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POST GRADUATE STUDIES- SECOND CYCLE

THESIS:

The Benefits and Drawbacks of Learning in Large Classes: Teachers and Students'
Perspective in Kosovo

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ABSTRACT

Class size is a major concern to any educational system. Researches have studied the effects of class size on student achievement for years. This thesis is devoted to the study of the impact of class size in teaching and learning. The aim of this study is to explore the organizational and pedagogical difficulties that are frequently encountered by the teachers dealing with large classes and the effects on student learning. As part of this research, 40 questionnaires were given to 20 students and 20 teachers. The study was carried out to find out the most serious effects of overcrowded classroom on teacher-student interactions and the frequently used strategies adopted by the teachers. When classes are too large, they are considered to contribute some complex challenges related to the learning and teaching process. This paper presents a general reflection on the teachers and students' perception regarding the benefits and drawbacks of teaching and learning in large classes. The findings of this survey clearly demonstrate that large class sizes have an adverse impact in teaching and learning. A strong correlation was found between the teachers and students' opinion on the effects of large classes. Additionally, in this paper one may find some suggestions on how to deal with class overcrowding.

Keywords: Class size, overcrowded classes, benefits and drawbacks, teaching and learning in large classes

ABSTRACT (in Albanian)

Numri i nxënësve brenda një klase është një ndër shqetësimet më të mëdha në cilin do sistem arsimor. Hulumtime të shumta për vite të tëra kanë studiuar efektet e numrit të nxënësve në një klasë në arritjet e nxënësve. Kjo tezë është përkushtuar në studimin e ndikimit të numrit të nxënësve brenda një klase në mësimdhënie dhe mësimnxënie. Qëllimi kryesor i këtij studimi është të vihen në pah vështirësitë në organizim dhe përgatitjen pedagogjike me të cilat ballafaqohen mësimdhënësit të cilët japin mësim në klasa me numër të mbingarkuar të nxënësve si dhe efektet e tjera të cilat vërehen te nxënësit. Si pjesë e këtij hulumtimi, 40 pyetësor janë shpërndarë 20 nxënësve dhe 20 mësimdhënësve. Hulumtimi në fjalë është kryer në mënyrë që të mësohen efektet kryesore që klasat me numër të mbingarkuar të nxënësve kanë në bashkëveprimin në mes të mësimdhënësve dhe nxënësve, si dhe strategjitë të cilat përdoren më së shumti nga mësimdhënësit në këto klasa. Klasat të cilat janë të ngarkuara me nxënës cilësohen të krijojnë vështirësi në procesin e mësimdhënies dhe mësimnxënies. Ky studim paraqet përshtypjet e përgjithshme personale të bazuara në eksperiencat e mësimdhënësve dhe nxënësve lidhur me përparësitë dhe mangësitë e të mësuarit në këto klasa. Gjetjet e këtij hulumtimi paraqesin një ndikim të jashtëzakonshëm në disa raste të mirë dhe e kundërta në mësimdhënie dhe mësimnxënie. Gjithashtu, në mes të përshtypjeve të mësimdhënësve dhe nxënësve është vërejtur një korrelacion i njëjtë i mendimeve sa i përket përparësive dhe mangësive e të mësuarit në klasa me numër të madh të nxënësve. Përveq kësaj, brenda këtij punimi gjenden disa sygjerime se si të punohet me këto klasa.

Fjalët kyç: Klasat me numër të madh të nxënësve, përparësitë dhe mangësitë, mësimdhënia dhe mësimnxënia

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CHAPTER 1- INTRODUCTION

1.1 Background

In the introductory part, the reader is going to be familiarized with the importance of the topic as well as gaining a general knowledge regarding the education system that is prominent in Kosovo, specifically addressing to learning and teaching in large classes. Additionally, the study investigates the importance of analyzing and researching about this topic. The first part of the introduction includes some characteristics of the topic and an overview in order to give a sort of information to its readers; then, in the second part there is a statement of the problem with the main reason why is it worthy of study; the third part of the introduction consists of the main purpose of the study. The research questions and research hypotheses are covered in the fourth and the fifth section; in the sixth part of the introduction chapter we discuss the importance of the thesis.

1.2 Thesis Overview

In the process of creating knowledgeable students, the vast majority of countries (Carbone & Greenberg, 1998), as well as Kosovo, are continually faced with the difficulties of the class size divisions. The education system in Kosovo due to space constraints and lack of suitable conditions, is organized mostly in large classes, which mainly consist of more than 25 students. Found in these environments, teaching and coping with students becomes challenging for teachers. Similarly, learning in large classes to some degree tends to be beneficial to some students, while it also seems to have a negative impact in other students.

Hence, extensive research has been done in order to shed light into the students and teachers' perspective toward this issue worldwide. Therefore, it was proven that learning in large classes gives students the chance to benefit from each other by learning collaboratively. According to Perkins, Saris, and Hochevar's work as cited in (Carpetner, 2006, p. 15) "dividing students in groups and lead them to learn together will strengthen for better their relations, will increase students' involvement in class and will produce higher achievement". In the learning process, working in projects, lab, reading or study groups, particularly in large classes becomes very interesting for students as they start to feel more connected with their peers as if they were their family members. In those circumstances, students are encouraged to work harder when they are part of a group because they don't have to learn only on individually basis. They are organized in a way that everyone has to do their job, accordingly with the division they do, and if the learning becomes challenging, students try to provide each other with what they need. Team-based learning is also preferable in large classes because of the fact that it gives students the confidence to raise their voice concerning different cases, without hesitation. Other team members are there to support one another and help each other in expressing themselves without fear that other students are judging their contribution. This process is focused on having a positive impact on students, due to the fact that those students who are more shy than others, can build self-confidence. Also, this may be useful when dealing with groups of students representing different ethnic groups, specifically in Kosovo, which is a heterogenous country. In a way, this system creates a bridge for those students that did not talk before by adapting well with each other without making any judgement towards diverse varieties.

On the other hand, a negative aspect to students that are part of large classes can be the lack of interaction with teachers; since interaction is not very common between students and professors, students begin to adopt a passive role. Thus, according to Gibbs (as cited in (Kyne, 2010, p. 108)) "behaviors such as not engaging in class, not being enthusiastic for course content, lack of participation, missing hours at school are some of the typical consequences of learning in large classes". This comes as a result of taking the responsibility out of themselves because students might think of themselves as being invisible.

Loosing self-confidence while being part of a large class, as (Harfit, 2010)stated, means that "students have come in a situation where they do not feel secured within the classroom, because of a large number of students that they do not know personally". The fact that students do not know each other, makes them feel frightened of speaking because their colleagues might judge them based on their appearance, opinions, or way of speaking, therefore students hesitate in raising their voice and being active in class.

1.3 Statement of the problem

Class size distinction is an ongoing issue that is prominent in most countries that lack the ability to provide enough space and teachers for their students. This issue is broadened in Kosovo as well, because of many factors such as existing in a post-war setting, being in phase of transition, and lacking in educational institutions. In large and urban areas when the number of students is high, teachers have to work in classes with a high number of students, which of course leads to difficulties for teachers to teach and for students to learn.

Hence, earlier research that has been done in various countries regarding this important issue of education in general, found that there might be negative effects to students and teachers that are part of these sort of classes. That happens as a result of the lack of contact between the teachers and students because of the large number of students and short time for teaching; difficulties in managing all the students, mostly in overcrowded classrooms when issues of discipline arise and similar issues to that.

However, researchers found out that to some extent, a considerable number of students that are part of these sort of classes might have a positive effect, because of the team work; the competition that students might have with each other that leads to a productive and successful learning; as well as the socialization between students of different cultures.

Based on the fact that the primary purpose of teachers and students in general is to have successful learning within their classrooms no matter of the number of students and conditions they experience; thus, it is crucial to analyze and find out to what extent teachers and students in Kosovo are affected by this issue and whether it causes difficulties in the teaching and learning processes.

1.4 Purpose of the study

The main purpose is to investigate the opinions of teachers and students in Kosovo regarding the benefits and drawbacks of learning and teaching in those classes, as well as the facts and literature that has been examined and analyzed. The literature found and the questions compiled have to do with the overall achievement of the students in overcrowded classrooms. In a way this research study will find out whether the assumptions regarding the lower rate of student achievement in large classes is true or not, by providing agreement or disagreement about the theory that for some students in Kosovo learning in large classes tends to be beneficial.

1.5 Research Questions

The primary purpose of this research is to shed light on the teachers and students' perspectives toward learning in large classes. As well as, analyzing the benefits from learning in these environments and the disadvantages or drawbacks that students or teachers may encounter while teaching and learning in classes that consist of twenty or more students. For this research, the following questions are addressed:

- 1) What are the advantages or benefits from learning in large classes?
- 2) What are the drawbacks of learning in large classes?
- 3) Which are some activities that can be used within large classes?
- 4) What are teachers and students' experiences in large classes?

The first research question aimed to examine the effective teaching and learning methods of making the best of the large class environment. Furthermore, it also aimed to study what are the students' perceptions of being part of large classes as well as the teachers' perceptions toward classroom management and facilitation in large classes.

The second question aimed to investigate the difficulties that students and teachers may cope with when surrounded in large classrooms with a high number of students during the learning and teaching process due to the high number of students in class.

The third question aimed to find out what strategies and methods of teaching that teachers use when teaching in large classes in order to keep everyone busy and engaged with the lesson.

And the last research question aimed to realize teachers and students' perceptions and real experiences while teaching and learning in classes with a considerable number of students that clearly might be considered to be easy for some of the teachers and difficult for the others. Thus, by this question one finds out teachers' real impressions and some specific issues and cases they deal with when teaching.

1.6 Research Hypotheses

In order to answer the main research questions to which this thesis is based on, the following hypotheses have been written:

H1- Learning in large classes can be beneficial for some students.

H2- Learning in large classes may create difficulties in learning for students.

H3- Teaching and coping with students in large classes is difficult for teachers.

1.7 Importance of the thesis

As is evident worldwide, the primary focus of learning is students, since their growth and self-development are the aims of teachers. Therefore, I consider it to be quite significant to look at the conditions and circumstances students face in order to create the perfect environment for them to learn. Thus, one “issue” that might be very helpful or harmful to students, and teachers as well, is working and learning in large classes.

Even though, there is no universally accepted number of students that a large class would consist of, there exist different assumptions that various institutions have made referring to the number of students in the class that would constitute a “large class”. To several countries such as Nigeria the term “large class” consists of 50 to 100 hundred students, but that assumption is not the case in other countries as well because that depends on to the total number of students of a specific country (BANGKOK, 2005).

On the other hand, to another country that number might seem to be small. Thus, the best definition of a large class would not include a specific number of students, other than that “large classes” irrespective of the number of students is the one in which the teacher’s performance is harmed by the large number of students.

“Large classes are often perceived as one of the major obstacles to ensuring quality education. Indeed, there are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education. In spite of this, large classes are a reality in many schools and many countries, often as a direct result of inadequate funding” (Haddad, 2015, p. 4)

While analyzing earlier research done in this field, from the results gained being part of a large class happened to have a positive impact for a considerable number of students, but it also might have a negative effect on other students and teachers.

Thus, the main aim of this thesis is to find out whether, in the schools sampled, learning in large classes, tends to be beneficial or not to students in those classes. The research done on this topic was used to investigate the effectiveness of using additional teaching methods in the large class environment. Its primary purpose was not to offer a solution to the challenges related

to teaching in large classes but it attempted to present a variety of methods and practices that could be used for teachers that work within those classes.

The issue of having large classes in Kosovo is very common due to the high number of students and the lack of school environments, space constraints and so on. Found in these circumstances teachers in Kosovo are trying to create the best conditions for their students to learn, by including different strategies in order to make large classes seem smaller and allowing their students to fully participate in class discussions, questions and activities. Through this research, and the survey questions I find it very important to have a deep look at the insights of those who daily deal with teaching in large classes, thus teachers who come from different cities of Kosovo and their ideas on how their class is organized and structured, whether the high number of students reflects in their students successful achievement; whether all the students engage similarly in the class; what sort of activities and strategies do teachers use when teaching and questions similar to that.

Chapter II- Literature Review

During the past 100 years, over 550 experimental and 100 correlational studies have been conducted by a wide range of researchers regarding the “issue” of large classes (Johnson, Johnson, & Stane, 2000). By comparing and contrasting the earlier research done in large classes; effects on students and teachers who are part of these classes, as well as the responses of the questionnaires that were completed by English teachers and students who work and learn in different regions of Kosovo; according to the participants’ responses and studies that have been done for this thesis, I can conclude that there are some major positive aspects and benefits that teachers and students find when teaching large classes; but on the other hand there are also some negative aspects or disadvantages that are difficult to pass when teaching and learning in large classes.

Research on the effect of class size on student performance has resulted into numerous definitions, notions and opinions. Firstly, there was not an agreement among researchers about a strict definition of large class. The latest agreed with the fact that there is no clear definition of large class because that differs according to the discipline, individual students and teachers’ perceptions. Researcher (Kyne, 2010) admitted that it is not easy to determine what constitutes a large class, therefore in some countries 25-30 students per one teacher is seen to be normal or quite small number of students whereas in other countries that could be considered large. The impact of class size in students’ performance resulted to be huge. Thus, according to (Blatchford, Baines, Rubie-Davies, Basset, & Chowne, 2006) class size is a crucial environmental factor that has a great impact on teachers and students in a number of ways. Hence, it is very important to consider the accommodation and facilities that are available and the resources needed for have a better classroom environment.

As it was mentioned in the previous chapters, large classes best demonstrates the integration between students while showing the cooperative work of students, in the process of helping each other in becoming successful. According to Slavin’s work as cited in (Lehraus, 2015), he emphasized that even though in large classes students will face a variety of people of different religions, ethnicities, ages, genders, social status, still they will learn how to cooperate with them

in the sense that the success of their peers will reflect their own success, which they would continually improve.

According to Johnson and Johnson, as cited in (Brady & Tsay, 2010), group-based learning in large classes is a very efficient method because students tend to learn and memorize more when working with their peers. Therefore, learning in groups can be more successful than learning independently because as studies found out that the old traditional ways of teaching such as through lectures consist of not having an active learning that the new teaching methods are looking for. Students admit that they want to be actively involved in class because as studies found out, students tend to learn more when they are engaged and interacted in the learning process rather than staying passive. Further, research on group-based learning methods has shown that team learning and student-led discussions not only produce favorable student performance outcomes, but also foster greater participation, self-confidence and leadership ability (Perkins & Saris, 2001); (Hochevar & Yoder, 2005). This means that when students in large classes are assigned to teams consisting of four to five members (that number depends on the overall number of students in class) where everyone has to contribute in equal participation toward accomplishing common goals through one semester or a period that teacher assigns them to; their success comes as a result of hard work because students will be able to remember more when doing activities that will also increase their potential for higher grades. This method tends to have a very positive impact on students as well as teachers that teach daily in large classes because in this way, they have all their students engaged and fully active in the learning process.

Are young pupils really able to work in groups? This question is mostly raised by teachers. Thus, in some extensive observations in primary schools in the UK (see the SPRinG project; Baines, Blatchford, and Webster forth coming; Blatch for detal.2006) indicate frequent problems concerning groupwork functioning and learning outcomes (Blatchford, Kutnick, Baines, & Galton, 2003). On the other hand, it is reported that group work is quite rarely used even though students are sitting in groups but do not work together (Blatchford, Kutnick, Baines, & Galton, 2003). Some other studies in elementary schools show that cooperative skills training enhance peer learning and interaction. In students is seen a positive effect on cooperative behavior as students helped

and exchanged information, motivated each-other towards teamwork, communicated with their partners about learning and so on (Gillies & Ashman, 1998).

Group or peer learning (Topping K. , 2005) includes numerous forms of acquiring knowledge through active help among friends. Many pedagogical approaches in most educational systems suggest fostering group interaction in order to enhance learning. Thus, in peer tutoring a more expert friend (classmate) is guiding a less expert one in appropriation of knowledge and skills, interactions among status equals are expected within diverse forms of teamwork, such as collaborative or cooperative learning.

Another way for fostering group or peer work among students seems to be through cooperative skills training since it is a key factor for positive effects in interaction and learning on elementary school students (Blatchford, Baines, Rubie-Davies, Basset, & Chowne, 2006). A worth exploring issue in elementary school is how cooperative skills training can develop interactions among students who for instance are just beginners in "writing". The research in two Second Grade classes (age 7-8 years), turned out to be achievable with young students engaged in fundamental skills. Generally, pairs of students were able to work cooperatively on "writing task" without their teacher's help or supervision; students showed appropriate functioning by showing huge dedication in on-task matter with their assigned partner (colleague) in an interactive form of participation. Through the examination of interactive processes during student interactions revealed that cooperative and social dimensions were strongly related because firstly, students reflected a positive social behavior and effective cooperation among students. Moreover, in the second level (middle school) constructive peer and group interactions appear to be not only one of the positive effects of cooperative skills trainings but also one of the processes contributing to high-performance learning (Rosenthal, Russell, & Thomson, 2006).

Therefore, these findings suggest that it seems possible to improve peer or group work practice on the strength of cooperative skills training (Blatchford, Kutnick, Baines, & Galton, 2003).

Whereas, in the other hand, large classes tend to have a negative impact to some other students; despite the challenges and obstacles that teachers have when teaching in large classes,

one of the main problems that according to the studies, is still present, is the lack of rapport of students with the teachers in class. According to Wulff, Nyquist, and Abbotes (as cited in (Cooper & Robinson, 2000)), the student/teacher interaction plays an important role in the learning process, but the larger the class, the fewer the chances for contacts with the teacher; which leads to not having space for asking questions and waiting for feedbacks. This phenomenon is also concerning for the students who are in need for more specific help while learning, but in large classes it is almost impossible to a lot time specifically for working with them.

