teacher 5** said Student-centered, **teachers 2 and 3** said teacher centered whereas teachers **1, 4, 6** said mixed methods. However, this comes to a contradiction toward students' answer. Based on the students' questionnaire result, their classes were almost always teacher-centered, and rarely student-centered.

Teachers were aware of the issue and they explained, that a large number of students in classes was the reason why they cannot develop a lesson the way they want. When asked whether large classes affect students and hinder the learning process, teachers gave further information from their experience. **Teacher 3** noted that "in such circumstances, students are not active and do not participate enough in the lesson, they cannot develop speaking skills, thus, they often lack in communication in English. On the other hand, a large number of students hinder the learning process because it is very difficult to organize different activities because the number of students is uncontrollable". Almost all the teachers gave the same answer in different words, it needs to be mentioned that **teacher 6** also added that "in large classes teachers cannot achieve their best results because it is impossible for 48 students to know English". Even though it is teachers' responsibility to teach English to these students, they thought that in such number of students it is impossible for all the students to succeed.

Throughout the questionnaire, these teachers were also asked about the advantages and disadvantages of learning in large classes. Below in the table will be presented the results received from each teacher.

Teacher	Advantages	Disadvantages
Teacher 1	Students exchange more ideas, make more friends.	As a teacher you cannot bring activities, the class is noisy.
Teacher 2	Students become independent.	Noise, the lack of communicative

		activities.
Teacher 3	Students become more socialized.	Difficult to control the process. Hard to achieve your goals.
Teacher 4	Work faster, share different thoughts and learn group work.	Students cannot perform equally, the shy ones are neglected.
Teacher 5	Different Ideas.	Limited activities, Noise.
Teacher 6	Students feel more relaxed.	Hard to control the noise.

Table (5) .Advantages and Disadvantage of teaching in large classes

As seen from the results on the table, the majority of teachers shared the same advantages and disadvantages. Exchanging and sharing ideas in large classes was seen as an advantage from three teachers, they think that the larger the number of students in classes the more ideas you will get. Each student has a way of thinking, and combining these different ideas can make great works at the end. However, one of the worst things that happen in such circumstances is noise. Five out of six teachers mentioned noise as a disadvantage in their classes since this was also the reason why teachers cannot develop different activities with their pupils. Furthermore, when asked what are the methods used to control misbehaved actions teachers gave some alternatives. **Teacher 2** said “nowadays is very hard to control the misbehaved students because it is your duty to keep all of your students in the classroom. I used to send them outside the class when they did something inappropriate but now I keep them in class and ask them about previous lessons”. **Teacher 1** used another method “for misbehaved actions or when my students do not talk in English but Albanian I have chosen to give them extra work at home, sometimes I make them write essays, give them any topic to research and present or different things”.

➤ **Hypothesis 1: Large class students are not evaluated correctly**

The issue of students' evaluation is a topic on itself. Every day teachers try to choose and adapt the best evaluative methods for their classes. Some teachers like to evaluate their students based on their performance in the class, some of them use tests and projects, and some of them like oral testing. There is no right or wrong way of evaluation, but a teacher must have several things in mind when doing so. Starting from their attendance, their performance in class throughout the year, final projects and tests all must be on correlation in order for a correct evaluation. Our hypothesis says that a large number of students affects the final outcomes and prevents correct evaluation.

According to the results, only the students which are free to express themselves can grab the teacher's attention, whereas those that are shy do not have the opportunity to participate. Students did not feel the pressure of competition in between their mates in learning. The shy students just stand back and stayed relaxed. Students must have a little bit of competitive feeling in their self because in that way they push themselves further and it motivates them to learn more and achieve more. It also needs to be mentioned that all the students tend to feel good when they got a high grade but, also, they did not feel bad if they got a low grade because there are also other students with the same grade.