The teacher and student interaction in large classes are seen as a problematic issue since in those classes, lectures take place in a big room, and the interaction does not feel like personal communication because the teacher is far away from the student. Moreover, because of the high number of students in class, the latest have to sit in tight rows; the sitting arrangement feels more like a theater than a class; most of the students are strangers to one another; the number of students to participate in class discussion that includes everyone or even those that are willing to chime in is impossible; the teacher appears remote, impersonal and the communication gap between the teacher and the students feels very real, all of these above-mentioned issues lead students to care less about seemingly small distractions and creating an inhibition about participating in class (Strategies for Teaching Large Undergraduate Classes, 2010).

(McKeachie, 1990) argues that there are many theoretical and practical reasons why class size should make a difference at achievement level, but in the end, it is the skill and competency of the teacher that counts. Numerous studies have recognized the central role of the teacher in promoting the good quality in education resulting in the notion that teacher competency is a more significant determinant of student learning than classroom size. To the same opinion as well is (McKeachie, 1990) who notes that "What counts is not the size of the class, but the quality of the teaching" (P.1). Similarly, (Hill, 1998) does not recognize any performance advantages for small classes. The same view is also supported by (Baldwin, 1993) who investigates whether a qualifies teacher with an excellent reputation could do better in a large class than doctoral students with smaller sections. He concluded that there is no significant difference in students' performance. Whereas, other researches have attempted to support the idea that a large class has its own disadvantages on learning and teaching by focusing on the problems that students

and teachers face in large classes. Problems such as passivity and anonymity among students, low participation and motivation in class and poor engagement of student with course content are the consequences of learning in large classes (Biggs, 1999) (Carbone & Greenberg, 1998) (Ward & Jenkins, 1992).

Much of the available literature on classroom size also focuses on the choice of applying various methods in class. For instance, (Pedder, 2006) notes that if teachers are fully responsible and try to implement many teaching methods they will maximize opportunities for students to learn in classes of different size in different ways that will result in strengthening students' personalities, behavioural and cognitive capacities. (Wanous, Procter, & Murshid, 2009) as well, pointed out that "large class size is increasingly less accepted as an excuse for not adopting new more effective approaches" (P.79).

Another disadvantage of teaching and learning in large classes is the discipline issue. Because of the high number of students in class teachers cannot control and assist in each students' needs; their needs suggest on having various questions regarding the lectures or assignments.

Thus, large classes offer students fewer opportunities to learn in class, in order to achieve success. They feel more reserved in class and not willing to participate and engage at all.

Chapter III- RESEARCH METHODOLOGY

Throughout the development of this thesis, the reader was firstly introduced with an introduction to the topic which consists of the thesis overview, statement of the problem, the main purpose of this study, the research questions, the hypothesis and the importance of the thesis. Then, the second chapter consists of the literature review, whereas the third chapter of the thesis consists of the main objectives of the thesis, the main research questions and hypothesis, the research instruments, the participants of the questionnaires as well as the methodology of data collection.

3.1 Objectives

Overcrowded or large classes are now common-places in most educational institutions, especially in countries in the post-war and development process, such as Kosovo. There are many challenges that teachers face when teaching large class sizes, particularly in those countries (Yelkper, Namale, & Kweku Esia-Donko). As it is evident worldwide, the primary focus of learning is on students, since their growth and self-development are what the teachers seek to find and lead towards success. Commonly, it is significant to have a look at the conditions and circumstances students face in order to create the perfect environment for them to learn. Thus, one "problem" that might be very helpful or harmful to students and teachers as well is working and learning in large classes. As was briefly mentioned in the introductory part, while analyzing earlier researches done into this field, it was proven to have a positive impact to a considerable number of students, but it also might have a negative effect to other students and teachers. As it is known the result of having large classes comes from the lack of "adequate funding leads to inadequate school buildings, inadequate educational facilities, poorly qualified and poorly remunerated teachers, inadequate learning conditions and lack of instructional materials" (Ogbondah, 2010, p. 321).

Hereby, in this thesis will be reviewed previous researches and articles that have been done in the past that implicate that class sizes have an effect on student achievement. As it has been mentioned previously numerous research articles have been examined in order to investigate whether or not there is a correlation between the large classes and academic

achievement. Throughout the development of this thesis and reviewing various studies and methods this research will use them in order to come up with desirable results. Therefore, this study concentrates on the challenges that teachers and students encounter daily in large classes and will bridge the gap by making a general review of studies related to the research problem under the following sub-problems:

- Advantages of large classes;
- Disadvantages of large classes;
- Teaching and learning methods in large classes.

Of the following research questions:

- 1) What are the advantages or benefits from learning in large classes?
- 2) What are the drawbacks of learning in large classes?
- 3) Which are some activities that can be used within large classes?
- 4) What are teachers and students' experiences in large classes?

And by proving the following hypotheses:

- Learning in large classes can be beneficial to some students.
- Learning in large classes may create difficulties to learn for students.
- Teaching and coping with students in large classes is difficult for teachers.

A real challenge to every teacher and student is to teach and learn in large classes because of many factors as: diversity of students, class poor management, lack of flexibility at students, minimum chances of engaging all students and similar to that. (Fortes & Tchantchane, 2010).

Earlier studies carried on by (Carbone & Greenberg, 1998) focused on the large class environment, offering strategies for course design, student engagement, active learning, and assessment observed that a crucial role in large classes has the class management. Thus, by the end of this MA Thesis research one could easily see whether the main objectives that were to find out the real challenges of being part of large classes and the advantages of large classes as well as teachers and students' experiences of teaching and learning in certain circumstances in Kosovo have been found and dealt with.

3.2 Research instruments

Throughout years the problem of large classes in many countries has been analyzed and discussed. Hereafter, numerous studies done have come up with similar facts that to some extent teaching and learning in large classes can be beneficial to a considerable number of students and useless to the vast majority of students. Similar to that, through this thesis will be elaborated important aspects and issues that lead into these results.

For this MA Thesis a quantitative research method is used. In order to gain a general knowledge regarding students and teachers' perspective towards this issue questionnaires were used; as a way to deepen more this study and collect more specified data the questionnaires included open-ended questions where participants could have written paragraphs about their own perceptions.

Thus, this research thesis had only one phase. As a way of incorporating as many ideas and viewpoints from numerous teachers and students that will be helpful in creating a vision about this important issue of learning in large classes, questionnaires have been held. As mentioned above, with the usage of questionnaires, a larger audience can be included and asked that will be beneficial into testing the hypothesis as well as collecting, analyzing and processing the data gained.

Furthermore, questionnaires tend to be a right choice due to the fact that they might confirm the declared hypotheses, explain to some point others' perspectives; and the last but not the least, through questionnaires and their results one may interpret the collected data while relating the latest with other facts.

Therefore, the first phase will gather data with the help of a questionnaire. The primary aim of this questionnaire was to get closer into teachers and students' perceptions towards learning in large classes and find important information about this case study.

Through this method one may come up with detailed and specified information that somehow are captivated from the questions that the questionnaires were compiled. Moreover, paragraph questions helped on improving and clarifying questions that did not have enough space for answering. While also providing significant insights into some teachers and students'

perspective towards the issue of large classes into its advantages and disadvantages to learning process.

The questionnaire was organized in a way that it consisted of questions regarding the methods that teachers may use when teaching in these sorts of classes; students' perceptions on the benefits they may gain while coping and working within large classes; as well as the drawbacks, such as the lack of space and time for talking and so on. I claim to find this method the best way to investigate my research questions, by asking teachers and students how they view this situation and not giving them limited responses that they would have to pick. In other words, through the questions written in the questionnaires, teachers and students had the chance to express their sincere emotions and experiences regarding the challenges and advantages of being part of large classes; formulation of the questions was effective and provided a wide space for writing in-depth insights and perceptions.

3.3 Participants

The sample of this research was distributed to teachers who tend to work regularly within large classes and students that are part of those classes as well. Also, it is worth mentioning the fact that the teachers that were part of the study come from different cities and schools in Kosovo.

The participants of this study willingly took part in this research and did not hesitate to complete the questionnaires distributed to them. The 20 teachers and 20 students who filled in the questionnaires were of different genders, moreover since the majority of the questionnaires have been completed online, they were distributed to teachers and students that come from various regions in Kosovo. This fact is crucial in analyzing the issue with teachers that do not come from a specific city; rather than that the information is broadened to various cities such as: Gjilan, Prishtine, Peje, Mitrovice, Ferizaj and Prizren. This study lasted for one week in June of 2019 and during following two weeks data was generated and analyzed to compile results and conclusions.

Participants were informed of what the study entails. They were told that names of teachers and students will not be included throughout the study therefore they did not have to write down their names since that information was not needed for the purpose of this study. They also were informed that their individual responses to the questionnaire will not be shared with others, but used for research data only. All of their information will be kept confidential throughout the entire research process. The aim of the study was explained to participants as to gain some understanding of their attitudes and beliefs towards teaching in large class which will help to expand the knowledge of this significant phenomenon. All participants were questioned about the challenges they encounter and the strategies they employ to overcome the problem.

3.4 Methodology for data collection

For the purpose of this research, English language teachers and students from different cities of Kosovo completed a quantitative questionnaire. Their responses were used to investigate whether these participants' responses are similar to some extent or not with the information taken from many books and other research. There was also included previous research that suggests the benefits of teaching and learning in large classes for the purpose of higher academic achievement as well as its drawbacks. This study aims to provide some evidence that teachers and students either agree or disagree with what is currently known for the advantages and disadvantages of teaching and learning in those classes as well as the teaching and learning methods and strategies used in order to cope better.

As a way of gathering information regarding this issue, this research uses a quantitative questionnaire to help gathering opinions from teachers who have experience working with big size classes, who share their experiences and thoughts regarding the advantages and disadvantages of working and learning in those classes. It is worth-mentioning the fact that teachers will be given an informed consent form and an acknowledgement and consent form to fill out before any research will be conducted. There are included more than 20 teachers in questionnaires that consisted of approximately 21 questions, and 20 students in questionnaires that consisted of 17 questions (multiple-choice and short- paragraph answers).

After the participants (teachers and students) completed the questionnaires online or in hard copy, the procedure of data collection occurred while compiling the answers of the questionnaires (See Appendix A), (See Appendix B). The questionnaires consisted of questions relating with what teachers and students seek to find beneficial and not in working and learning in large classes and the methods that are appropriate in those circumstances. The questionnaires contained questions to find out whether teachers and students that are part of these environments agree or disagree with the current findings based on the literature about overcrowded classrooms. Most of the responses have been measured using a Likert five-point scale of 1. Strongly Agree, 2. Agree, 3. Neutral, 4. Disagree, and 5. Strongly Disagree.

Moreover, the questionnaires were compiled in a way that the participants had to express their thoughts and opinions regarding specific questions while writing a short answer or a short paragraph.

Once the data has been completed, the results have been compiled by using spreadsheets as well as online statistics with adequate percentages. Including, the advantages and drawbacks of teaching and learning in large classes responses into various tables and graphs while analyzing it in accordance with the agreement or disagreement with the literature based on the extents of big size classes.

CHAPTER IV- RESEARCH FINDINGS

4.1 Introduction

The purpose of this research is to ascertain what benefits and drawbacks exist when teaching and learning in overcrowded classrooms. To answer this question, the researcher surveyed teachers and students about their own perspective and experiences, and compared these findings with current literature on the subject.

Data from these surveys was collected and analyzed using Microsoft Excel. 40 participants completed the survey, all of whom were English teachers or English language students from different Kosovar cities. The survey was dispersed online via Google Forms, or was provided to participants in hard copy. The survey was conducted in English and participants responded in the same language.

4.2 Research findings from teachers' questionnaire

Question #1 What are the challenges associated with overcrowded classrooms?

Figure 1



According to their experience, teachers listed some issues that they considered to be challenges when dealing with a high number of students in one class. 90% of participants were of the opinion that classroom management was a considerable challenge in large classes. Almost all participants shared the same opinion regarding to what they consider to be very challenging in overcrowded classrooms.

Some of the comments teachers added are listed below:

"I believe that overcrowded classrooms have negative effects. It would be difficult for a teacher to manage the classroom, less time for student engagement and participation in class activities, students that may have issues in comprehension may be left behind, the level of noise and distraction increases, a teacher may not identify their students' learning needs, and would impact teaching and learning process in general".

"Challenges include the effort of trying to be and treat all students equally; not let them feel unimportant, and avoid, losing their courage and enthusiasm towards learning".

"It is really difficult to keep students engaged when the classroom is overcrowded. The teacher would be more as a crowd controller rather than an educator".

"Lack of participation of all students, noise level increases, classroom discipline issues"

"Overcrowded classes are hard to manage and the focus and attention of students is low".

"Not being able to spend enough time on reaching the needs of every student".

Question #2 What are the advantages of teaching in large classrooms? Figure 2



According to their experience, teachers listed some issues that they considered to be benefits when dealing with a high number of students in one class. 85% of participants were of the opinion that students' socializing was a considerable benefit in large classes. In terms of other advantages associated with teaching and learning in large classes, teachers were mostly of the same opinion, stating that:

"I think that teaching in large classrooms the major advantages are: the classes go by quickly, not boring, fun and exciting".

"Learning from each other"

"More interactivity. More ideas, perspectives. Group work".

"Socialising, learning from different experiences, healthy competition, and so on".

"One gets to hear different and innovative ideas from many students, the classes tend to be more energetic due to the large number and sometimes bring positive results".

"We get to have more ideas, opinions, classes are more fun (sometimes)".

"An advantage is that time passes fast and there is a high energy within the classes".

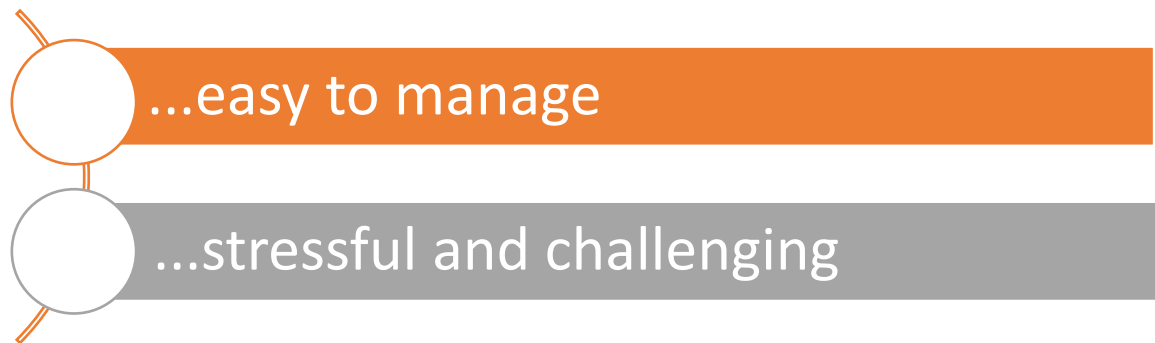
"Maybe in large classes time goes quickly which means that there are fewer chances to get bored".

"On the other hand, it would be advantageous for students since they may learn how to learn independently which may help them for their future studies".

"large classes can be noisier than small classes";

Question #3 What are your experiences with overcrowded classrooms?

Figure 3



According to their experience, 50% of participants were of the opinion that large classes are easy to manage and 50% of the teachers were of opinion that large classes are stressful and challenging. Overall, teachers drew from their own experiences with large classes, stating that:

" In an overcrowded classroom for the teacher it is not easy to manage. From my experience I can say that in case a teacher is very tolerant the situation can get out of hand. You have to be a kind of psychologist to keep the situation under control because the more students, the more types of characters, the more problems you deal with".

"By my experience as a teacher with overcrowded classroom are that they are really stressful and challenging".

"Not so easy working with in overcrowded classrooms".

"It was difficult to involve each student in the learning process, and difficult to keep the noisy students quiet".

"I do not have much experience in that field, for I teach mostly individual classes, however I have noticed that students learn faster when the class is smaller".

"I have tried to keep small and not overcrowded classes since the students themselves did not accept to be in such classes. However, when I had the chance to have such classes usually, they turned out to be positive".

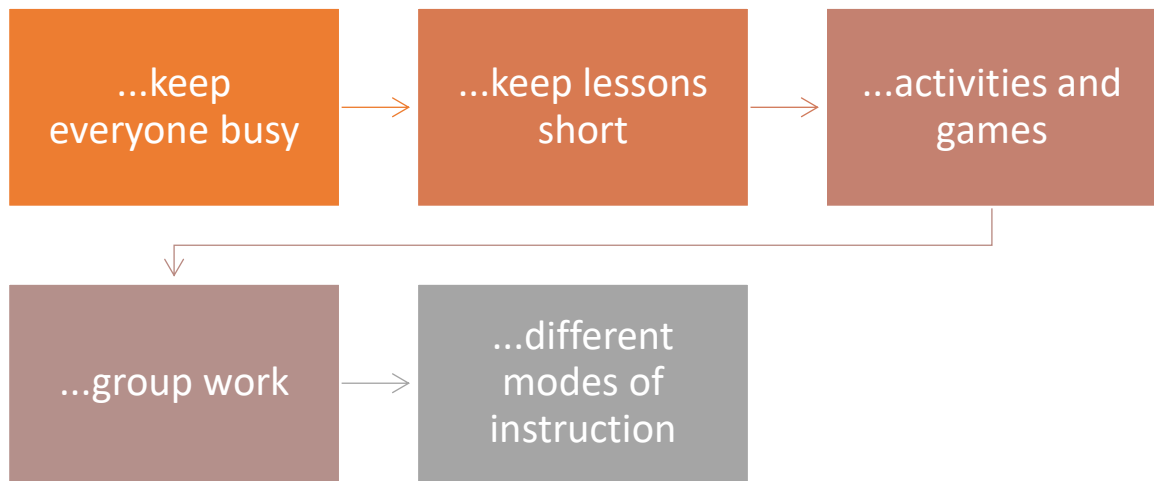
"My experiences with overcrowded classes are not the best, as you could easily understand. Noise, everyone speaking at the same time, students arguing about their peers ideas etc.."

"In the beginning of the year it was hard to manage the class but throughout the year became easier and the students got used to it as well. The energy and their focus became higher. As well, was easy mostly because the students were of the same L1 and of the same cultural background".

"Sometimes I couldn't make all the students talk because of the limited time"

Question #4 How do you cope with overcrowded classrooms?

Figure 4



The purpose of this question was to identify some strategies that teachers use when working with large classes. 100% of the respondents referred to strategies implemented or their ability to improvise, such as:

"Depends on number, environment, conditions of that classroom. Keep Everyone Busy. The more students you have in your classroom, the easier it is for a few distracted kids to derail your lesson. Use Flexible Grouping. Keep Lessons Short, etc".

"Keeping everyone busy, keeping lessons short, using workgroup".

"I Identify the students that may need more attention and help.I try to monitor them all the time.I speak with them for everything.I create permanent teams.I make the plans carefully, interesting and attractive".

"Try to involve as much fun activities as possible".

"I try to integrate interactive ways of teaching, in order to engage as many students as possible".

"I also try to have all my students contribute at least once during the class".

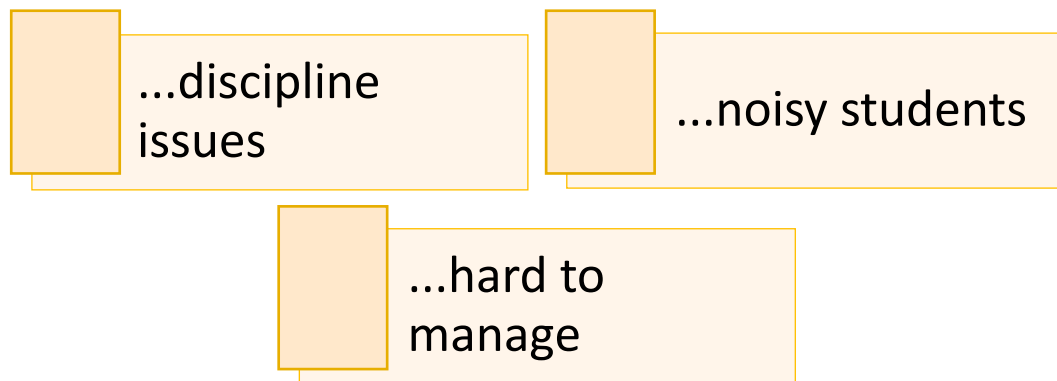
"I try to divide them into groups and give them various activities".

"I try to organize the class in groups, make them share their ideas within the group and then one of the members share its groups' opinions regarding a theme".

"Keeping them engaged all the time".

Question #5 What experiences do you have with discipline also state the most severe discipline problem you have had in the classroom?

Figure 5



Responses to this question detailed the teachers' most severe issues with discipline when teaching large classes, as well as how they try to manage behaviors in these classes. Most comments as 100% of the respondents referred to having a variety of strategies in place for classroom management, centering on keeping students interested and engaged. Responses varied, see below:

" There are number of ways that teacher can promote a good discipline. Sometimes the teacher needs to put punishment in case to get discipline even it often becomes a problem. The one case that I'll mention is when a student reviled the other, so the punishment became a problem. But it had to be applied".

"Keeping them out of class, out of activities and sometimes talking with their parents".

"Overcrowding classrooms increase discipline issues that's for sure! I had a conflict between my students during the lesson. Also, louder classrooms, and sometimes I spend time more in managing the class than teaching".

"Students talking to each other".

“Students were so noisy and not willing to participate, thus some of the students remained passive as a consequence”.

“I have found out that one needs to keep a balance between fun and learning in class, especially with children. Other than that, I have seen that it is able to discipline your students without having to raise your voice”.

“Quite often is difficult to manage them”.

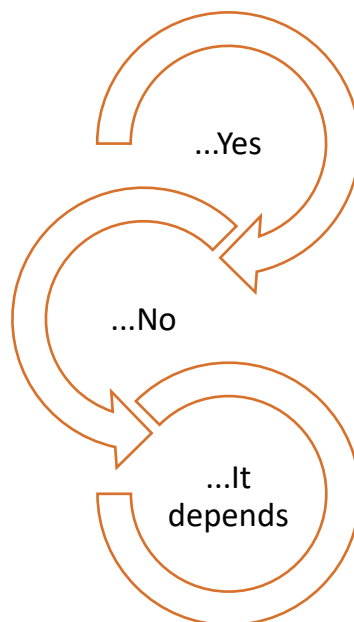
“Sometimes students are very hard to manage, we find difficulty in making them concentrate in the lesson or making them to be quiet and listen while the others are speaking”.

“Within these classes students tend to be noisier”.

“The most severe one is that sometimes I have shouted loudly”.

Question #6 Are learners actively involved and enthusiastic about your lesson?

Figure 6



The purpose of this question was to find out whether students in large classes participate in discussion, are enthusiastic and engaged learners. Teachers' responses to this question were as listed below:

" Yes, I think they are. I worked hard to created warmth atmosphere".

"Not every time, so I have to keep my lessons updated".

"Most of the cases yes especially when I include games and technology in the classroom".

"They generally are, but that depends on the kind of day they have had before coming to class. In most cases, I have had learners say that they find my lessons both productive and informative.

"Most of the times yes".

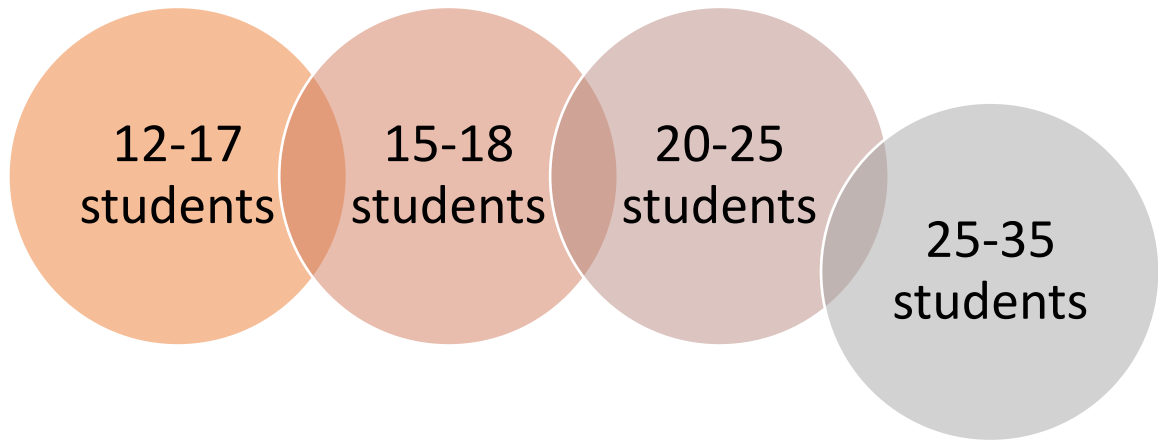
"They are involved most of the time, but sometimes they get their bad mood and do not want to cooperate as they usually do".

"Most of the students are actively involved in the lesson. Few who lack the language a bit tend to rely more on the other students who are better and speak less. For example, if we are discussing about a certain topic, students who lack the language often repeat what other students said and do not give their broadened opinion".

"I think that students WOULD not be that enthusiastic for instance if the things they expected to learn or experience are not supported because let's say due to the lack of time. As a result, they would disengage which would lead to unsuccessful learning".

Question #7 How many students do you teach in your class?

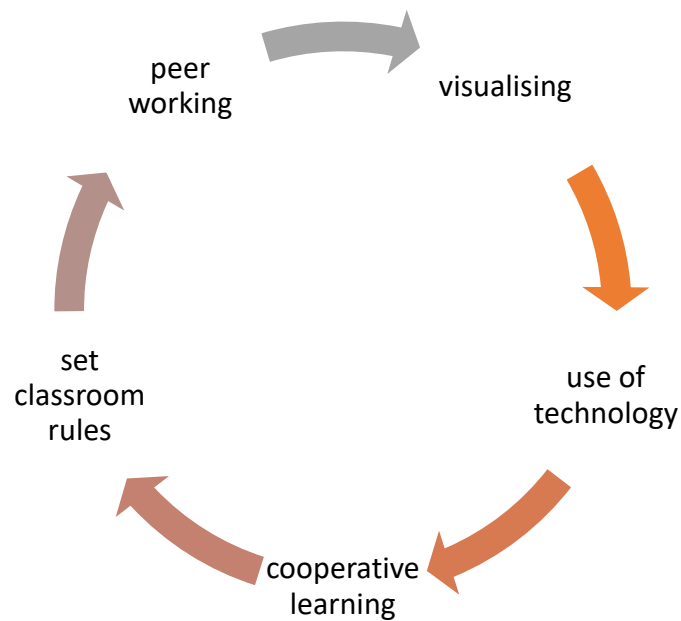
Figure 7



Question #8 What strategies do you use?

The purpose of this question is to learn more about the specific strategies teachers use within their classes to engage students and to identify whether teachers are implementing strategies proposed in current literature.

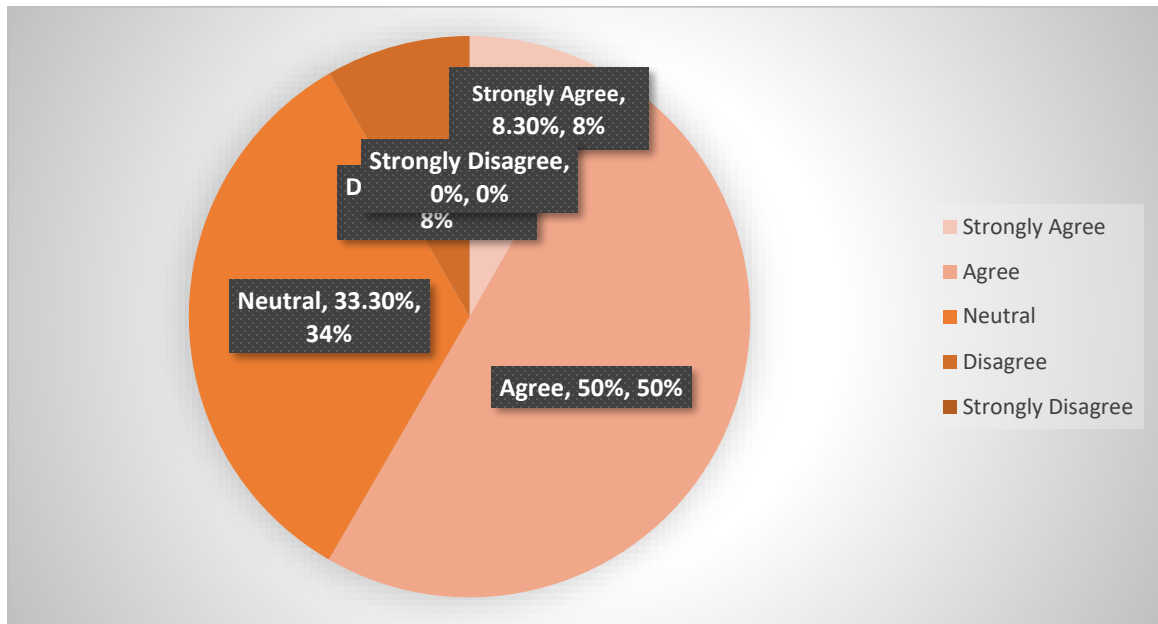
Figure 8



The remaining survey questions utilized a likert scale to quantify participants' responses. Participants circled the response they agreed with the most.

Question #9 Larger class sizes contribute to a decrease in student achievement.

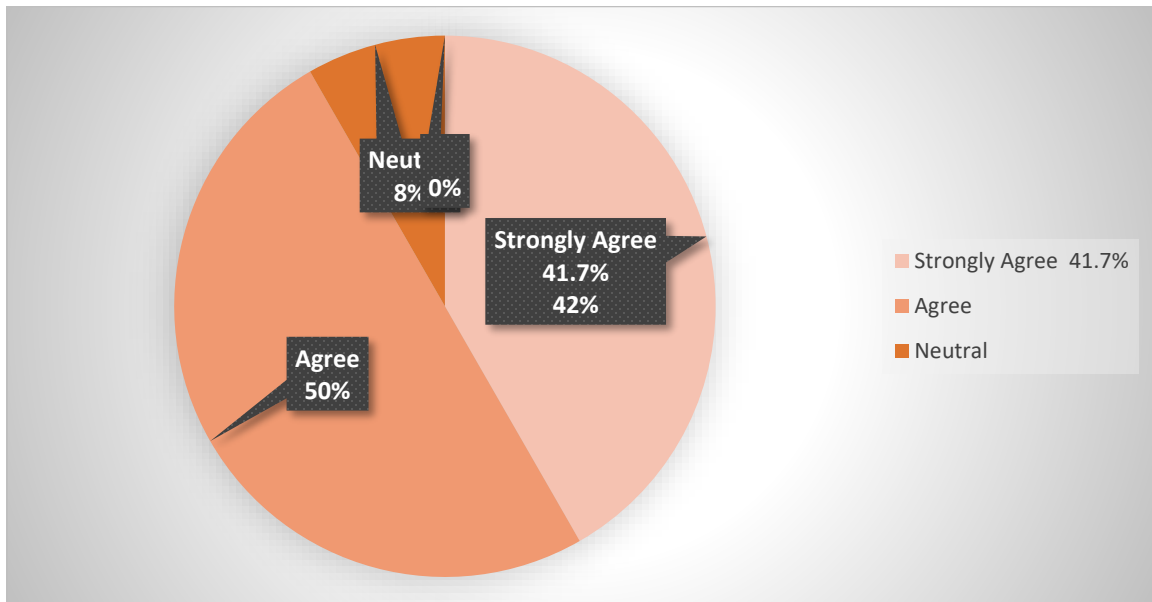
Figure 9



Regarding question 9: 8% of the participants strongly agreed that larger classes contribute to a decrease in students' achievement; 50% of the participants agreed with this assumption; 34% of the participants were neutral about this assumption and 8% of the participants disagreed.

Question #10 Mode of instruction can be a factor in students' achievement.

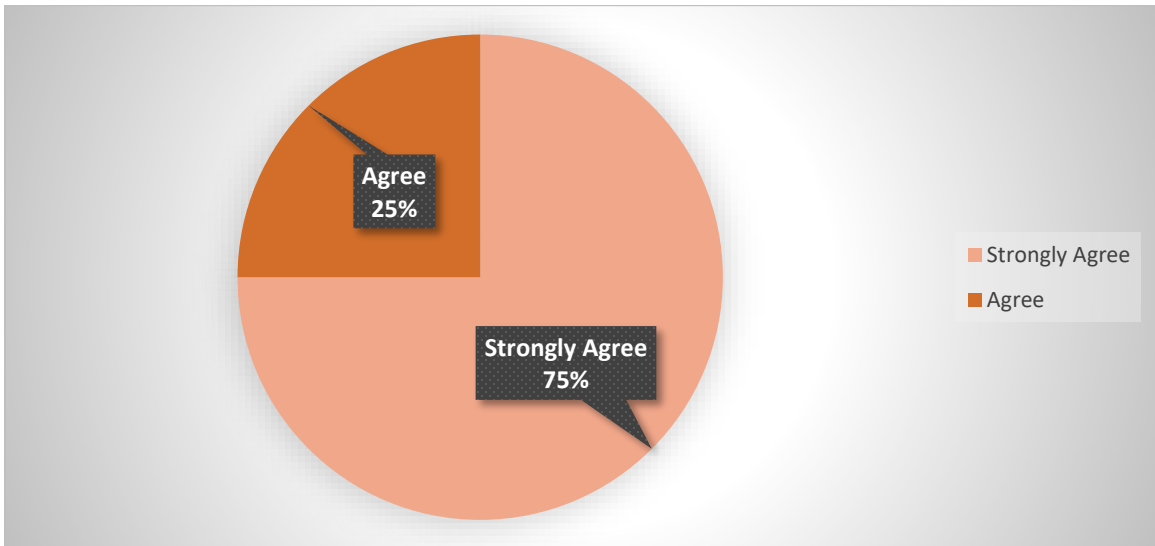
Figure 10



Regarding question 10: 42% of the participants strongly agreed about the assumption the mode of instruction can be a factor in students' achievement; 50% of the participants agreed with this assumption; and 8% of the participants were neutral.

Question #11 Larger classes have more discipline problems.

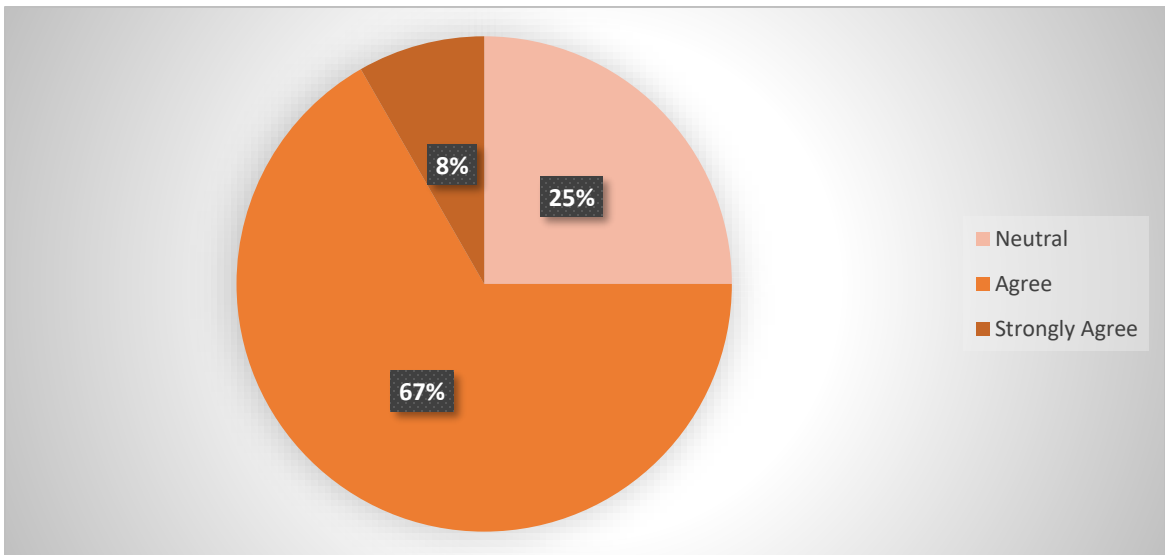
Figure 11



Regarding question 11: 75% of the participants strongly agreed with the assumption that larger classes have more discipline problems and 25% of the participants agreed with this assumption.