Expect from this, in order for the teacher to evaluate a student correctly he/she must put each student through some testing in all four English language skills: in speaking, listening, writing, and reading. Based on the results from the surveys we can see that even though teachers develop activities that involve reading and listening, the writing and speaking skills are a little bit left behind. Based on the teachers' response the large number of students in classes prevents from developing different activities. **Teacher 5** stated that "before choosing an activity I should always take in mind the noise that it can cause if an activity requires a lot of talking or moving it does not end successfully when you have 40 students and 40 minutes in hand. Sometimes it can get very hard to control the noise". However, based on the students' responses to the question of whether teachers evaluate them on speaking skills, students stated that their teachers did evaluate them based on their speaking skills. Teachers on the other, hand stated that they usually use test but also evaluate them based on their performance. **Teacher 3** stated that "when you work with a lot of students sometimes it is hard to evaluate them correctly. I always keep records about each student's

performance throughout the year I evaluate them based on their activities in class, sometimes I use dictations and tests. Then if there is someone who is not satisfied with the grade it has the possibility of oral testing.” However, another teacher uses different methods of evaluation. **Teacher 6** stated that “throughout the year my students are able to create their portfolio of all essays, researches, presentations. I do not use tests because in such circumstances the large number of students in class gives them space to not perform based on their own knowledge, students of this age are very clever and they can cheat. In addition, I think that tests do not evaluate students’ knowledge but their memory and I do not like this”. Whereas, **Teacher 1** reported that “the grades are usually hurried because of the large number of students. I know it may sound injustice and it kind of is but the teacher does not have enough time to evaluate each and every student because if he does so he would get behind with the lessons”. According to Shapson (1980 as cited in Cakmak 2009, p 396) “teachers working in class sizes considering of 16 to 23 students were more satisfied because marking took little time and corrections were immediate, whereas in classes of 30 students marking became more formal, time-consuming, and sometimes delayed.

Based on the results from both teachers and students it seems that the evaluative process in large classes goes through very difficult phases. When working with a large number of students, teachers find it difficult to achieve all their objectives on teaching a foreign language. Thus, even the final results do not satisfy them. Similarly, the lack of individual attention makes students feel that a large number of students in class affects their final outcomes.

CHAPTER V: CONCLUSION, RECOMMANDATIONS, LIMITATIONS

5.1 Introduction

The last chapter of this study addresses the overall discussion of the gathered data from the previous chapter. The first part presents a general conclusion of the study. It discusses and highlights the results that support the main objectives of the study. The second part includes recommendation for further research regarding this topic. Lastly, the final section presents and discusses the limitations of the study.

5.2 General conclusion

This study is an attempt to describe the effects of large classes on teaching and learning of English as a foreign language. It presents the different challenges that both teachers and learners encounter during learning process on secondary schools of Kosova. It presents the psychological and social effects that large classes have on students, as well as, the challenges that teachers experience in order to achieve their goals.

In order to validate our hypothesis, students and teachers' questionnaires were used as gathering data tools. Students' questionnaire was designed in two parts and it was distributed in three different gymnasiums of Kosova, in Prishtina, Lipjan, and Ferizaj, and it included only senior year students. The first part of the questionnaire was designed to study the psychological effect of large classes toward students, whereas, the second part of the students' questionnaire studied the social effects of large classes on them. On the other hand, the teacher's questionnaire was designed to study teachers' challenges during the teaching process. Six teachers from three different gymnasiums were part of the research and their questionnaire was in the English language. The findings show that the phenomenon of large classes brings innumerable challenges for both students and teachers. The most common problems from the teachers' perspective were noise, assessment, the lack of interaction and space, whereas, from the students' perspective the most voiced

problems were the lack of co-operation, inability to express their thoughts and noise. As seen from the results, noise remains the number one problem in large classes, which causes further problems during the lesson such as lack of concentration, lack of productive communication, and it enables the usage of the native language.

The large number of students in classes has shown to have a greater impact on the learners. At first, large classes affect the physical environment of learning where learners do not feel at ease because the number of students is very large compared to the space of the class. Then, the learning chances are reduced when the learners feel neglected and they miss the attention of the learner. In other words, the large number of students in class is a great obstacle to foreign language learning because, in such circumstances, students lose their motivation to learn, they get bored easily and eventually, they do not find learning attractive anymore.

Hence, even though we accused the large number of students for the lack of teachers' achievement on their goals, this study shows that this is not always the case. Based on this study, the main reason why teachers cannot achieve successfully their goals in teaching is the lack of co-operation and the lack of teacher-student relationship. As a result, when learning in large classes there is a lack of interaction and unbalance of the distribution of the skills. Thus, the large number of students affects the learning process and students cannot receive efficient teaching.