Question #12 Language teachers have difficulties grading the large flow of students' work.

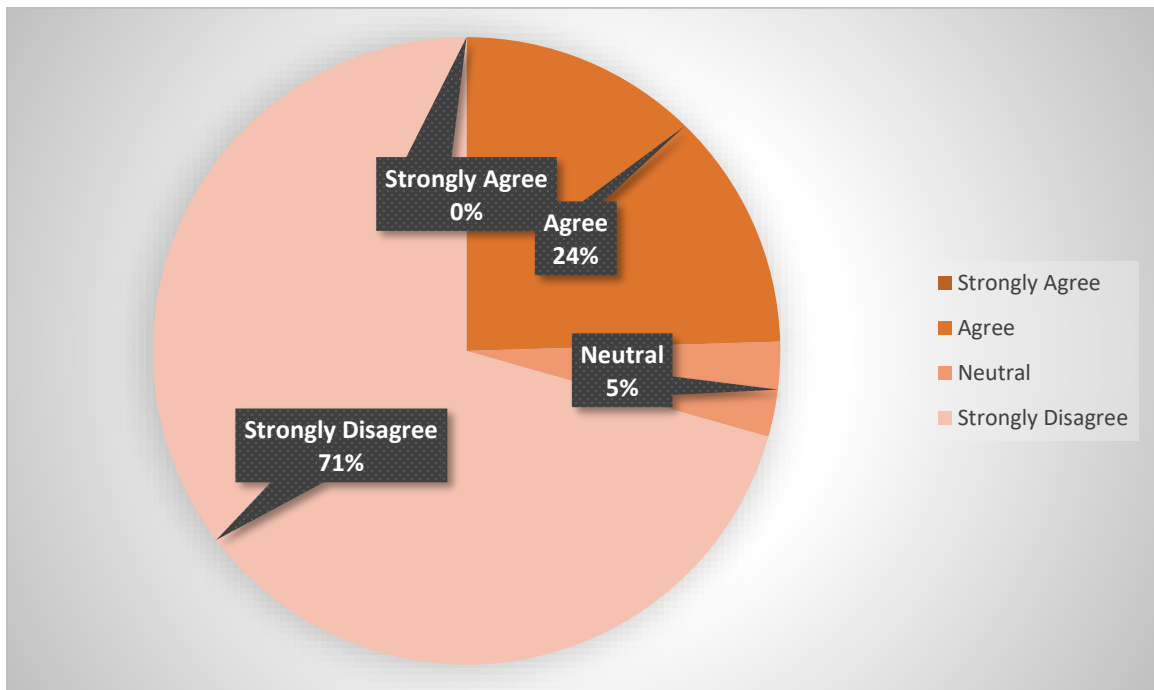
Figure 12



Regarding question 12: 8% of the participants strongly agreed with the assumption that language teachers have difficulty grading the amount flow of student work; 67% of the participants agreed with this response and 25% of the participants were neutral.

Question #13 Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.

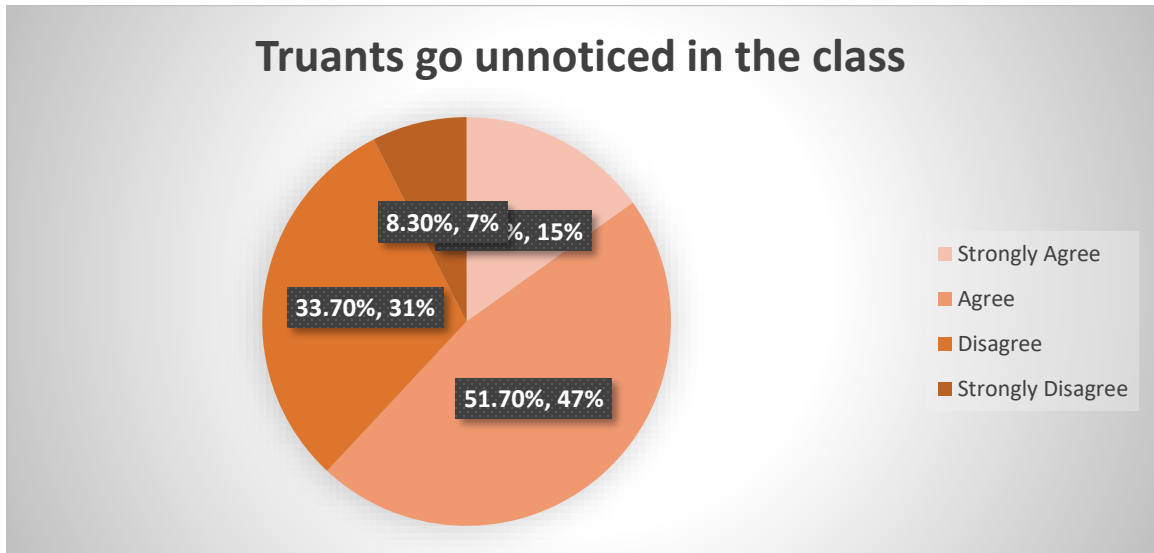
Figure 13



Regarding question 13: 24% of the participants agreed with the assumption that smaller class sizes lead to substantially faster gains in reading due to more individualized instruction; 5% of the participants' answers were neutral and 71% of the participants strongly disagreed with this assumption.

Question #14 Truants go unnoticed in the class.

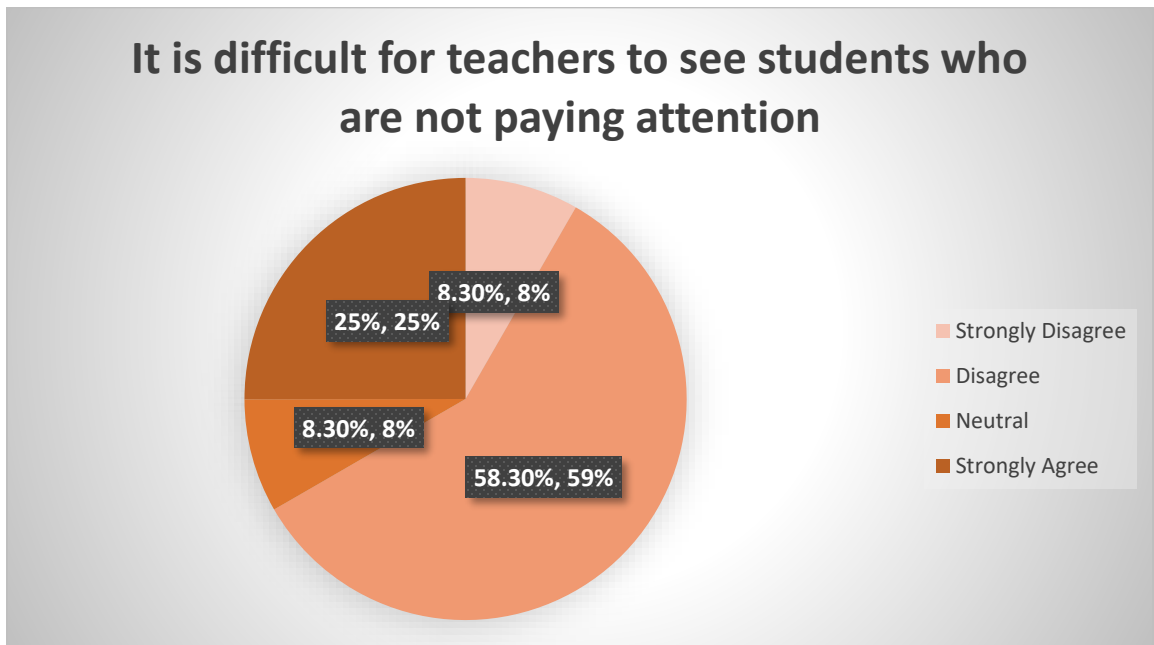
Figure 14



Regarding question 14: 15% of the participants strongly agreed with the assumption that truants go unnoticed in the class; 47% of the participants agreed with the above-mentioned assumption; 31% of the participants disagreed with the assumption and 7% strongly disagreed.

Question #15 It is difficult for teachers to see students who are not paying attention.

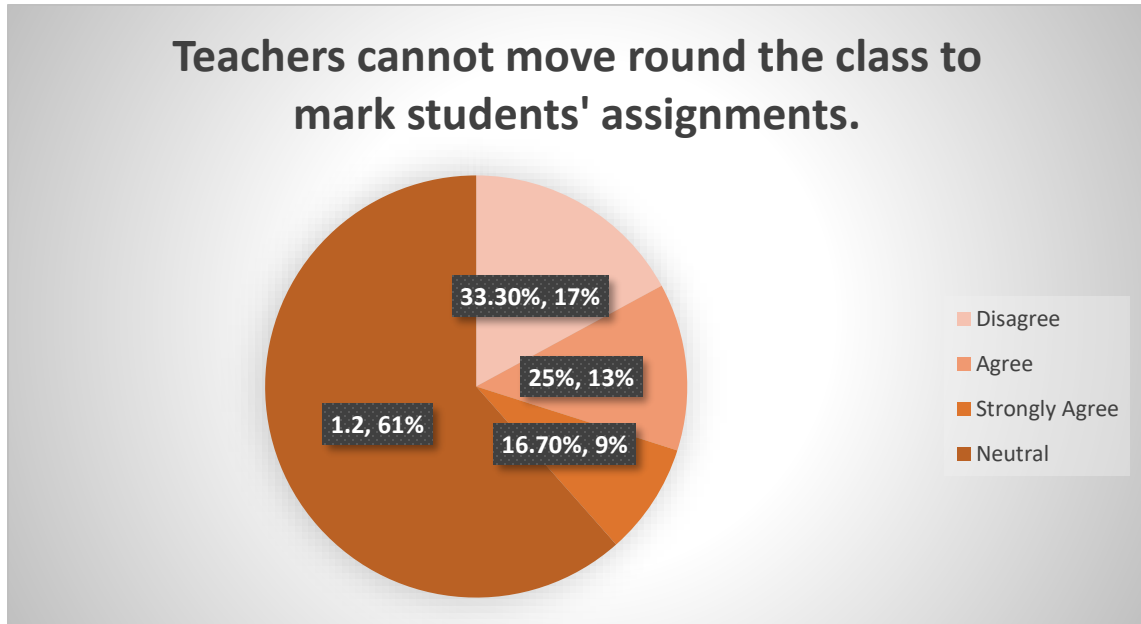
Figure 15



Regarding question 15: 25% of the participants strongly agreed with the assumption that it is difficult for teachers to see students who are not paying attention; 8% of the participants' answers were neutral; 59% of the participants disagreed with the assumption and 8% of the participants strongly disagreed.

Question #16 Teachers cannot move round the class to mark students' assignments.

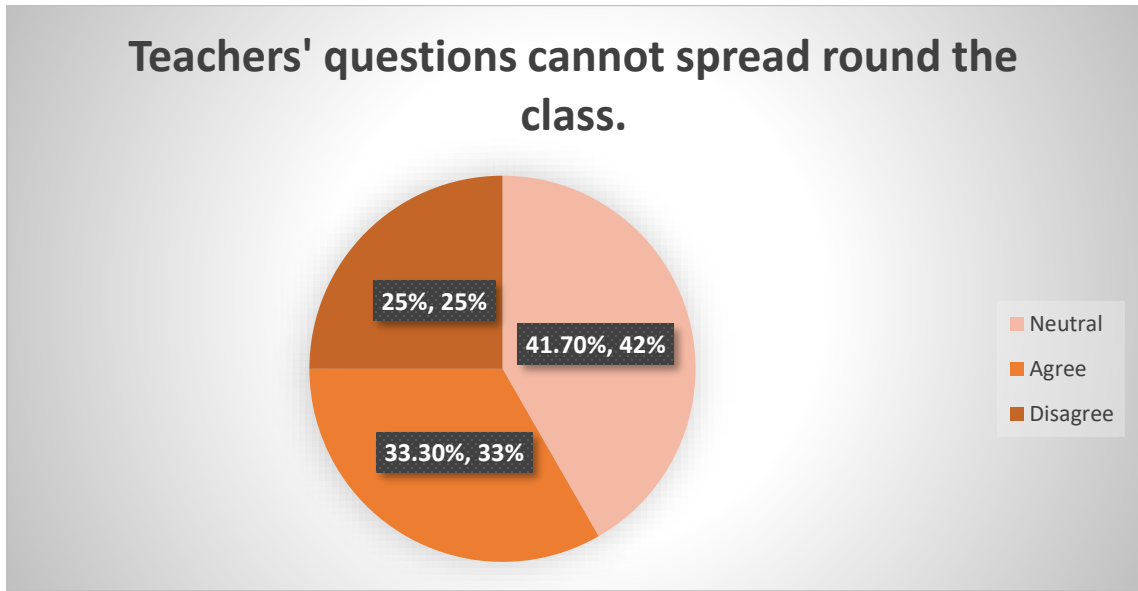
Figure 16



Regarding question 16: 9% of the participants strongly agreed with the assumption that teachers cannot move round the class to mark students' assignments; 13% of the participants agreed with this assumption; 61% of participants' responses were neutral and 17% of the participants disagreed with this assumption.

Question #17 Teachers' questions cannot spread round the class.

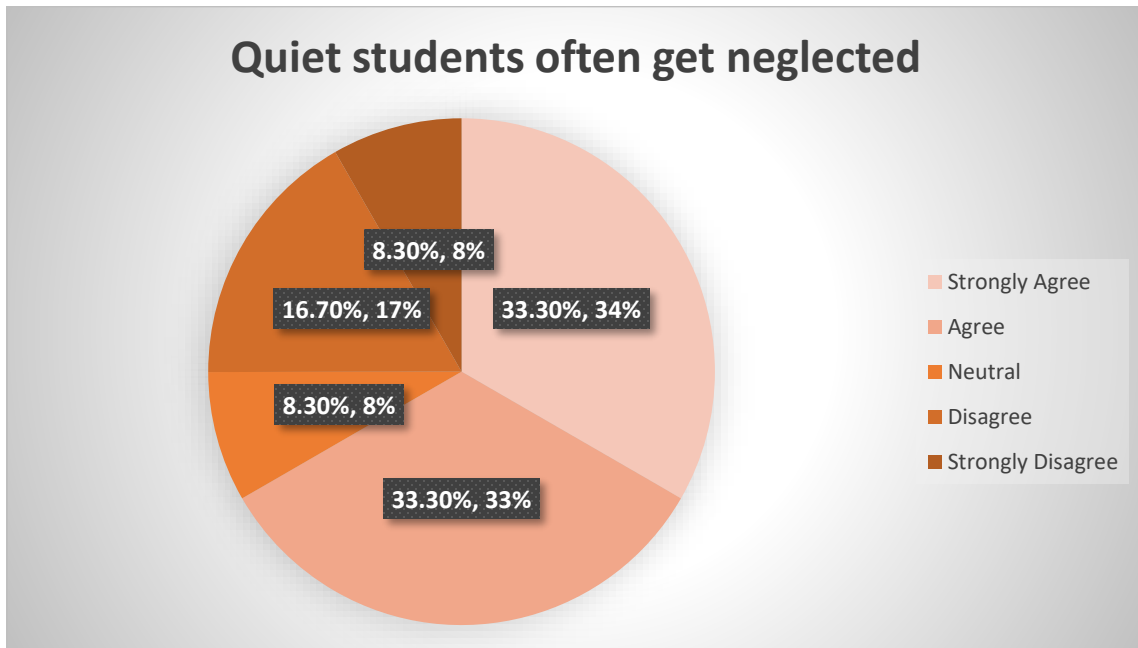
Figure 17



Regarding question 17: 33% of the participants agreed with the assumption that teachers' questions cannot spread round the class; 42% of the participants' responses were neutral and 25% of the participants disagreed with this assumption.

Question #18 Quiet students often get neglected.

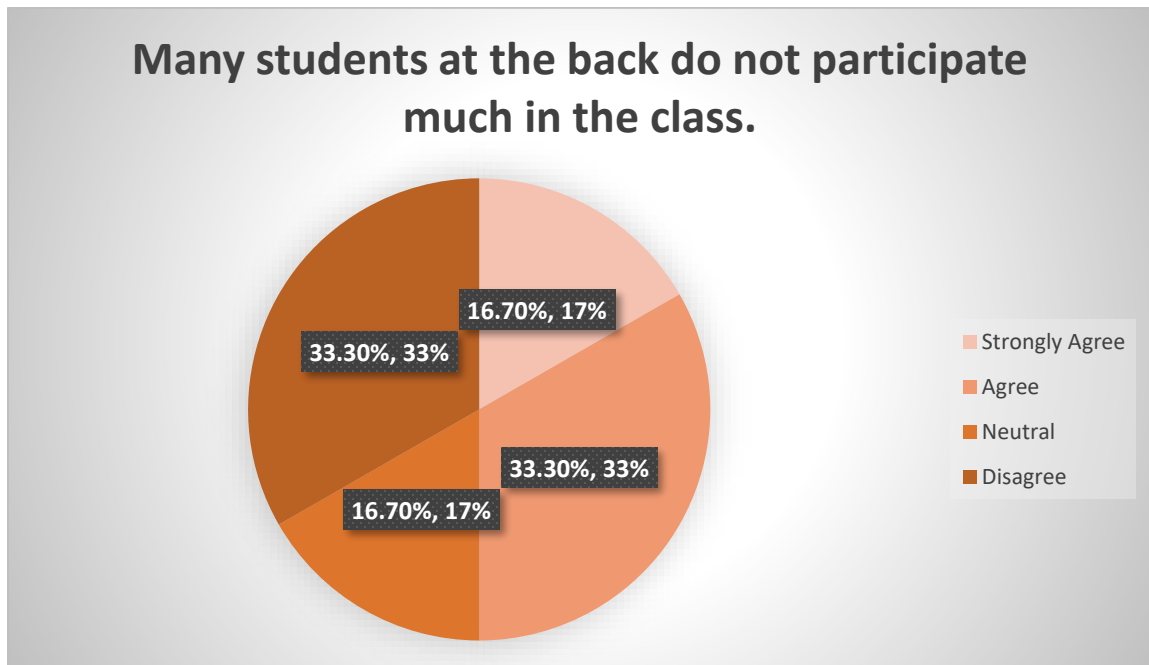
Figure 18



Regarding question 18: 34% of the participants strongly agreed with the assumption that quiet students often get neglected in large classes; 33% of the participants agreed with this assumption; 8% of the participants' answers were neutral; 17% of the participants disagreed with this question and 8% of the participants strongly disagreed about this assumption.

Question #19 Many students at the back do not participate much in the class.

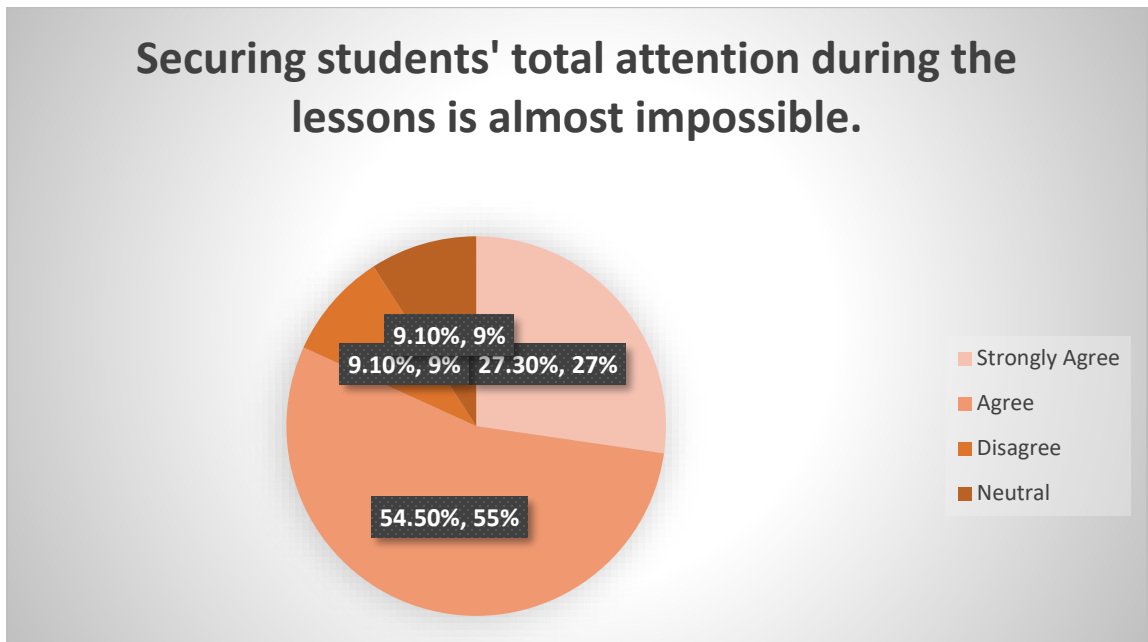
Figure 19



Regarding question 19: 17% of the participants strongly agreed with the assumption that many students at the back do not participate much in the class; 33% of the participants agreed with this assumption; 17% of the participants' responses were neutral and 33% of the participants disagreed with this question.

Question #20 Securing students' total attention during the lessons is almost impossible.

Figure 20



Regarding question 20: 27% of the participants strongly agreed with the assumption: securing students' total attention during the lessons is almost impossible; 55% of the participants agreed with this assumption; 9% of the participants' answers were neutral and 9% of the participants disagreed with this question.

Question #21 Noise making is very rampant during lessons.

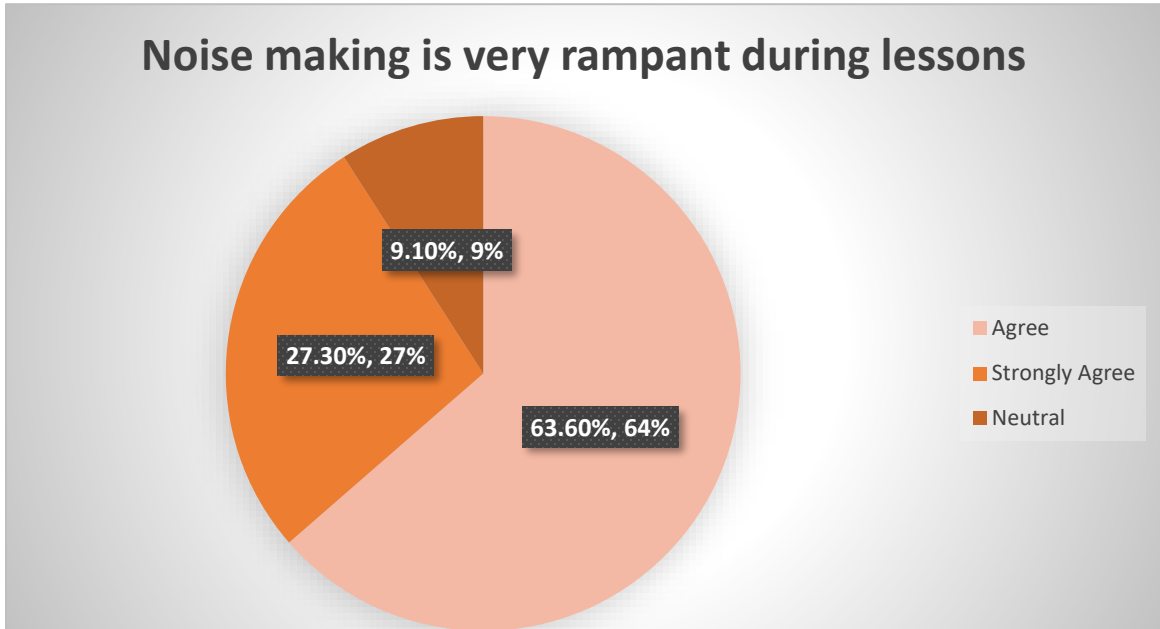


Figure 21

Regarding question 21: 27% of the participants strongly agreed with this assumption; 64% of the participants agreed with the assumption that noise making is very rampant during lessons and 9% of the participants' answers were neutral.

4.3 Research findings- Students' Questionnaire

Question 1: What are the challenges associated with overcrowded classrooms?

Figure 22



According to their experience, students listed some issues that they considered to be challenges when learning with a high number of students in one class. 90% of participants were of the opinion that classroom management was a considerable challenge in large classes. Some of the comments students added are listed below:

"stressful teachers who try to manage the class"

"I think one main drawback is that there are a lot of students and there is no enough space for students to talk"

"lack of participation of students because of the lack of time"

"teachers cannot control all the students' behaviors"

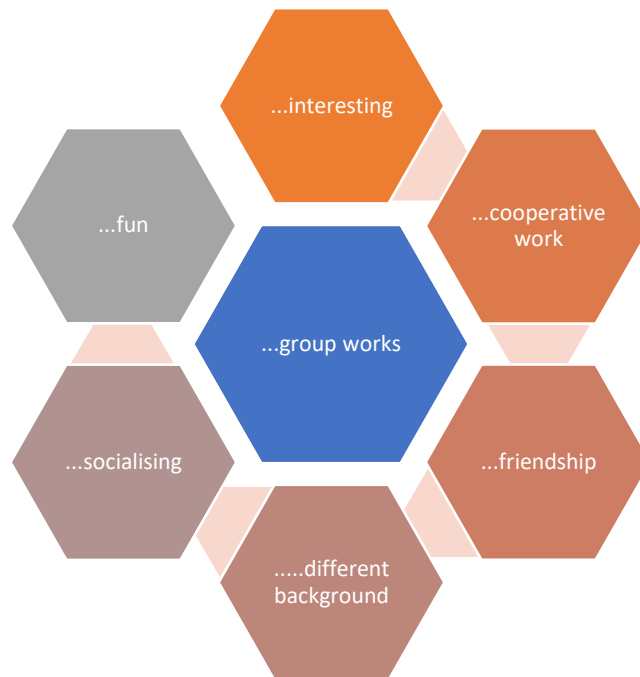
"its hard to answer having all the students staring at you"

"overcrowded classrooms tend to be depressive sometimes"

"large classes can be noisy and have more discipline problems"

Question 2: What are the advantages of learning in large classes?

Figure 23



According to their experience, students listed some issues that they considered to be advantageous when dealing with a high number of students in one class. 90% of participants were of the opinion that socializing and group workings was a considerable advantage in large classes. Some other comments students' added about the benefits of learning in large classes are:

"when it comes for doing different projects, they tend to be better because of more students"

"I believe that some of the benefits of learning in large classes are working in group and heterogenous groups of students"

"students get to engage more with each other and socialize more with different cultures;

"learning in cooperative work"

"because of the high number of students, they can be funny and not boring"

“more interaction between students”

Question 3: What are your experiences with overcrowded classrooms?

Figure 24



According to their experience, 50% of participants were of the opinion that they have good experiences with large classes and 50% of students were of opinion that they have bad experiences. Overall, students drew from their own experiences with large classes, stating that:

“I think to both teachers and students they are stressful”

“it depends, sometimes large classes were interesting to me”

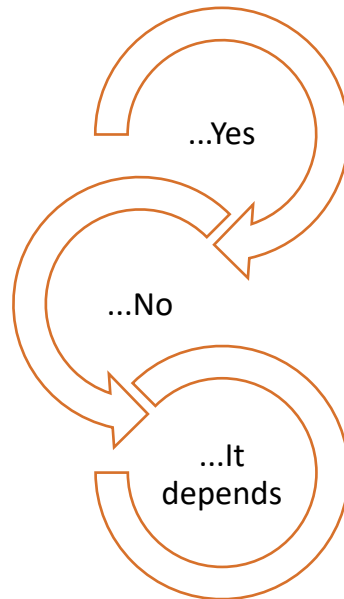
“once I felt shy to talk because I was afraid that other students could judge me”

“until I got used in learning in large classes I felt shy and I couldn’t express all my thoughts and opinions”

“because of the high number of students, I get to work with different students who were part of various cultures, ethnicities, genders, ages and social classes that helped me a lot to know more about their beliefs”.

Question 4: Are learners actively involved and enthusiastic in lessons?

Figure 25



The purpose of this question was to find out whether students in large classes participate in discussion, are enthusiastic and engaged learners. According to their experience, 80% of participants were of opinion that it depends from the mode of instruction, 10% of the participants were of opinion that learners are actively involved and 10% of the participants were of opinion that learners are not actively involved and enthusiastic in lesson.

"I believe that it depends from the mode of instruction"

"sometimes students' interest is at its highest point and sometimes not, there are many factors that contribute to the students' interest in lessons"

"if the teacher incorporates the use of different activities and games in classes then the students are very enthusiastic about the lessons"

"Yes, we are enthusiastic about the lessons"

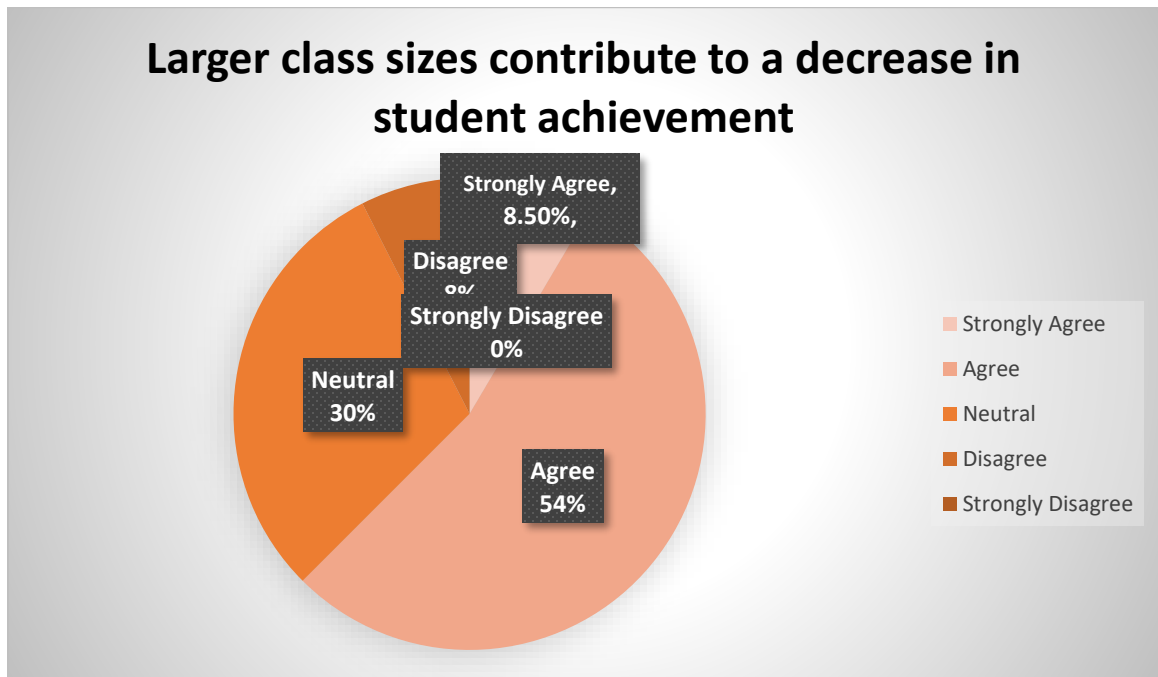
"students get to be enthusiastic in class with the usage of technology in order to make the lesson more interesting"

"that depends from the topic of the lesson..."

The other questions compiled within this questionnaire practiced another way of answering such as students had to read the statement and circle the response they agree with the most.

Question #5 Larger class sizes contribute to a decrease in student achievement.

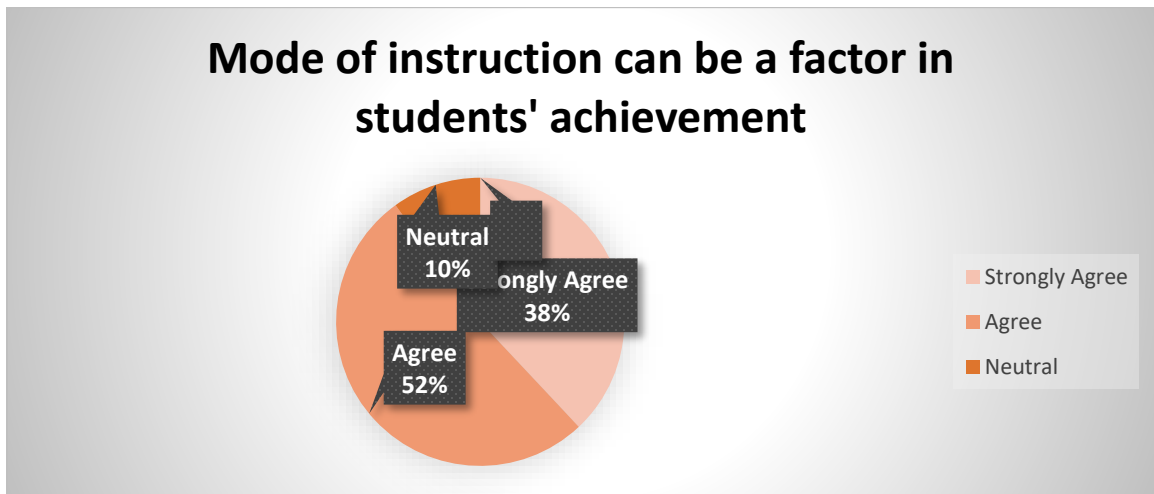
Figure 26



Regarding question 5: 54% of the participants agreed with the assumption that larger class sizes contribute to a decrease in students' achievement; 30% of the participants' answers were neutral; 8% of the participants disagreed about this assumption and 9% of the participants strongly disagreed.

Question #6 Mode of instruction can be a factor in students' achievement.