Analyzing all the negative effects of large classes on the teaching-learning process we can say that foreign language classes must be reduced. Since learning English as a foreign language requires a lot of practice of all four skills, the large number of students and the short amount of time does not allow this to happen. Thus, obviously, there is no effective foreign language learning. As a result of this, we can say that our hypotheses are proved. First, we can say that based on the results, students in large classes underperform due to the inability to practice all four language skills. Although, both teachers and students know the importance of practicing these skills, the large number of students hampers this to happen. Secondly, the large class' students do not have the opportunity to communicate, interact, or co-operate with the teacher. Based on the results, the lack of healthy interaction between teachers and students remains one of the biggest problems that students and teachers face every day. Lastly, we can also say that unfortunately, we even proved correct

the hypothesis that large class students are not evaluated correctly. Besides the students, this hypothesis was reinforced also by teachers' responses.

I finish this study by emphasizing once again the importance of interaction between teachers and students. Because teachers should know that students deserve all the attention, rights and care. Especially, when learning a foreign language since the teaching mechanism is more complex than in other subjects. In "English as a foreign language" classes great performance in all four skills is inevitable and based on our study the large number of students hamper this accomplishment. Thus, this is why teaching and learning of English language in large classes cannot be efficient.

5.3 Recommendations for further research

Based on the hypotheses and results gathered from the study itself we might try and summarize some important recommendations that might be useful to reduce the negative effects of large classes on secondary schools of Kosova. Since teachers play a crucial role in the classroom, they should have more practice regarding the use of different strategies and techniques that incorporate interaction and group work. We think that in order for a teacher to be successful he/she must participate in different training. Especially, teachers that work with large number of students, because, trainings help teachers to exchange effective methods and strategies that result successfully.

Furthermore, teachers should include group work as much as it is possible since that is the only way everyone would participate equally in classroom. When working with large classes, group work is one of the best strategies to incorporate all the students and practice the four skills that learning a foreign language requires. In addition, teachers should try to bring technology more into the classroom. Nowadays the internet offers many websites that might be very helpful when working with a large number of students. Directing students on the right path might bring surprising success.

On the other hand, the ministry of education must include secondary school students in different workshops and seminars where the number of students is even larger.

Internships and workshops are known to help students in several aspects. In such circumstances, students would be self-taught on how to behave in overcrowded environments and they would know how to get the benefits of large classes.

It is worth mentioning that despite the disadvantages of learning in large classes, there are some benefits. The large number of students in a class presents diversity. Each and every student has different opinions and ideas which might result in great achievements. With good teachers, large class students can develop great skills for the future,

5.4 Limitations of the study

Even though the research process went quite fine, there were some concerning issues. Firstly, we encountered some misunderstandings with the teachers. Although later on, we had a great relationship with the teachers, at the beginning it was not the same. Teachers were very busy with their schedules and so they hesitated to participate in the research at the beginning. It required a lot of explanations and patience until they agreed to help to bring this research to life.

Furthermore, it was impossible to make an appointment to bring all the teachers in one place this is the reason why the teachers' questionnaire took three days. Even though at the beginning, the teachers' questionnaire was supposed to be held on the same day and the teachers would have the chance to make further debates toward this issue, exchange methods and, strategies, and suggest new solutions. However, it needs to be mentioned that afterward teachers were very helpful and were ready to contribute to this research.

On the other hand, even though we had the help of the teacher and they explained to their pupils that the study will not expose them, they were afraid of being exposed. Out of 200 questionnaires that were distributed, only 137 resulted as valid. We were not able to include 63 questionnaires in the data analysis because did not fulfill the requirements. These students reacted only toward some of the statements letting others without an answer. However, these were only some minor challenges that we encounter throughout the research because in overall the process did not face major difficulties.

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Appendixes

Appendix a: Teacher's questionnaire

Teachers' Questionnaire

1. Personal details:

- 1) Age _____
- 2) Qualifications _____
- 3) Teaching experience _____
- 4) School _____
- 5) No. of students in each class _____

1) What kind of teaching method you employ in class?

- a) Teacher Centered b) Student Centered c) Mixed Methods

2) As a teacher list some of your strengths points and weaknesses (if any).

3) Do you perceive your class as: a) very large, b) large, c) average or d) small? Justify!

4) What is the students' number that makes the class large?

5) Do you prefer teaching large/small classes? Why?

6) What are the advantages of large/small classes?

7) In your opinion what are the disadvantages of large/small classes?

8) In your opinion what is the most difficult task for your students to perform in Large classes?

9) In your opinion how do large classes constrain teachers, affect students and hinder the learning process?