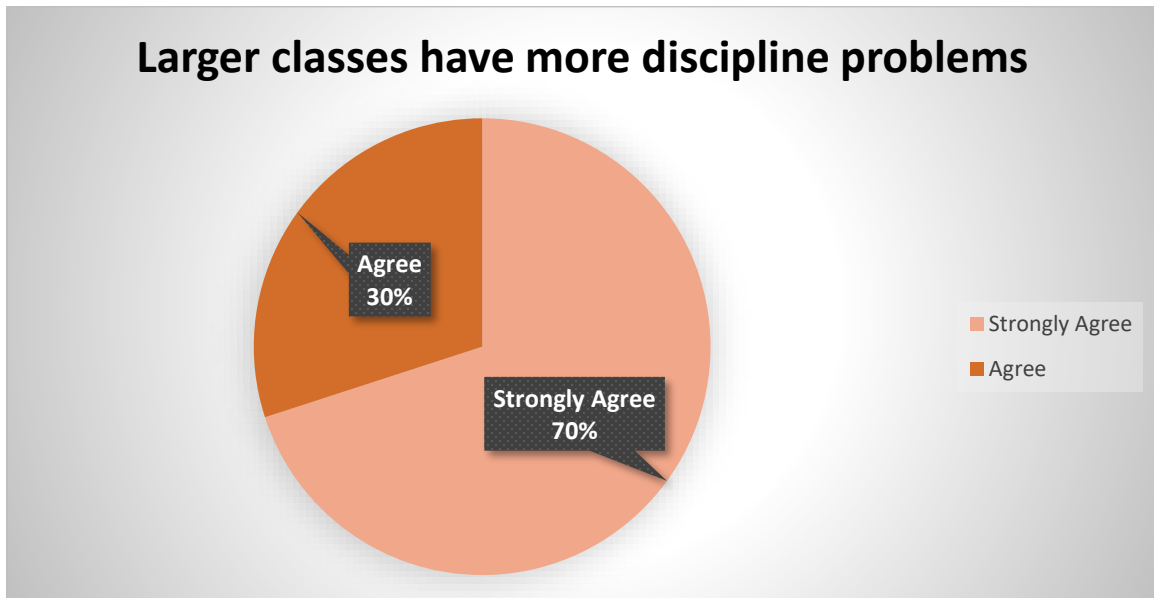
Figure 27



Regarding question 6: 38% of the participants strongly agreed with the assumption that mode of instruction can be a factor in students' achievement; 52% of the participants agreed with this assumption and 10% of the participants' answers were neutral.

Question #7 Larger classes have more discipline problems.

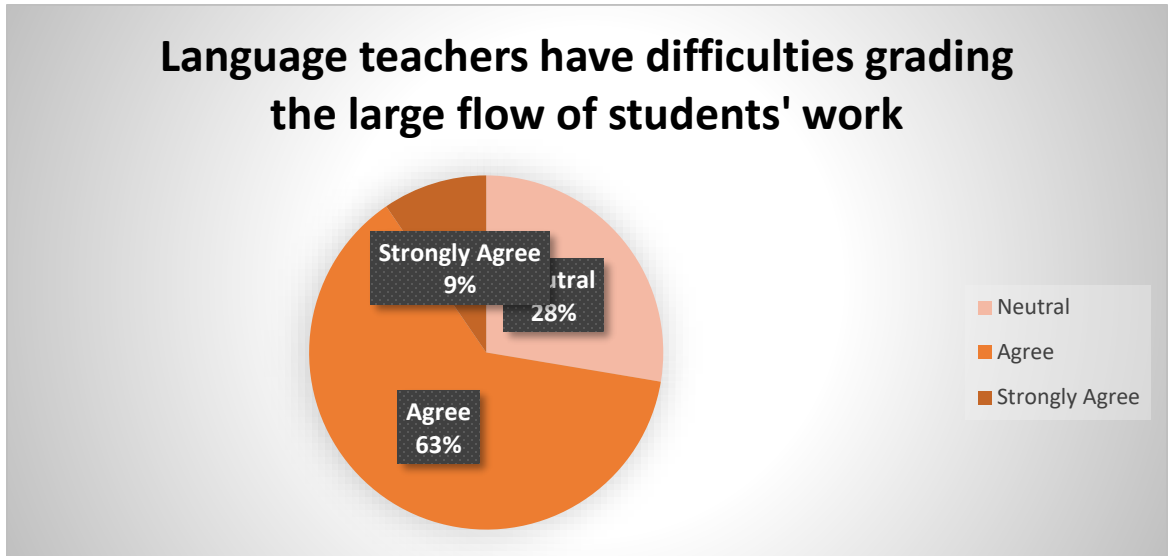
Figure 28



Regarding question 7: 70% of the participants strongly agreed with the assumption that larger classes have more discipline problems and 30% of the participants agreed with this assumption.

Question #8 Language teachers have difficulties grading the large flow of students' work.

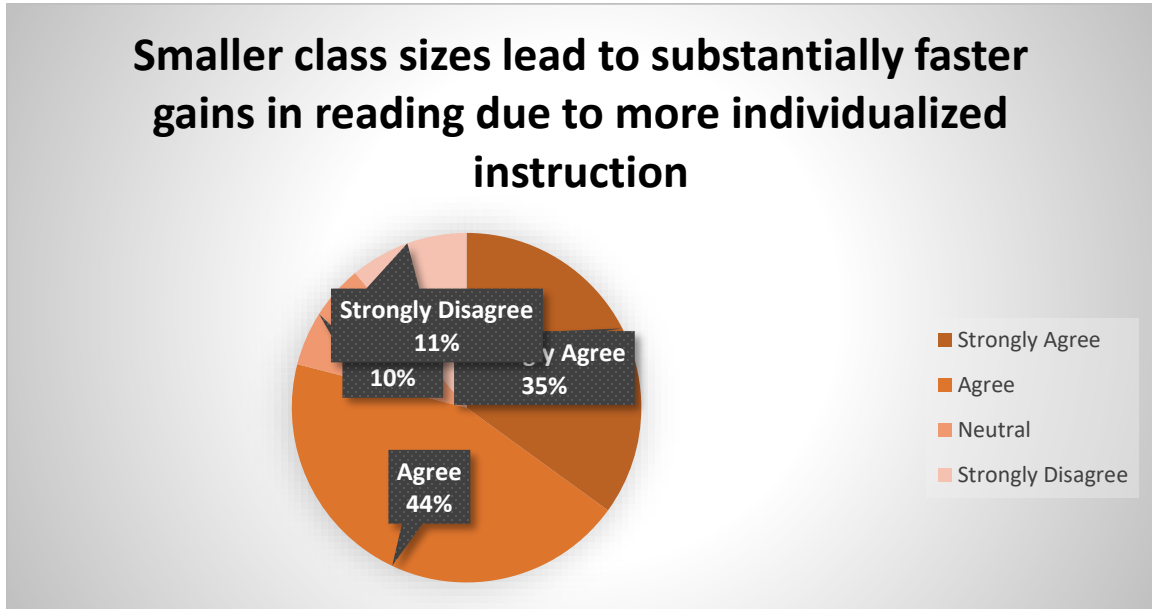
Figure 29



Regarding question 8: 9% of the participants strongly agreed with the assumption that language teachers have difficulties grading the large flow of students' work; 63% of the participants agreed with this assumption and 28% of the participants' answers regarding this question were neutral.

Question #9 Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.

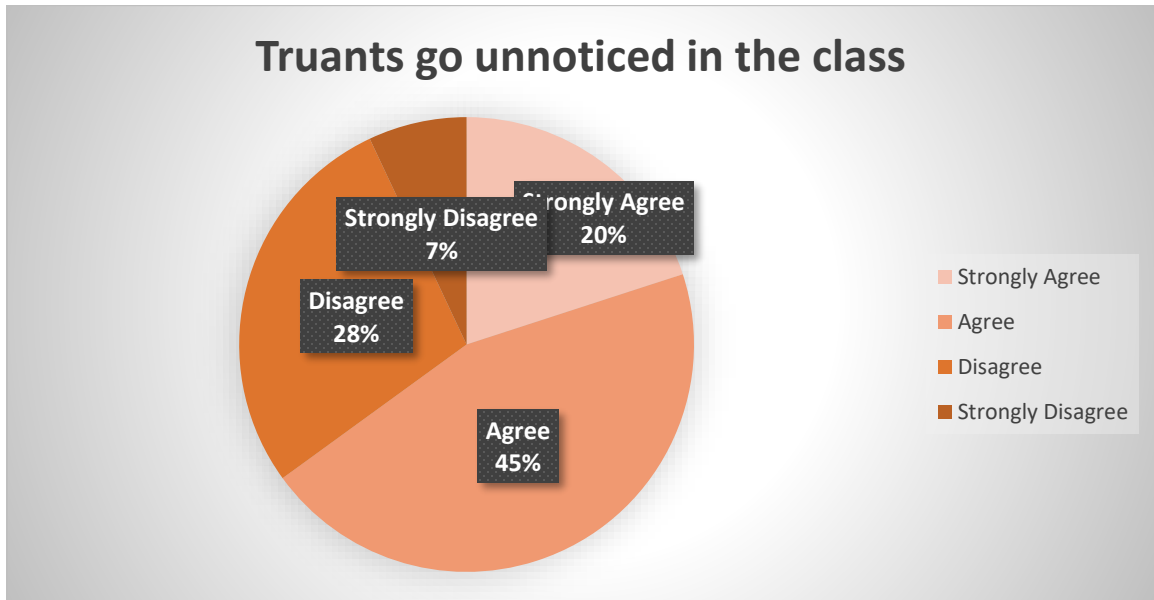
Figure 30



Regarding question 9: 35% of the participants strongly agreed with the assumption that smaller classes lead to substantially faster gains in reading due to more individualized instruction; 44% of the participants agreed with this assumption; 10% of the participants' answers were neutral and 11% of the participants strongly disagreed with this assumption.

Question #10 Truants go unnoticed in the class.

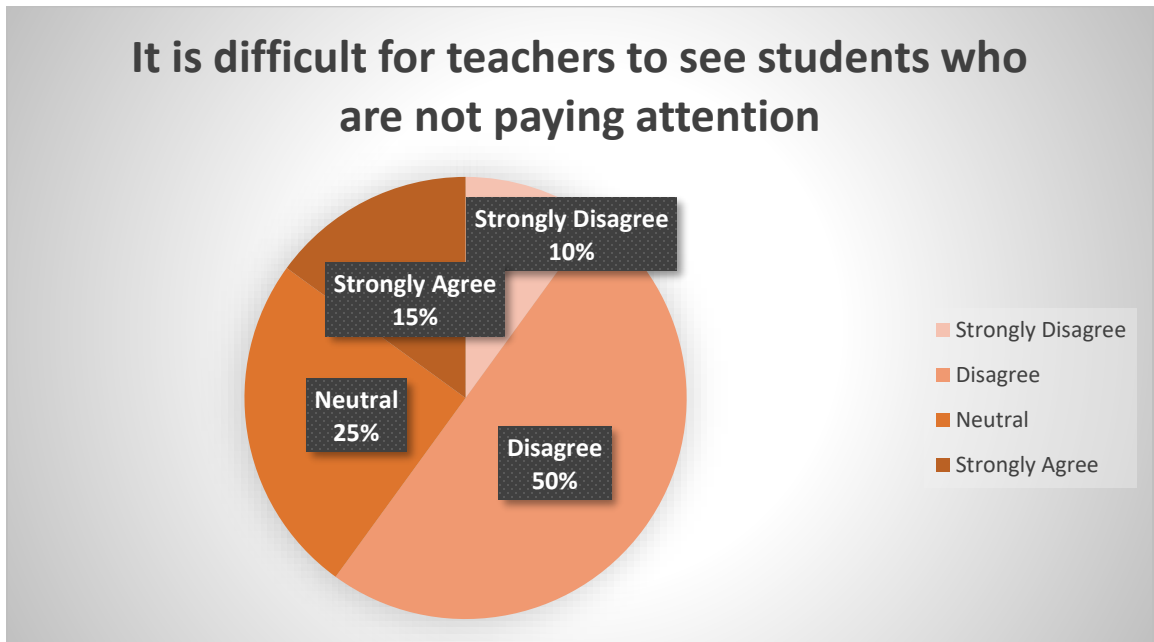
Figure 31



Regarding question 10: 20% of the participants strongly agreed with the assumption that truants go unnoticed in the class; 45% of the participants agreed with this assumption; whereas, 28% of the participants disagreed and 7% of the participants strongly disagreed.

Question #11 It is difficult for teachers to see students who are not paying attention.

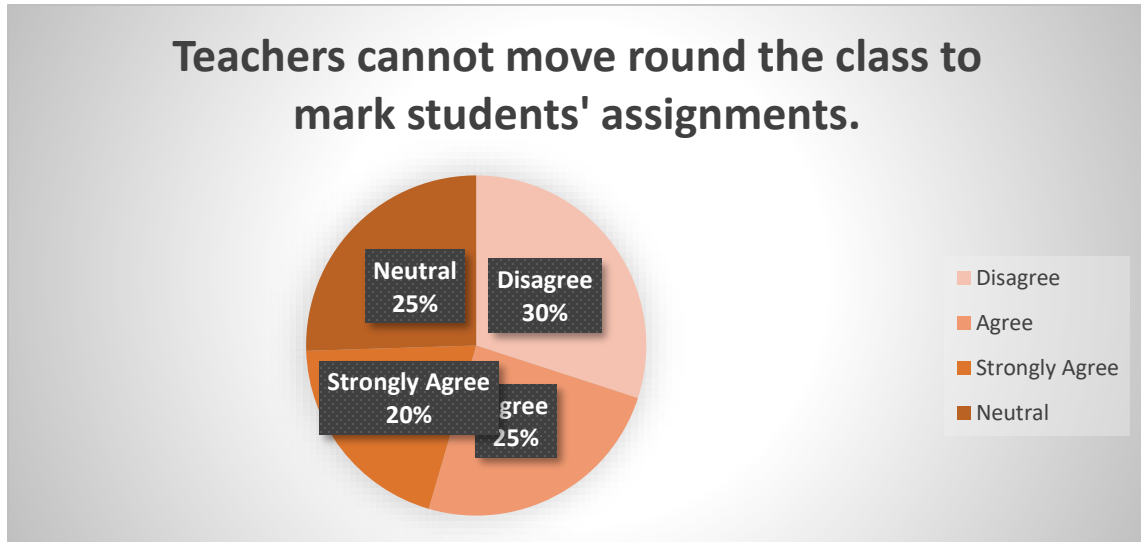
Figure 32



Regarding question 11: 15% of the participants strongly agreed that it is difficult for teachers to see students who are not paying attention; 25% of the participants' answers were neutral; 50% of the participants disagreed with this assumption and 10% of the participants strongly disagreed.

Question #12 Teachers cannot move round the class to mark students' assignments.

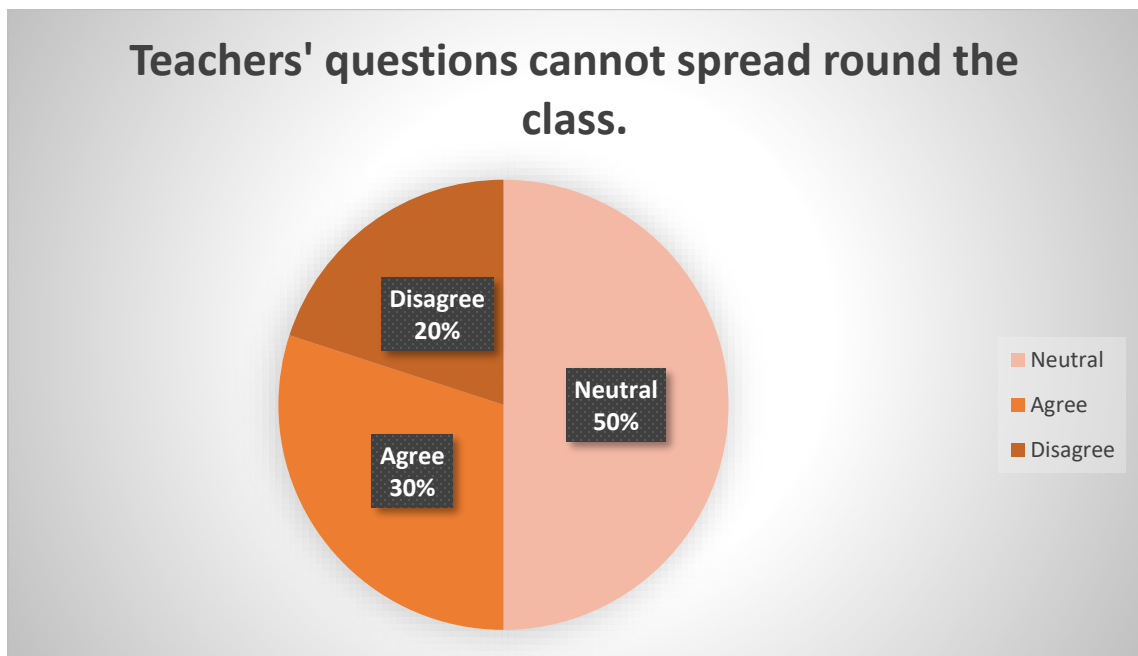
Figure 33



Regarding question 12: 20% of the participants strongly agreed that teachers cannot move round the class to mark students' assignments; 24% of the participants agreed with this assumption; 26% of the participants' answers were neutral and 30% of the participants disagreed.

Question #13 Teachers' questions cannot spread round the class.

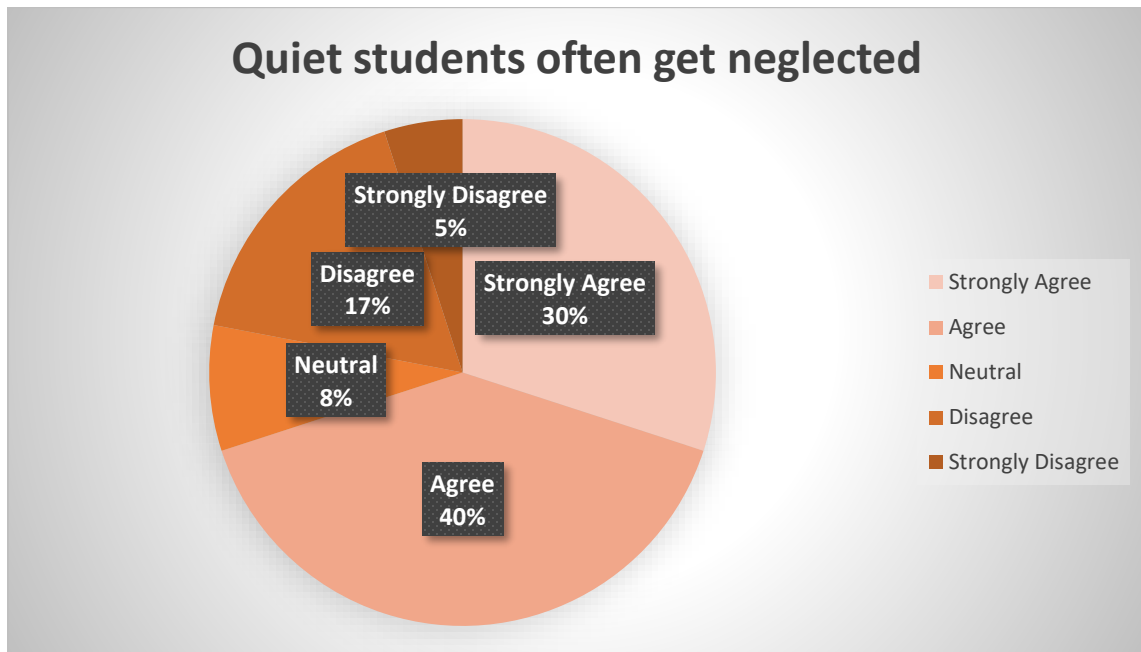
Figure 34



Regarding question 13: 30% of the participants agreed with the question that teachers' questions cannot spread round the class; 50% of the participants' answers were neutral and 20% of the participants disagreed with this assumption.

Question #14 Quiet students often get neglected.

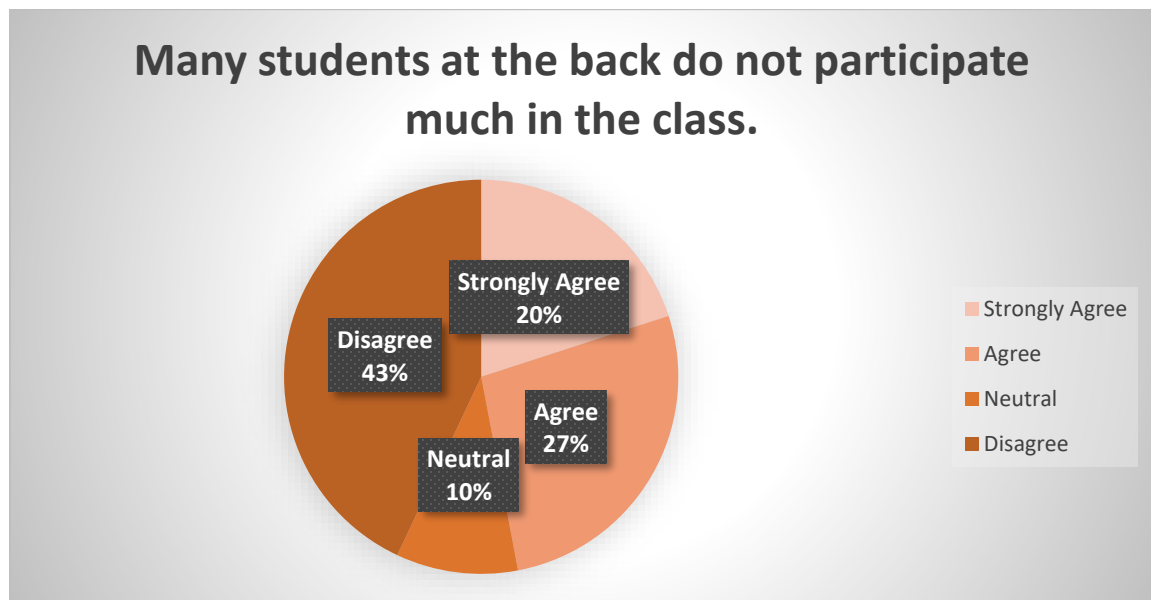
Figure 35



Regarding question 14: 30% of the participants strongly agreed with the assumption that quiet students often get neglected; 40% of the participants agreed with this assumption and 8% of the participants' answers were neutral; whereas, 17% of the participants disagreed and 5% of the participants strongly disagreed with this assumption.

Question #15 Many students at the back do not participate much in the class.

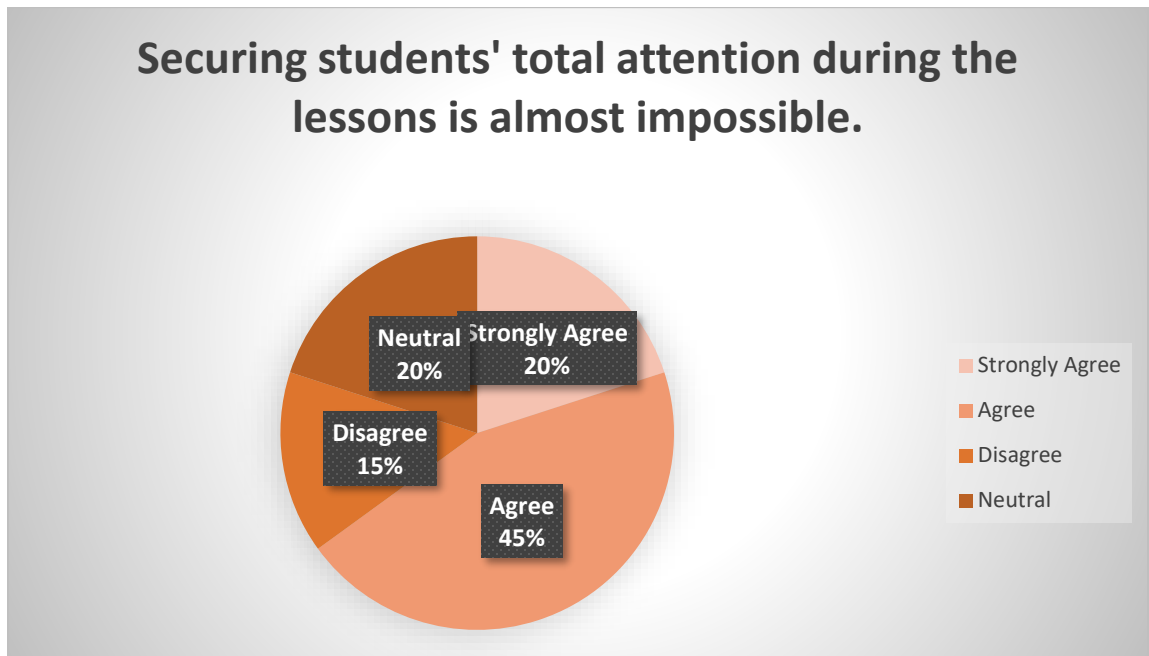
Figure 36



Regarding question 15: 20% of the participants strongly agreed with the assumption that many students at the back do not participate much in the class; 27% of the participants agreed with this assumption and 10% of the participants' answers were neutral, whereas 43% of the participants disagreed with this assumption.

Question #16 Securing students' total attention during the lessons is almost impossible.

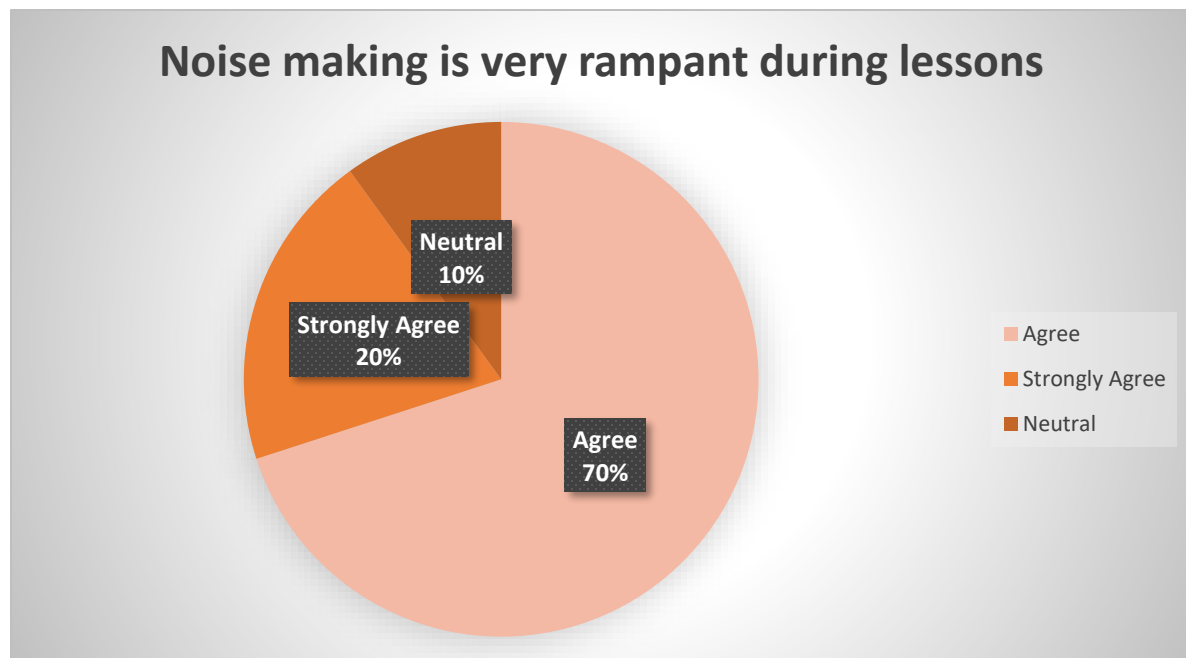
Figure 37



Regarding question 16: 20% of the participants strongly agreed with the assumption that securing students' total attention during the lessons is almost impossible; 45% of the participants agreed with this assumption; 20% of the participants were neutral and 15% of the participants disagreed about this assumption.

Question #17 Noise making is very rampant during lessons.

Figure 38



Regarding question 17: 20% of the participants strongly agreed with the assumption that noise making is very rampant during lessons; 70% of the participants agreed with this assumption and 10% of the participants were neutral.

CHAPTER V- Discussion, Conclusion and Recommendations

This chapter discusses what conclusions can be drawn from the data collected. In this section, the author also provides recommendations for further research, reflects on the key issues and discusses the main advantages and disadvantages of teaching and learning in large classes. Lastly, this section stresses the importance of the data presented in contributing to further implications and providing direction for further research. These results elicit some assumptions and conclusions, therefore, the author will expand upon the results and discuss further implications for these issues.

5.1 Findings

The gained data from quantitative research as well as the literature review provided answers to the research questions and helped in testing the hypotheses.

Regarding the advantages of teaching and learning in large classrooms, many teachers and students believe that some of the advantages or benefits of learning in large classes can be: interactivity, group work, various ideas, perspectives and cultures and so on. The teachers' and the students' responses derived from their own experiences agree with much of the current research about this topic.

When teaching in large classes many pedagogical approaches suggest fostering peer interaction in order to enhance the learning process. As (Topping K. , 2005) stated, group or peer learning includes many forms of acquiring knowledge by fostering communication and interaction between students. This results in improving the outcomes of student learning, because students know that, due to the high number of students in the class the teacher cannot assist every student, and therefore they have to help themselves to progress; by helping each other they may consider themselves to be close to one another and can create better results (Le Phuoc Ky, 2002). Peer learning is more than just sitting in groups and working together, with the instructional methods used, students work in a team "toward a common goal or outcome, or share a common problem or task in such a way that they can only succeed in completing their work through behavior that demonstrated interdependence, while holding individual contributions and efforts accountable" (Brody & Davidson, 1998). One of the most suitable

method for 'learning together' is introduced by (Johnson, Johnson, & Stane, 2000) who have divided peer learning into five key principles that are essentials in large classes. Under this framework, teachers should: 1) divide students into groups selected to create harmony and help in their achievement; 2) create a positive interdependence among students and their teams in order for them to think and work toward common goals; 3) structure individual responsibility so every student acts and does his/her work with full responsibility to hers/his group members; 4) use cooperative skills in order to secure relations and actions among team members; and 5) organize group process as a way for improving group functioning (Johnson, Johnson, & Stane, 2000).

By applying different approaches of cooperative learning, students get to work in groups with their other classmates and create positive interdependence among their group members by supporting one another; working in heterogenous groups of various ethnicities, genders, achievements, and personalities. When students get to work with classmates that are different than themselves, they expose themselves to diverse perspectives and ideas. Equal participation is another principle of cooperative learning which reflects on each student' interaction by providing equal participation between members, and simultaneous interaction, a term that reflects on having the same amount of time for talking per group by including at least one member of the group who is talking. Additionally, group autonomy has to do with the idea that when students are working within their groups and facing problems, the teachers have to encourage groups to solve problems on their own and find solutions. This leads to them feeling more autonomous and independent from their teachers (Jacobs & Inn, 2003). Finally, cooperation as value means that cooperation should not be seen as a way to learn in fact, it should be seen as a value to incorporate and appreciate all aspects of our lives (Sapo-Shevin, 1999).

Teachers and students believe that at any level of schooling, assessment is a very important component of the teaching and learning process, prior of the beginning of the academic school year students are very interested to know the assessment tools that will be used for their evaluation (Lipinge). If the teacher implements cooperative or collaborative learning into their classes, they would get a little bit easier to give proper feedbacks on students' assignments.

Thus, some of the strategies that teachers can use in order to have enough time for controlling and grading their students is to use various grading techniques, such as: involving as many students as possible in the grading process (after the dictation has been made on teacher can write down in the board the whole dictation and ask students to exchange their dictation sheets and check and grade their partner's sheet) in this way students get to pay more attention to the words used as well as getting critical thinkers, this can also be applied when controlling exams and similar to that (Haddad, 2015).

Many researches that have been done in order to get more information about the class sizes to see teachers and students' preferences among 'large classes' and 'small classes'; they suggest that it is true that in small classes students may be more willing to participate by asking questions and engaging with the teacher and because of the atmosphere that can be created among their classmates they can create a strong learning atmosphere (WANG & FINN, 2000). Students that are part of these classes mostly admit that they find it easier to "speak up" or engage in class discussions because small classes give them more self-confidence in this way, they get to learn more because of the more individualized instructions they tend to get. When it comes to the teachers addressing questions to students, they give them more time to answer in small classes because they do not run out of the time. However, no one can be absolutely certain about the issue that students in small classes perform better than in large ones, even though teachers prefer more small classes because they believe that students who are part of these classes learn better than their counterparts in large classes because of more practice and activities that can be employed within the class. "Students in large classes receive less individual attention than their peers in small classes and that leads to dissatisfaction among students especially weak ones who will feel marginalized" (Bahanshal, 2013).

Most teachers and students indicated some obstacles and challenges they face when teaching and learning in large classes. When considering the responses to the surveys conducted, certain observations can be made regarding specific issues that teachers and students identified as challenges to the teaching and learning process, such as: poor time management, discipline problems, and low student participation.

The data collected via surveys corresponds with the body of research already document in the literature around this issue, because, as (WANG & FINN, 2000)acknowledged that one challenge in teaching and learning in large classes seem to be the students' lack of participation in class since the latest find it easier to communicate with the teacher by asking questions, either verbally or non-verbally when they are part of small classes because of a stronger sense of unity that they create among their classmates.

Moreover, in this article, it is demonstrated that students explain how their lack of participation is due to learning anxiety, which they consider to be a very pervasive obstacle for language learners. When they are part of larger classes, student indicate that they do not know or interact with one another, do not build trust between their classmates and therefore their lack of trust is reflected in a lack of participation in class, born of a sense of unfamiliarity and social anxiety (WANG & FINN, 2000). Conversely, in many cases students indicate that they feel more secure and free to talk when learning in small classes, because they are not afraid of being evaluated negatively by their peers.

Another crucial factor that is challenging in large classes is poor time management by teachers. When dealing with large classes, students find it difficult to present their material as they have planned because of many factors: the larger the class the less time for each student to speak and it becomes harder for teachers to give individual feedback and to evaluate homework. This leads teachers to finding other ways to change the rhythm of the class. One of the best ways to do this might be incorporating cooperative learning that can be defined as "concepts and techniques for enhancing the value of student-student interaction" (Johnson & Johnson, 1999).

Discipline is another important factor that creates difficulties for teachers and students. The larger the class, the greater the chances of having discipline problems. Even in classes where cooperative learning is applied, it creates situations for students to raise their voices in brainstorming, planning, sharing ideas, debating, questioning and so on. As (Slavin, 1995, p. 142) stated that there are some strategies that teachers could apply when teaching large classes and incorporating cooperative learning such as: teachers should explain to students that the level of the sound should be kept down; seating arrangements should allow the group members to be

seated near each other because there will be a short distance for their voices to be heard by group mates, and most importantly, each group should consist of a "Noise Mentor" who could monitor the level of noise for its group. Another method teachers could apply in order to get rid of the noise in class is by writing down notes and signs in different parts of the class in which can be written "Please continue discussing, but do so more quietly", "We>I" as well as other Attention Signals that may help in having quieter classrooms and students (Jacobs & Inn, 2003).

Many teachers believe and agree with the fact that large classes often are louder classes where teachers face noisy students who tends to be unwilling to participate in class due to many factors, thus teachers have to find ways to make the class interesting enough and encouraging students to get involved and even sometimes shout louder.

Whether in large or small classes, there are always students who tend to violate rules and misbehave in class because that is part of their development and the way they behave in class is not always a reflection of the teacher. Many teachers believe that they should always find ways to control the situation and punish their students for their actions. Positive discipline used by teachers in order to control class includes techniques such as: catching moments when students are behaving good and praising them; trying to ignore the misbehavior when that is possible by giving students positive attention during the pleasant times; trying to teach students to ask for attention; by giving them a stern "eye" (look) but not speaking; trying to stand near students who tend to misbehave the most so they might stop when the teacher is standing next to them; targeting-stop-do that is calling out loudly the student's name that is caught talking or misbehaving by telling to that student which behavior must be stopped and what is he/she expected to do at that moment; doing the unexpected, something that cannot be considered to be usual in classroom environment and that can grab students' attention such as: turning the lights on/off; changing the voice (lowering) and so on; distracting the student by asking him/her a direct question, asking for a favor, changing the activity and so on (Haddad, 2015). The previous written positive discipline techniques should also include a positive discipline plan that incorporates methods such as: involving students in class, set learning objectives, structuring the lesson logically, plan teaching activities and strategies in advance, and paying attention to students who need more individualized needs.