10) What are your best methods to control any misbehaved actions?

11) What are the roles your students have in large classes?

12) In your opinion what is the ideal students' number that facilitates the learning process?

13) How do you evaluate your students?

14) What instructional techniques do you use to maximize the level of outcome in large class?

15) Do you use any sort of technology? If yes, how? If no, why?

16) Do you feel stratified about what you have offered to your students? If yes, why? If no, why?

Appendix b: Students' questionnaire

Pyetësor mbi Ndikimin e Klasëve me Numër të Madh të Nxënësve në Mësimdhënjen dhe Mësimnxënjen e Gjuhës Angleze në Shkollat e Mesme të Kosovës

Të dashur nxënës,

Ky pyetësor do të perdoret vetëm për qëllime hulumtimi. Të gjitha informacionet e grumbulluara do të trajtohen në mirëbesim. Mbani në mend se nuk ka një përgjigje të sakt ose të gabuar, kështuqë ju lutem të jeni sa më objektiv.

-Informacione të përgjithshme: Rrumbullakso

Gjinia : Femër Mashkull

Viti I shkollimit:

Viti I parë

Viti I dytë

Viti I tret

Viti I katërt

Numëri I nënesvenëklasëntuaj:

20-30

30-40

40-50

më shumë

I: Efektet Psikologjike

	Plotësisht Pajtohem	Pajtohem	Neutrale	Pjesërisht Pajtohem	Nuk pajtohem
1. Janë të rralla rastet kur unë marr fjalën në klasë.					
2. Unë turpërohem të flas në klasë me shumë nxënës.					
3. Ndjehem mire në klasë sepse disa nxënës nuk e dinë emrin tim.					
4. Në klasë me shumë nxënës ndjehem I nënvlersuar.					
5. Ulem në fund të klasës sepse nuk dua të më kritikojnë të tjerët					
6. Numri I madh I nxënësve më shqetëson dhe më vë në siklet.					
7. Në klasë ndjehem I qetë.					
8. Ajri I ndotur më bën të ndjehem keq.					
9. Unë nuk ndjehem keq nese marr një note të dobët sepse në klasë ka edhe të tjer me të njejtën notë.					
10. Në klasë me shumë nxënës unë ndjehem mire kur marr një note të lartë.					
11. Në klasë me shumë nxënës atmosfera është gjithmonë është gjithmonë e zhurmëshme dhe stresuese.					
12. Në klasë me shumë nxënës nuk kam nevojë të pregaditem për orën mësimore.					
13. Në klasë me shumë nxënës aktivitetet komunikuese janë të lëna pas dore.					
14. Në klasë me shumë nxënës aktivitetet e të foluri tjanë të lëna pas dore.					
15. Në klasë me shumë nxënës atmosfera asnjëherë nuk është e mërzitshme.					

II. Efektet Sociale/Shoqërore

	Plotësisht Pajtohem	Pajtohem	Neutral	Pjesërisht Pajtohem	Nuk pajtohem
1. Raporti profesor-nxënës nuk është shoqëror.					
2. Raporti profesor-nxënës është plotësisht i neglizhuar.					
3. Në klasë jam aq i qetë sa më flihet.					
4. Ndjehem keq kur profesori nuk më njeh jashtë klasës.					
5. Në klasë me shumë nxënës profesori nuk është nëgjendje ta kontrolloj orën mësimore.					
6. Në klasë me shumë nxënës profesori nuk interesohet nëse ndjehem i përgjumur.					
7. Në klasë me shumë nxënës ka shumë humor					
8. Në klasë me shumë nxënës profesori nuk na i mban në mend emrat					
9. Në klasë me shumë nxënës ndjehem i sigurt sepse nuk kam nevoj ta di përgjigjen e secilës pyetje.					
10. Në klasë me shumë nxënës nuk ke mundësi të krijosh miqësi					
11. Në klasë me shumë nxënës unë mund të flas në gjuhën shqipe në vend të asaj Angleze					
12. Në klasë me shumë nxënës unë mund të shkëmbej ide dhe të ndërtoj shoqëri jashtë klasës.					
13. Në klasë me shumë nxënës profesori nuk na teston në të folur.					
14. Në klasë me shumë nxënës ne zhvillojmë aktivitete të ndryshme grupore					
15. Në klasë me shumë nxënës profesori nuk ka nevoj të flas shumë sepse nxënësit janë shumë aktiv.					