It is quite evident the fact that large classes create a better environment for noisy students to show up and raising discipline issues even though they are present not only in large classes but also small classes as well, however the problem lies in the fact that when discipline issues show up in large classes they are more difficult to handle because of the large number of students in class. In those cases, teachers of these specific classes have to spend more time in controlling the students' behaviors and this results in slowing down in completing the syllabus (Kewaza & Welch, 2013). When teaching in small classes teachers can easily identify the problems and the noisy students who are not being quiet whereas in large classes because of students' perceptions that they cannot be 'caught' by the teacher they tend to be noisier and teacher gets it harder to eliminate or minimize noisy students. As (Shamim, Negash, Chuku, & Demewoz, 2007)revealed the idea that teachers in large classes have more problems with dealing with noise level of the class and establishing the discipline in their classrooms and that as (Al-Jarf, 2006)said creates difficulties for students that are interested to learn to engage and listen to the teacher or the lecture with total attention since they can be distracted by the noise level of their classmates (Bahanshal, 2013).

According to teachers even though they teach in classes with large or overcrowded number of students, still they can immediately notice the students who do not pay attention the lesson or make noise. It means that the majority of teachers who work regularly in large classes and students that are part of the learning process in those classes admit that to some degree noise making in class is very rampant by students.

Regarding the strategies, teachers use in their large classes, many teachers stated that they try to incorporate various methods and strategies in their teaching in order for students to get fully engaged and interested in their lessons. Worldwide teachers who work in large classes prefer creating a suitable environment for promoting active learning in which students get completely active in class and the whole attention is given to students and not to the teachers, because both students and teachers get to participate in the learning process. The effectiveness of active learning activities can be improved in in-class exercises and group exercises. When lecturing or teaching in large classrooms teachers can use in-class exercises, for instance as the teacher is lecturing can give students a task and ask them to complete the task for a short period

of time 1 to 5 minutes by drawing and labeling a diagram, map; making an outline of what they think the correct answer is; listing out and relating the task with their daily life; brainstorming about various options that can be right and so on, by just writing assignments in class and reading them loudly; by adding comments and feedbacks; making summaries or revisions of the previous lectures and so on (Le Phuoc Ky, 2002). Whereas, during the in-group exercises students can work together to discuss or solve problems, they also get to help and learn from each other that is also called cooperative learning. During this process students do not get tired while listening to the teacher talking because the teacher offers them an opportunity to meet and learn with other classmates because in-group exercises provide students with interaction while offering them the chance to think more, to participate and to generate new ideas; moreover, to the teachers it offers the opportunity to interact with the majority of the students while he/she moves around the class and monitors the students' engagement and achievement (Haddad, 2015).

Many teachers believe that teaching large classes requires planning, preparations and sources beyond text books, thus in order to have a successful learning environment, teachers should concentrate more on keeping every student busy, including utilization of various activities in class, with the teacher performing the role of the counselor to students and so on.

As acknowledged, the teaching methods that teachers use in their classes are reflected in students' improvement. Nowadays, with the development of technology and living in the 21st century it has become easier for teachers to find new interesting materials and ways for teaching as well as implementing them in the classrooms they teach. In much research done in this field about how students react and perceive using various methods in class such as, Discussions, Jigsaws, Team Projects, Case Studies and so on they responded that they value the methods from which they can get completely active in the learning process because they tend to be active learners, engaging in classroom rather than passively listening to a lecture (Carpetner, 2006). Creating a productive and organized classroom environment which promotes students' interaction and fosters active learning requires some significant strategies that should be used by teachers in their classes.

First of all, teachers should take care to organize the lesson by carefully planning assessments which include pop quizzes, focused listening and class evaluations; create ways for students to actively engage with the material provided; create opportunities for students to get a chance to communicate and work with the teacher outside of the class, too, by allowing students to discuss, share and change their opinion or communicate among their peers or teachers; foster student-faculty interaction and discussion by asking for students' opinions and discuss these opinions in groups about their opinions; take attendance by recording students' attendance in large lecture courses; guide lectures and notice the students' level of understanding and comprehension of the lesson so as to lower the chance of having any difficulties and confusion (Strategies for Teaching Large Undergraduate Classes, 2010).

Many participants' responses were almost identical to each other's in that they consider it helpful, when it comes to having students actively involved and enthusiastic in the learning process, to incorporate technology in the class. Both teachers and students believe that teaching and learning in large classes can be challenging, thus teachers should use a number of organizational and teaching strategies and new technologies to ensure that they provide an effective and varied, rather than monotonous, learning environment for their students.

There are many ways that one can use technology in class, one can use technology in the classroom to give lectures and use audience response systems or use technology out of the classroom by creating electronic forums and sharing or managing information online (Strategies for Teaching Large Undergraduate Classes, 2010). Technology used within the classroom environment can help with breaking up the old traditional way of teaching and learning, and can assist on holding students' attention for the lesson. This is applied by using visual aids (such as PowerPoint presentations, images and videos) as well as clickers and programs that students can download by creating an environment that would engage more students and encourages active learning in class. Moreover, as a way of providing students with various ways of engaging and communicating with their peers and teachers as well the latest can use technology outside of the classroom by using a variety of online social-networking sites that are frequent such as: Twitter, Facebook and those that are designed especially for education that can help in facilitating students' discussion regarding the lessons and materials used in class. Hence, teachers can share

and manage information online by sending them to their students as a prior way for them to prepare for class such as: homework, projects, lectures, quizzes, tests and so on (Strategies for Teaching Large Undergraduate Classes, 2010). It is quite evident that in large classes teachers do not have the enough time and space to provide students with much time to discuss and engage with the material in or out the class, thus as a way of overcoming this difficulty that seem to be problematic, teachers have begun to adopt technology in their classrooms that would help students to engage with the course material and enter in electronic forums. Some of the sites used commonly are the ones that have been created specifically for education which allow students to share information outside the lecture or class and have discussions with their peers and teachers. The electronic forums used can be powerful tools for teachers that teach in large classes as their students get to communicate directly with one another; know each other in an informal environment in real time and their teachers can post important class information online.

Teachers and students totally believe and agree with the idea that even in large classes students can achieve success if the teachers facilitate different modes of instruction in their lectures. First of all, the term mode of instruction incorporates various strategies, techniques and methods that teachers use to instruct their students. When planning the lessons teachers should identify and choose only the activities in which all the students can participate and select one or two teaching methods for each class session, such as: traditional lectures, group discussions, independent work, role playing and so on but before that, teachers should decide how to prepare the class instruction. Regardless the mode of instruction they want to work in their lessons teachers should keep in mind the fact that the mode of instruction really plays a crucial role when it comes to students' achievement thus they have to: be comfortable with their instructional material; plan lectures that allow students to engage in activities; start the teaching with an ice-breaker by raising a question, telling a funny joke or story; try to relate the lecture or the lesson with the real world in students' lives; present the lesson in an interesting manner such as breaking from the old traditional way of lecturing: vary voice projection (lowering down or raising the voice), maintain eye contact with the students, use humour to catch students' interest and raise their enthusiasm for learning, involve students by asking questions, giving peer feedbacks, making comments and so on (Haddad, 2015).

As it is known, assessment is a very important part of the learning process. If teachers in large classes prepare frequent assessments, they would create a molehill because of the high number of students to check and assess; in the other hand if the teacher plans two assessments per semester (tests) without including no assignments, quizzes or projects in between, the chances for teachers to assess the students right are minimal. However, in large classes even having two assessments per semester can be time consuming and difficult for teachers to evaluate the students and check the tests (Carbone & Greenberg, 1998).

Teachers and students consider that those students that sit at the back of the class tend to not engage at all with the lesson as well as with the rest of the students and do not participate much in class discussions. However, in order to ensure students' participation in class, teachers need to make learning objectives clear because students' resistance towards different activities would be reduced if the learning goal is made clear to them. In order to present in the right way, the learning objectives and what teacher seeks students to come up with, teachers should say them either orally before each activity or by writing. Moreover, teachers can tell students their expectations from them when they are engaged in collaborative work; found in those circumstances, students know about their responsibility in the group activity and final result thus they start working on that (Carbone & Greenberg, 1998). Another way to engage students in class is considered to be asking several questions that lots of students can respond at once, and making all the class participate by asking students to answer by order and the teacher picking them by himself/herself in order to engage students that are at the back and do not want to participate.

Regarding the number of students that teachers teach in classes differs from a teacher to another one due to many factors because some of the participants of the questionnaires came from rural areas and the other from urban ones. However, if one sees it from a closer perspective it is quite known that there does not exist a strict definition regarding the number of students that can make a classroom large since that depends from the country as well as the education system of a particular country. For instance, in the most influential studies that have been made on the class size that were conducted in the USA came up with the result that 'regular' class sizes should consist of 22-25 students whereas the 'small' classes sizes of 13-17 students (Harfit, 2010).

Based on the teachers and students' perceptions they admit that even though there are many ways and methods that can be used to actively engage and stimulate students' achievement in class still the higher the number of the students in class the lack of time for students' interaction. Some researchers came up with different assumptions regarding the students achievement in class, for instance (Hopkins, 2006) claimed that class size is only 'an issue' whereas teaching techniques are significant; (Murphy & Rosenberg, 1998) in his book wrote that "Reducing class size is a significant means of improving student achievement, but it is not the only piece" (p.3); then, (Christensen, 1994) stated that "Concentrating on an evaluation of problem areas raises the danger that large classes may be perceived as limiting language learning environments, and that positive aspects get insufficient attention" (p.122) and so on. Based on the theories taken from several researches they all agree that class size is a factor in student achievement, and they all support the theory that smaller class sizes can increase student achievement in numerous ways whereas it is more difficult to do so for large classes (Sarah).

5.2 Recommendations

There are a few recommendations that can be made based on this study. Firstly, regarding the number of the students in classes, even though there are many benefits that teachers and students get from teaching and learning in large classes, there also exist many disadvantages that teachers who teach and students who take part in those classes face daily. Thus, class sizes should be decreased, if that is impossible because of many factors, there should exist some workshops or trainings for teachers who teach in those classes, to give them instructions on how to deliver the lesson, what strategies to implement, and the mode of instruction that should be used in large classes in order to raise students' achievement. Because, working in large classes is not easy for teachers as they face with students of different ethnicities, genders, social classes and so on; since the number of students is high teachers do not have the enough time to go round the class and monitor each students work and each students attitudes or behaviors because of the lack of time and space.

As above-mentioned, considering the recent research findings, it is necessary to provide the following recommendations for teachers who teach in large classes and further researchers:

1. Teachers should take part in workshops, trainings and teaching conferences to study ways of teaching in large classes.
2. Teachers should implement different modes of instruction and strategies of teaching and learning in their classes.
3. Teachers should integrate various teaching methods, such as: Discussions, Jigsaws, Team Projects, Case Studies, Group Working and so on.
4. Cooperative learning is highly recommended for large classes.
5. School authorities should be flexible and find possible solutions for decreasing the number of students in large classes.
6. Other researchers should conduct research on the advantages and disadvantages of learning in large classes and explore students' perceptions regarding this issue.

5.3 Further research

Based on the findings of the study, there are a number of suggestions that can be made. In the future, a similar study as this one can be conducted but with a larger sample and participants, for instance investigating the students' perceptions regarding the advantages and disadvantages of learning in large classes can be an interesting issue to study. Additionally, it can provide more realistic and reliable findings. For teachers who work in large classes regularly tends to be important getting to know the students' own perceptions about what they consider to be a benefit or a drawback of learning in large classes. Thus, according to students' responses teachers would find it easier to adapt the students' needs with teaching strategies and so on.

Considering the results of this study, teachers should use cooperative learning when teaching in large classes, thus it is necessary for the future researches to investigate the teachers' perceptions regarding this technique. Also, for teachers who are not familiar with this teaching method or technique, it is important to undergo some steps to be familiar with cooperative learning. In this way a future research would be really helpful for teachers.

Lastly, another research would be to explore in-depth only teachers' reasons for using various methods in their large classes. After that, it is important to find solutions and provide teachers with the necessary equipment to use when teaching in large classes because of the difficulties they might have when teaching in large classes.

5.4 Limitations

There are numerous limitations that associate with this research due to many factors. Some of them come as a result of not finding much material for the case study; then, this research includes just a small number of teachers and students who participated in questionnaires; thus, we can see just a small spectrum of this issue from the perspectives of not so many teachers and students.

5.5 Conclusion

The research investigated the following aspects: the advantages or benefits of learning in large classes; the disadvantages or drawbacks of learning in large classes; teachers and students' perceptions regarding these issues.

The first hypotheses **"learning in large classes can be beneficial to some students"** implied that despite the challenges that teachers and students may face when teaching and learning in large classes, still with the usage of suitable and proper teaching and learning methods, learning in large classes can be beneficial to some students. From the quantitative data, we can see that teachers and students believe that incorporating different methods and strategies of teaching and learning reflect on students' development and success. Moreover, quantitative data results in teachers and students' perceptions regarding the benefits of learning in large classes admit that the latest believe that with new different modes of instruction and strategies to implement in their classes students can benefit from learning in group or peer works; because of the interactivity they have with each other; students can get to know and respect different cultures, ages, genders, social statuses and so on because of the heterogenous students they may have in their classes.

The second hypotheses **"Learning in large classes may create difficulties to learn for students"** is supported by teachers and students and is as such proved to be right. The teachers and students who participated in this research agreed that because of the high number of students in class, large classes can create difficulties to learn for students. When teaching in large classes teachers can lack in time management because of the unplanned circumstances that may occur in class; the teachers also believe that the lack of students' participation in class occurs as a result of a high number of students in class that can create pessimism in students to talk and express their thoughts or opinions because they can be judged by other students in class.

The third hypotheses **"teaching and coping with students in large classes is difficult for teachers"** is also supported by teachers and students. The latest believe that because of many factors and circumstances teachers face daily in large classes teaching and coping with students in large classes creates difficulties for teachers to teach. Many teachers and students believe that

one major difficulty creates discipline in class; the higher the number of students in class the greater the chances for having discipline problems. Thus, teachers try on finding and using various ways of teaching and dealing with discipline issues in the best way in order to have successful learning environment.

Moreover, this research has shown that learning in large classes has proved to have a positive impact to a considerable number of students and a negative impact to other students and teachers who work regularly in large classes and face difficulties in teaching process.

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APPENDIX A

QUESTIONNAIRE (for Teachers)

Dear Respondent,

This questionnaire is intended to gather data for a Master's thesis on the following topic: The Benefits and the Drawbacks of learning in large classes: Teachers and Students' Perspective in Kosovo.

Your answers will be treated as completely confidential and will only be released as part of a statistical analysis.

Thank you for kindly participating in this questionnaire.

YLLEZ VELIU

Researcher

What are the challenges associated with overcrowded classrooms? *

What are the advantages of teaching in large classrooms? *

What are your experiences with overcrowded classrooms? *

How do you cope with overcrowded classrooms? *

What experiences do you have with discipline also state the most severe discipline problem you have had in the classroom? *

Are learners actively involved and enthusiastic about your lesson? *

How many students do you teach in your class?

What strategies do you use?

II. Read each statement and circle the response that you agree the most. There are no right or wrong answers.

Larger class sizes contribute to a decrease in student achievement.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Mode of instruction can be a factor in students' achievement.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Larger classes have more discipline problems.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Language teachers have difficulties grading the large flow of students' work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Truants go unnoticed in the class.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

It is difficult for teachers to see students who are not paying attention.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Teachers cannot move round the class to mark students' assignments.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Teachers' questions cannot spread round the class.

- Strongly disagree
- Disagree
- Neutral

- Agree
- Strongly agree

Quiet students often get neglected.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Many students at the back do not participate much in the class.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Securing students' total attention during the lessons is almost impossible.

- strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Noise making is very rampant during lessons.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

APPENDIX B

QUESTIONNAIRE (for Students)

Dear Respondent,

This questionnaire is intended to gather data for a Master's thesis on the following topic: The Benefits and the Drawbacks of learning in large classes: Teachers and Students' Perspective in Kosovo.

Your answers will be treated as completely confidential and will only be released as part of a statistical analysis.

Thank you for kindly participating in this questionnaire.

YLLEZ VELIU

Researcher

What are the challenges associated with overcrowded classrooms? *

What are the advantages of teaching in large classrooms? *

What are your experiences with overcrowded classrooms? *

Are learners actively involved and enthusiastic about the lesson? *

II. Read each statement and circle the response that you agree the most. There are no right or wrong answers.

Larger class sizes contribute to a decrease in student achievement.

- Strongly disagree
- Disagree
- Neutral
- Agree

- Strongly agree

Mode of instruction can be a factor in students' achievement.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Larger classes have more discipline problems.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Language teachers have difficulties grading the large flow of students' work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Truants go unnoticed in the class.

- Strongly Agree
- Agree

- Neutral
- Disagree
- Strongly Disagree

It is difficult for teachers to see students who are not paying attention.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Teachers cannot move round the class to mark students' assignments.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Teachers' questions cannot spread round the class.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Quiet students often get neglected.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Many students at the back do not participate much in the class.

- Strongly disagree

- Disagree
- Neutral
- Agree
- Strongly agree

Securing students' total attention during the lessons is almost impossible.

- strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Noise making is very rampant during lessons.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree