المـــعـــيار

مجلة نصف سنوية متعددة التخصصات
مصنفة " C "

جامعة تيسمسيلت – الجزائر–

شروط النشر وضوابطه

−المعيار مجلة علمية محكمة تنشر البحوث الأكاديمية والدراسات الفكرية والعلمية والأدبية التي لم يسبق نشرها من قبل.

– دورية تصدر مرتين في السنة عن جامعة تيسمسيلت. الجزائر.

– تُقبل البحوث باللغات العربية والفرنسية والانجليزية.

−ضرورة وجود مختصر أو تمهيد للمقال سواء باللغة العربية أو الأجنبية.

– تخضع البحوث والدراسات المقدمة للمجلة للشروط الأكاديمية المتعارف عليها.

– تخضع البحوث للتحكيم من طرف اللجنة العلمية للمجلة.

– تُقدم البحوث والدراسات مكتوبة في ورقة على مقاس (21/29.7) بهامش **1.5**سنتيم عن يمين الصفحة وعن يسارها وهامش **1.5** سنتيم عن أعلى الصفحة وأسفلها.

– تتم الكتابة بخط (**Traditional Arabic**) حجم (**16**)، وفي الهامش بالخط نفسه حجم (**14**).

– تتم كتابة البحوث كاملة أو الفقرات والمصطلحات والكلمات باللغة الأجنبية داخل البحوث المكتوبة باللغة الفرنسية بخط (**Times new roman**) حجم (**12**)، وفي الهامش بالخط نفسه حجم(**10**).

– تكون الهوامش والإحالات في آخر الدراسة ولا يستعمل فيها التهميش الأوتوماتيكي.

– يُقدم البحث في قرص مضغوط ونسخة ورقية مطبوعة.

– لا يقل حجم البحث عن **10** صفحات ولا تتجاوز **15** صفحة.

– الأعمال المقدمة لا تُردّ إلى أصحابها سواء نشرت أم لم تنشر.

– المواد المنشورة تعبر عن آراء أصحابها، والمجلة غير مسئولة عن آراء وأحكام الكتاب. كما أن ترتيب البحوث يخضع لاعتبارات تقنية وفنية.

المدير المسئول عن النشر

أ. د. عيساني امحمد.

المعيار

كلمة العدد

بعـد تصـنيفها فـي صـنف "C" تواصـل المجلـة صـدورها لتطـل علـى قراءهـا الكـرام بعـدد كبيـر مـن المقـالات وهـذا راجـع إلـى المشـاركات الكثيـرة للأسـاتذة البـاحثين دون إقصـاء أحـدهم وفسـح مجـال المشـاركة والتسـهيل للأخـوة الأسـاتذة والبـاحثين لتسـيير مسـارهم العلمـي قصـد الترقيـة أو المناقشـة فـي مذكراتهم العلمية.

المدير المسئول عن النشر

فهرس الموضوعات

Managing University Large Classes: A descriptive study

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Abstract :

The present study sought to identify practical strategies and techniques, which might help EFL teachers to establish an effective classroom management for large classes. The underlying hypotheses of this research state that students' responsibility and involvement in the teaching learning process would enable teachers to maintain control and teach effectively in large classes. The investigation was conducted through a questionnaire administered to thirteen (13) teachers who have been teaching large EFL classes for a long time at the Department of English, Mohamed khider University, Algeria. The results revealed that involving students in classroom management enhanced their sense of belonging, their responsibility towards their behaviour and, thereby, reduced disruptive manners. Based on these results, the main hypothesis was confirmed in that students' involvement should be highlighted in the process of organizing a positive and efficient educational environment, selecting appropriate instructional and assessment strategies. Therefore, the researchers recommend that future research in this area should be conducted experimentally to test the applicability of the findings to a larger population.

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1. Introduction

One of the most serious phenomena, which threaten the effectiveness and the quality of education in Algerian schools and universities, is that of large classes. The latter is the reality of most English language teachers, especially at Biskra University. Teachers are faced with classes larger than the size they believe facilitates effective teaching and learning. Therefore, class size has become the biggest challenge hindering their work.

Similarly, classroom management is the first professional activity to develop at the beginning of a teaching career, and it represents the most significant difficulty to be overcome when a student teacher first begins to teach. This means that classroom management is an integral part of effective teaching. Hence, classroom management may also become a challenge for many teachers.

As a result, managing a class full of students is a priority at the beginning of the teaching career. If teachers do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences, the teachers will find themselves refereeing instead of teaching.

1 The review of literature

1.1 Classroom management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly. In traditional pedagogy, the aim of classroom management was primarily focused on achieving class control and order. That is, "[t]he ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible" (Oliver and Reschly, 2007, p.1). In this same vein, Evertson (2013) reported

"... In the early 1970s classroom management was seen as separate from classroom instruction. Teachers' viewed as precursors to instruction, and were treated in the literature as if they were content-free. The attending to classroom management, and then beginning instruction without further reference to manage the 1980s, however, demonstrated that management and instruction are not separate, but are inextricabl[y] (Cited in Feresin, Mocinic, and Tatkovic, 2013, p. 3)

Accordingly, research has moved away from a focus on controlling behavior and looks instead at teacher's actions to create, implement, and maintain a learning environment within the classroom. "Managing is first creating the conditions for students to be interested in learning or performing, and then providing the structures, strategies, and activities that will encourage quality learning and quality performance" (Erwin, 2004, p.5). This shift also highlights students'engagement and responsibility in the process of classroom management. Marzano, Marzano, and Pickering (2003) state "although teachers are the guiding force in classroom management, students also have responsibility in this area" (p. 91).

Thus, a classroom in which the teacher takes complete responsibility for guiding students'actions constitutes a different learning environment than the one in which students are encouraged and taught to assume responsibility for their own behaviors. Indeed, classroom management is of a critical role in the teaching- learning process.

1.2 Large classes

People have varying opinions on how large the number of students should be in a so-called 'large class'. "Usually it is measured in terms of the number of students per teacher (student-teacher ratio)" (Hadded, 2006, p.1). For example, some people hold that 50 would be large enough for a class; others would argue that a large class could have as many as over 100 or even 150 students. However, most teachers generally agree that a class of 50 students is 'large' enough, especially that there is no clear consensus among scholars in this sense (Nsanzabiga, 2013). Thus, there is no quantitative definition of what constitutes a "large" class as perceptions of this vary

from one context to another. Furthermore, because large class is one with more students than the teacher is able to manage and more than the available resources can support, they are

usually considered to pose insurmountable problems for teachers. Therefore,

for teaching large classes, it is difficult for teachers 1) to discipline the class, especially for primary a
school students who lack self-control; 2)   to satisfy all the needs of students who have different
personalities and capabilities; 3) to organize efficient class activities due to the constraints of time and s;
provide equal chances for the students to participate and practice; 5) to give timely and effective fee
evaluation. (Wang & Zhang, 2011, p. 3)

According to Ur (1996), what is relevant to the class considered as a large one is how the
teacher perceives the class size in the specific situation, regardless of the exact number of the
students in it (p. 302).Thereby, class size is not the determining factor of teaching efficiency or
effective classroom management. Teachers need to enhance their innovative awareness and
capabilities for developing effective ways for dealing with large classes. This might be
difficult, but it is not impossible.

1.3 The influence of classroom physical arrangement on students' learning

In spite of its great importance and influence on the effectiveness and the successfulness of
the learning process, most if not all Algerian teachers do not pay attention to the physical
environment of their classrooms, especially the seating arrangement. McLeod, Fisher, and
Hoover (2003) maintain that

Whether you are returning to a school in which veteran teacher, beginning your career as a
new teacher, or a veteran teacher teaching in a new building, setting up your classroom space
is the first assignment of a new school year. The way you set up your classroom largely
determines the experience you and your students share (p.5)

Furthermore, Long, Frye, and Long (1989) maintain that "the settings in which students
learn could have a pronounced impact on their behavior and ability to learn" (p.43).Thus, an
appropriate classroom physical environment can be considered as the first step for creating a
successful classroom management.

1.4 Strategies for effective room arrangement

Though the classroom physical environment differs from plce to place (from the primary,
middle and high schools to University), the principles which govern creating an effective room
arrangement are similar. Poole and Evertson (2011, p. IV) believe that an effective classroom
arrangement enables teachers to make students understand the instructional activities which
they employ in the classroom and meet their unique needs. Moreover, teachers can reduce
disruptive behaviors and gain instructional time. For these objectives, Poole and Evertson (ibid,
pp.1-7) suggested for teachers the following foundation strategies to arrange their own
classrooms:

1.4.1 Facilitating Efficient Traffic Patterns

This strategy requires teachers to arrange the physical aspects of the classroom (learning
materials, equipment, and the students themselves) to ensure that both teachers and students
can have an easy access to materials. In this strategy, the following tips could be implemented
by teachers:

* Arrange the classroom to promote a smooth traffic flow that lessens the likelihood that areas
will become congested or be left unsupervised.

* Place frequently utilized supplies, equipment, and materials in easy-to-reach locations.

* Create walking space between and around classroom furniture and equipment. Unused or
unnecessary furniture and equipment should be removed.

* Teach students procedures and routines to navigate the classroom, including transitioning
between activities, accessing materials and supplies, and practicing emergency drills and other
safety procedures.

1.4.2 Supporting Frequent Interaction

This strategy also requires the arranging the physical aspects of the classroom (e.g.,
materials, equipment, desks) but the aim is to ensure that the teacher can move easily

throughout the classroom, and monitor student learning and behavior. Thereby, teachers may utilize two or more tips out of these:

* Circulate among students as they work to assess and address each student's academic and behavioral needs.

* Move frequently throughout the room when providing instruction to monitor student engagement and performance.

* Create a clear line of sight to students to easily monitor them from any location.

* Check for blind spots by standing in different locations in the room.

1.4.3 Matching Room Arrangement with Instructional Format

This strategy involves arranging the classroom in a way that facilitates for students both the lesson and its supporting activities. In this strategy, teachers may use some of these tips:

* For each lesson, select an instructional format and then choose a room arrangement that best supports it.

* Involve students in designing effective arrangements for different instructional formats to increase their engagement in academic learning.

* Teach students to rearrange the classroom for specific instructional formats when given a verbal or visual cue.

* Provide a clear line of sight from wherever the students are seated to wherever instruction is taking place.

1.4.5 Minimizing Distractions and Disruptive Events

The aim of this strategy is to reduce distractions and other challenging behaviors that might interfere with the students' learning by arranging the physical aspects of the classroom (e.g., materials, equipment, and students' desks). Below are a few tips for teacher to apply:

* Identify potential distractions in the classroom. These might include structural elements of the classroom itself (windows, doors…), equipment (computers), noises, and individuals.

*Sit at each location in the classroom to experience potential distractions that students might encounter.

*Relocate items, equipment, or individuals as needed to minimize distractions.

*Position the desks of students with challenging behaviors near areas with limited distractions and greater access to work materials and teacher support.

To conclude, one might say that "the way students sit say a lot about the style of the teacher or the institution where the lessons take place" (Harmer, 2001, p. 20).Therefore, teachers who have large classes should do their best to implement the aforementioned seating arrangements in order to improve the classroom physical environment. This is only because"…the physical design of the classroom has shown to be important for both the academic and social development of

students" (Gremmen, Van den Berg, Segers, and Cillessen, 2016).

1.5 The Classroom Psycho-Social Environment

According to Rodgers (2011), "classroom climate is something that students can sense and feel about belonging to this group of students" (p.191). This may seem an easy task to achieve, but in fact it needs great care, planning and effective techniques. "A positive classroom climate will not occur accidentally. There are essential aspects of our leadership, organization and how we relate to our students that will create and enable a positive sense of belonging" (ibid).

It is, therefore, the teacher who is the essence of this process of building and creating a comfortable classroom climate. Long, Frye, and Long maintain that "the emotional environment of a classroom is largely determined by what the teacher decides is important and the students are treated with respect to those choices" (p. 40).

Furthermore, in order to create and maintain a classroom management that supports instruction and increases students' achievement, McLeod, Fisher, and Hoover (2003) assert that "the first step is to establish a positive classroom climate based on mutual trust, respect

and caring. The foundation of that climate is the relationships that are established between the teacher and the student and among the students" (p. 62).

Marzano, Marzano, and Pickering (2003) highlight the idea that in order to create an effective classroom climate, teachers should adapt an approach that communicates a balance between dominance and cooperation. That is, the teacher should make his\her students aware that he\she is a leader who sets standards and maintains control, as well as a friendly and helpful person. Besides, McLeod, Fisher, and Hoover (ibid) state that "students need and want teachers to be firm. The ability to blend firmness with warm and caring is difficult, but certainly possible; firmness, warm, and caring are not mutually exclusive. In fact, effective teaching involves blending these three ingredients together" (p.63).

1.6 Establishing Classroom Rules and Procedures

Although many teachers may use these terms interchangeably because they refer to stated expectations regarding students'behavior, rules and procedures have some important differences. "A rule identifies general expectations or standards; a single rule can encompass a wide range of expected behaviors. A procedure communicates expectations for specific behaviors. Effective
teachers use both rules and procedures" (Marzanoet al., 2005, p.5). Useful general rules include "listening carefully when others speak" or "respecting each other". Procedures may, for example, include group work (e.g., expected behavior in and out the classroom).

Perhaps the clearest facet of an effective classroom management entails the design and employment of classroom rules and procedures. Evertson and Worsham, in avowing the need for rules and procedures, explain that they

… vary in different classroom, but all effectively managed classrooms have them. It is just not possible for a teacher to conduct instruction or for student to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt the teacher and one another. Furthermore, inefficient procedures and the absence of routines for aspects of classroom life, such as taking and reporting attendance, participating in discussions, turning in materials, or checking work, can waste large amounts of time and cause students' attention and interest to wane. (qtd in. Marzano, Marzano, and Pickering, 2003, p.13)

Accordingly, designing and implementing rules and procedures in class will have a profound impact on students'behavior and even on their learning if they are involved in establishing classroom rules Marzano, Marzano, and Pickering (ibid) assert that "the most effective classroom managers don't simply impose rules and procedures on students; rather, they engage students in the design of the rules and procedures" (pp. 25-26). Moreover, involving students in establishing and designing classroom rules and procedures would allow them to know and remember how they are expected to behave (Collins, 2012, p.2). Consequently, for effective classroom rules and procedures to take place, teachers should: (1) Identify specific rules and procedures, and (2) Involve students in the design of these rules and procedures.

2. The Study

This study sets to investigate and identify practical strategies and techniques that would be implemented to manage large EFL classes. Hence, we have chosen Master (1) students as our sample population, for students at this level are supposed to be able to develop ideas and express their perceptions about the requirements of appropriate learning environment and effective teaching-learning process.

In this study, we have opted for the descriptive method because we deem it suits the case meant by the research. Accordingly, we have made use of two questionnaires that have been handed to teachers and students at the department of English, University of Biskra - (1) the teachers' questionnaire is designed for teachers who teach large classes as they are believed to be in good position for providing data relevant to our study and (2) The students' questionnaire

is designed for inviting the target population to communicate information on the actual difficulties they encounter, as well as their perspectives about classroom management techniques and instructional strategies which their teachers implement in large classes.

2. 1 Administration of the questionnaire

Our target population consisted of all teachers who teach large classes in the department of English at the University of Biskra. Because there was no possibility of covering the whole population, we have reduced the sample to thirteen (13) teachers. The questionnaire was handed out to some teachers on May16th, 2012, others on May17th May20th. That is, before and during the final exams of the year. Despite the fact that the questionnaire was handed out to teachers during such critical circumstances, all of them handed back their questionnaires in time. The teachers'questionnaire consists of nineteen (19) questions and it is divided into two main parts. It involves different types of questions: "closed-ended" and "open-ended" questions. While Open-ended questions require teachers to give their personal opinions or express their attitudes, Closed-ended questions require them to mark, circle or tick up the right answers from a set of options.

2.1.1 Analysis of the teachers' questionnaire

Item 1. What is your gender?

Sex	Number of teachers	percentage
Male	7	53.84%
Female	6	46.15%
Total	13	100%

Table 1: Teachers' sex

The above table (Table .1) reveals that male teachers are relatively larger in number than female teachers. We have recorded seven (7) male teachers (53.84%) and six female teachers (46.15%) out of the total of thirteen (13) Teachers.

Item 2. How old are you?
Table 2: *Teachers' age*

Age	Number of teachers	Percentage
Under 25	0	0%
25-29	1	7.69%
30-39	5	38.76%
40-49	4	30.76%
50-59	3	23.07%
60+	0	0%
Total	13	100%

We notice that 5 teachers (38.76%) are aged (30-39), four (4) teachers (30.76%) are aged (40-49), and three (3) teachers (23.07%) are aged (50-59). However, only one (1) teacher (7.69%) is aged (25-29).Thus, none of the teachers in our sample is under the age of 25 or over 60.

Item 3. What is the highest level of formal education that you have completed?
Table 3: Teachers' level of formal education

Level of formal education	Number of teachers	Percentage
License (BA)	0	0%
MA	12	92.30%
Dr	1	7.69%
Total	13	100%

It is clear from (Table 3) that most teachers in our sample (12, 92.30%) have an MA degree; however, only one (1) teacher (7.69%) has a Doctorate degree. Consequently, most of teachers who teach large classes in the English Department at Biskra University have a level of formal education that is higher than License degree (BA).

Item 4. How long have you been teaching large classes?
Table 4: Teachers'experience

Number of years	Number of students	Percentage
This is my first year	0	0%
1-2 years	0	0%
3-5 years	5	38.46%
6-10 years	1	7.69%
11-15 years	3	23.07%
16-20 years	0	0%
More than 20 years	3	23.07%
Total	13	100%

The statistics related to this item shows that 5 teachers (38.46%) in our sample have been teaching large classes for a 3-to-5 year period. A remarkable similarity in percentage (23.07%) is shared between those who have opted for (11-15 years) and (More than 20 years) teaching experience. Moreover, we noticed that only one (1) teacher (7.69%) has been teaching between16 and 20 years, and we have not recorded any teachers who have been teaching for only one (1 year), (1-2 years) or (16-20 years).

Item 5. How many students do you teach?
Noting that 4 teachers do not teach (TD) classes, most teachers indicated that they teach about (100-300) students per section which are indeed quiet large classes. As for (TD) classes, most teachers have reported that they teach about (40-60) students per class.

Item 6. Indicate the degree of importance that you assign to the following aspects to achieve an effective classroom management?

a) Good instruction

Table 5: Degree of importance teachers assign to good instruction to achieve an effective classroom management in large classes

Degree of importance	Number of teachers	Percentage
Very important	11	84.61%
Quite important	2	15.38%
More or less important	0	0%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Teachers, here, are required to indicate the degree of importance they assign to good instruction to achieve an effective classroom management in large classes. We remarked from (Table 5) that most teachers (11, 84.61%) believe that effective instruction is very important. Two (2) teachers (15.38%) consider that it is quite important. This implies that none of the teachers views good instruction as more or less important, not important or of little importance in the process of creating an effective classroom management in large classes.

b) Establishing strict and consistent classroom rules.

Table 6: Degree of importance teachers assign to establishing strict and consistent classroom rules to achieve an effective classroom management in large classes.

Degree of importance	Number of teachers	Percentage
Very important	5	38.46%
Quite important	7	53.84%
More or less important	1	7.69%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

As shown in (Table 6), 7 teachers (53.84%) of the total number view establishing strict and consistent classroom rules as quite important for the effective creation of classroom management in large classes. Five of them (38.46%) believe that it is very important. However, only one teacher considers that it is more or less important. So, no one believes that it is of little or no importance.

c) Controlling misbehaviors.

Table 7: Degree of importance teachers assign to controlling misbehaviors in large classes.

Degree of importance	Number of teachers	Percentage
Very important	6	46.15%
Quite important	6	46.15%
More or less important	1	7.69%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

Along the analysis of the results, we have recorded a noticeable similarity percentage (46.15%) between teachers who believe that controlling students' misbehavior is very important and those who say that it is quite important. Nevertheless, one teacher (7.69%) indicates that it is more or less important. Thus, none of the teachers considers controlling students'misbehavior to be of little or no importance.

Item 7. Teaching large classes implies?
7.1. Classroom management challenges.
Table 8: Teachers'attitudes about the of classroom management challenges in large classes.

Attitude	Number of teachers	Percentage
Agree	12	92.30%
Disagree	1	7.69%
Total	13	100%

While only one teacher (7.69%) disagrees, almost all teachers (12, 92.30%) agree that classroom management is challenging in large classes. This implies that most teachers have more or less negative attitudes about large classes as they believe of little opportunity to establish effective classroom management.

7.2. Teaching difficulties (e.g., selecting appropriate strategy).
Table 9: Teachers'attitudes about teaching difficulties in large classes.

Attitude	Number of teachers	Percentage
Agree	12	92.30%
Disagree	1	7.69%
Total	13	100%

From (Table 9), we also remarked that while only ‖1‖ teacher (7.69%) disagreed, almost all teachers ‖12‖ (92.30%) agreed that they face difficulties in teaching large classes. This would also implies that most teachers have more or less negative attitudes about large classes as they believe of little opportunity to implement teaching methods that may achieve effective learning.

7.3 Inability to monitor (control) students' actual progress.

Table 10: Teachers'attitudes about the difficulty of monitoring students' actual progress in large classes.

Attitude	Number of teachers	Percentage
Agree	7	54.84%
Disagree	6	46.15%
Total	13	100%

Among the total number, 7 (54.84%) teachers agree on the difficulty of monitoring students' actual progress in large classes. Therefore, 6 teachers disagree with this statement. This indicates that the latter are sure of their evaluation and assessment strategies to monitor the students'actual progress in large classes.

7.4 Saving time and energy when teaching large classes as teachers do not need to repeat the same lesson many times.

8   Table 11: Teachers'attitudes about saving time and energy when teaching large classes.

Attitude	Number of teachers	Percentage
Agree	3	23.07%
Disagree	10	76.92%
Total	13	100%

As table 11 illustrates, the majority of teachers (10, 72.92%) say that they disagree about the idea of saving time and energy when teaching large classes. However, only 2 teachers indicate their agreement. It seems that the latter shed light on what they teach (content) more than students and their needs.

8.4 The University does not need many teachers.

Table 12: Teachers' attitudes about the University's non -need for many teachers.

Attitude	Number of teachers	Percentage
Agree	0	0%
Disagree	13	100%
Total	13	100%

All of the teachers (100%) disagree that the University does not need many teachers. Because this statement is related to the previous one (7.4), all teachers who indicate their disagreement in this statement should have initially said in the previous statement (7.4) that they also disagree with the idea of saving time and energy. Consequently, we noticed a mismatch in the answers of the 2 teachers who showed their agreement in the previous statement (7.4). More significantly, teachers' answers reveal that they are in need of assistance.

8.5   Thorough discussions and different ideas.

Attitude	Number of teachers	Percentage
Agree	9	69.23%
Disagree	4	30.76%
Total	13	100%

Table 13: Teachers'attitudes about thorough discussions and different ideas in large classes.

The majority 9 teachers (69.23%) have positive attitude (agreement) about the existence of thorough discussions and different ideas in large classes. In contrast, 4 teachers (30.76%) state their disagreement with the idea. This can be related to the degree of effectiveness of the techniques they use to involve students in the lectures.

Item 8. How much importance do you place on each of the following elements?

a) Appropriate seating arrangement.

Table 14: Degree of importance teachers place to appropriate seating arrangement in large classes.

Degree of importance	Number of teachers	Percentage
Very important	3	23.07%
Quite important	5	38.46%
More or less important	5	38.46%
Of little importance	0	0%
Not important	0	0%

Total	**13**	**100%**

The statistics illustrated in (Table 14) reveal similar percentage (38.46%) between teachers who consider it as quite important and those who consider it more or less important. In addition, 3 teachers (23.07%) say that it is very important. Accordingly, none of the teachers believed of its little importance or unimportance.

b) Positive psycho-social environment (Classroom climate).

Table 15: Degree teachers' importance placed on Positive psycho-social environment in large classes.

Degree of importance	Number of teachers	Percentage
Very important	10	76.92%
Quite important	3	23.07%
More or less important	0	0%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

The majority of teachers (10, 76.92%) indicate that creating positive psycho-social environment in large classes is very important. The other teachers (3, 23.07%) state that it is quite important. So, none of the teachers maintain that it is of little or no importance.

c) Establishing classroom rules and procedures.

Table 16: Degree of importance teachers place to establishing classroom rules and Procedures.

Degree of importance	Number of teachers	Percentage
Very important	7	53.84%
Quite important	5	38.46%
More or less important	1	7.69%
Of little importance	0	0%
Not important	0	0%
Total	13	100%

The majority of teachers (7, 53.84%) say that establishing classroom rules and procedures in large classes is very important in large classes. Other teachers (5, 38.46%) say that it is quite important. However, only one teacher points out that it is more or less important. Thereby, none of the teachers sees that it is of little or no importance.

Item 9. To what extent do you agree or disagree with the following statements?
a) **Classroom seating arrangement affects students' learning.**
b) **It is the teachers' responsibility to select suitable seating arrangement for their students.**
c) **Different seating arrangements (e.g. Rows, u-shape, etc) can be used for large classes.**

In answering item 9, most teachers (8, 61.53%) agree that classroom seating arrangement influences students' learning. Other teachers (3, 23.07%) say that they strongly agree. Furthermore, only 2 (15.38%) teachers indicate a neutral attitude. So, none of the teachers shows disagreement in terms of the influence of classroom seating arrangement on students' learning. These results imply that the majority of teachers are aware of the critical relation

between seating arrangement and students' learning.

On the contrary, a good number of teachers (5, 38.46%) have a neutral attitude upon their responsibility for selecting suitable seating arrangement for their students .A similar percentage (23.07%) is shared between teachers who agree and disagree. While none of the teachers state that they strongly disagree, 2 (15.38%) teachers state that they strongly agree.

Moreover, another good number of teachers (5) indicate their agreement about the application of different seating arrangements within large classes. However, 4 teachers disagreed (30.76%).We also noticed that one teacher shows a neutral attitude, in addition to another teacher who indicates strong agreement.

Item 10.What techniques do you use to create a welcoming and engaging class environment within large classes?

The analysis of the teachers' answers revealed that the most striking points which they have emphasized include: Appropriate seating arrangement, effective instruction, setting rules at the beginning of the year, keeping certain discipline, humor with strictness, student- teacher collaboration, group discussion and workshops, socialization : positive teacher-student interaction, giving them breaks, etc. Accordingly, we perceived that teachers tend to implement various techniques which seemed to be interesting.

Item 11.   How much emphasis do you place on involving students (asking them to suggest or help) in establishing classroom rules and procedures?

This question was asked to find out whether or not teachers welcome and\ or accept the idea of involving students in the process of establishing classroom rules and procedures. We noticed that the majority of teachers (9) place some emphasis on involving students in establishing classroom rules and procedures. Two 2 teachers place little emphasis to that, while one (7.69%) teacher puts major emphasis on involving students in this process, and another teacher places no emphasis.

Item 12. Do you think that involving students in establishing classroom rules and procedures would enhance their sense of belonging, their responsibility and reduce disruptive behaviors?

This question was designed to find out the extent to which teachers believe that involving students in establishing classroom rules and procedures as a strategy would enhance students' sense of belonging, their responsibility and even reduce disruptive behavior. Most of the teachers (10, 76.92%) said (yes); whereas 3 teachers (23.07%) opted for (no). Thus most teachers back up this strategy.

Item 13. Read the following statements carefully then state whether you agree or disagree.
a)   Successful behavior management in large classes requires fairness and consistency.
b)   For students to effectively learn, silence must be maintained in large classrooms.
c)   Effective teaching may reduce disruptive behavior in large classrooms.

Statement (a) was included in order to investigate the teachers' approach for behavior management. In other words, we intended to know whether they implement an authoritative style for managing students' behavior in large classes. We found that all teachers (13, 100%) do agree that behavior management in large classes requires fairness and consistency.

Statement (b) was also included in order to investigate teachers'approach for behavior management. We noticed that almost all teachers (12, 92.30%) believed that maintaining silence is crucial for effective learning to take place. However, 1 (7.69%) teacher saw the opposite. Such high percentage (92.30%) would imply that those teachers are likely to adapt an authoritative approach to students' behavior management.

The third statement (c) was used in order to perceive the extent to which teachers are aware of the relationship between effective teaching and disruptive behavior reduction. According to the statistics calculated, all teachers (13, 100%) agree that effective teaching can reduce students' disruptive behavior in large classrooms.

Item 14. How much emphasis do you put on each of the following aspects when planning a lesson for your large classes?

a)   Lesson content.
b)   Lesson presentation (teaching strategy).
c)   Classroom seating arrangement.
d)   Students' learning styles and strategies.

We included statement (a) in order to see the extent to which teachers emphasize lesson content when planning a lesson for their large classes. While one teacher (7.69) puts some emphasis, almost all teachers (12, 92.30%) place major emphasis on lesson content when planning lessons for large classes.

We also included statement (b) in order to see the extent to which teachers emphasize and care about selecting an appropriate lesson presentation when planning a lesson for their large classes. While one teacher (7.69) puts some emphasis, almost all teachers (12, 92.30%) place major emphasis on lesson presentation when planning lessons for large classes.

Statement (c) was included to know whether or not teachers consider appropriate classroom seating arrangement when planning a lesson for their large classes. Specifically, we intended to figure out if teachers care and/or attempt to make a correlation between lesson content and/or lesson presentation and appropriate seating arrangement.

As for statement (d), the majority of   teachers (7, 53.84%) say   that   they   place some emphasis on students' learning styles and strategies when planning a lesson for their large   classes. Six (46.15%) teachers state that they consider the latter to be of major importance (emphasis). Consequently, none of the teachers views students' learning styles and strategies of little importance or of no importance.

Item 15. In your opinion, which of the following teaching methods can be effective for large classes?

a)   Lecture
b)   Group work
c)   A combination of both

In answering the above question, 2 teachers (15.38%) indicated that lecture is   the   most effective method   for   teaching   large   classes. Whereas, 11 (84.61%) teachers   have   opted for   the   combination   of   lecture   and   group work as the best method. Thus, none of the teachers selected group work.

Item 16. How often do you ask your students whether or not your teaching style (techniques) fits their needs?

This question was, in fact, asked in order to know if teachers are concerned whether or not their teaching style fits their students' needs. It is clear from the answers that the majority of teachers (6, 46.15%) sometimes to get students' feedback on the their teaching style. Three (3) teachers always (23.07%) ask their students about their teaching style and (3) teachers (23.07%) often do so. This means that only one (7.69%) teacher does care about feedback from students about his\her teaching style.

Item 17. Do you think that advanced (talented) students' assistance can be an effective strategy to implement in large classes?

This question was asked to find out teachers' attitude towards allowing their advanced (talented) students to assist them, as well as their professional judgment about the effectiveness

of such a strategy within large classes. As elicited from the answers, all teachers (13, 100%) answered positively (Yes). This certainly indicates that they accept and welcome this strategy as they perceive its effectiveness.

Item 18. Do you agree or disagree with the following statements?

a)   Self- , peer and group assessment can be an effective strategy to reduce the teacher's effort when assessing students 'achievements.

The majority of teachers (7, 53.84%) agree and, thereby, support self-, peer and group assessment as strategies to reduce the teacher's effort when assessing students' achievements. On the other hand, 6 teachers disagree about the effectiveness of these strategies, as well as about implementing them.

Explain why?

When asked to explain their opinion, teachers provided various ideas. For example, one of the teachers said that implementing such strategies is, in fact, a matter of sharing this task with students not necessarily reducing it. This would certainly create a sense of corporation and belonging in large classes. Other teachers maintain that such strategies would facilitate the teacher's task as his/her assessment does not cover all aspects of the course. Furthermore, another teacher adds that self-, peer and group assessment can be effective strategies under necessary and particular conditions to avoid subjectivity.

As for students, most teachers assure that these strategies would provide more opportunities for students to evaluate the degree of their progress and achievement in relation to the course instructional objectives. Moreover, they emphasize that students can recognize their own errors and, thereby, become autonomous and improve their learning strategies.

b) Peer and group assessment can provide learning experiences for students.

The statistics related to this question reveal that while 4 teachers disagree, the majority (9, 69.23%) indicate their agreement about the effectiveness of peer and group assessment as strategies for providing learning experiences for students.

Explain why?

Teachers who disagree also provide various responses. Some of them mention that some students do not like and/or find it embarrassing to be assessed by their peers and even their teachers. Another teacher highlights that such assessments usually lack reliability. In addition, one teacher states that the assessment of students' achievement is totally the teacher's responsibility because he/she is the only one who has the suitable techniques and ways of assessment.

Item 19. Thinking of your professional development needs, please indicate the extent to which you have such needs in each of the areas listed.

a)   Classroom management

The majority of teachers (8, 61.53%) declare their high level of the need for professional development in classroom management. A percentage of (23.07%) show no need of the latter. Moreover, while one teacher states a lower level of need, another one indicates a moderate level of need for professional development in classroom management.

b)   Innovative teaching and assessing practices for large classes.

None of the teachers says that he/she has no need for professional development in innovative teaching and assessing practices for large classes. Most of the teachers (10, 76.92%) have a high need for the latter. Also, 2 teachers (15.38%) have a moderate level of need for professional development in innovative teaching and assessing practices.

c)   Skills of using technology to support teaching and learning.

The majority (9, 69.23%) of teachers reveal their high need for professional development in skills of using technology to support teaching and learning. Furthermore, 4 (30.76%) teachers show a moderate level of need for those skills. Therefore, none of the teacher states that they

are of lower need or of no need for such a type of professional development.

3. Discussion

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes and personal practices within large EFL classes in terms of classroom management.

In question (7), unlike statement (6), teachers agree with all the statements we have used, including difficulties in teaching, class management and monitoring students' progress. This indicates that most teachers have a negative perspective about large classes. The high percentage we have recorded (92.30%), particularly in terms of difficulties in teaching and classroom management would be the results of their negative perspectives. That is why all teachers (100%) say that University needs more teachers.

In spite of the considerable number of teachers (5, 38.46%) who believe that appropriate seating arrangement in large classes is more or less important, most teachers show awareness of the impact of classroom seating arrangement on students' learning. However, most of them have a neutral attitude towards their responsibility for selecting appropriate seating arrangement. In addition, in spite of the considerable number of teachers who reveal their disagreement, the highest percentage of them (38.46%) highlight the possibility of applying different seating arrangements within large classes.

Most teahers realize and are aware of the critical role of positive psycho-social environment in enhancing students'learning, especially in large classes. Accordingly, we found that most teachers welcome and support their involvement; all of them (100%) emphasize talented students 'assistance and most of them also highlight self-, peer and group assessments.

According to teachers, establishing strict and consistent classroom rules is quite important and that controlling misbehavior is very or quite important. This reveals that they still base and relate their management to the traditional theory of classroom management which entirely focuses on control and order. What ensures that is the "some emphasis" they place on involving students in classroom management process and the (92.30%) percentage of maintaining silence.

Most teachers highlight the role of good instruction in establishing an effective classroom management in large classes. Thereby, all (100%) agree about the influence of effective teaching in reducing students' disruptive behaviors.

A high number of teachers shed light on lesson content and presentation more than seating arrangement and students' learning styles and strategies. This would explain why the majority of them "sometimes ask their students whether or not their teaching style fits their needs. Hence, the difficulties they face are due to the critical role of seating arrangement and students'needs in the process of establishing positive classroom management which, in turn, influences teaching efficiency.

Most teachers highlight the effectiveness of the combination of lecture and group work in teaching large classes, especially when various teaching methods can be implemented within

large classes. In addition, most teachers reveal high level of need for professional development in classroom management, innovative teaching and assessing practices for large classes, as well as skills of using technology to support teaching and learning**.**

4. Conclusion

English language teaching in large classes is a worldwide phenomenon. Thereby, most teachers believe that the use of certain management and teaching methods and strategies would be difficult or even impossible. The present research revealed that such perspectives can change through different and innovative strategies that can be implemented to establish an effective classroom management for large EFL classes.

These strategies highlight involving students in whatever changes that are made in the physical environment as their involvement creates an attractive and comfortable classroom

environment. Establishing friendly relationships with students and personalizing the classroom are the back-stone for building appropriate psycho-social environment. The teachers' objective should not be imposing situational control, but building students' capacity for managing their own behaviour and their own learning. However, teachers should not intervene in ways that disrupt the lesson **momentum or prevent students' active engagement.**

The results of the present study revealed that the majority of EFL teachers in the Department of English had an MA degree. Only one teacher had a Doctorate. But, in terms of their teaching experience especially with large classes, almost all these teachers had experienced the phenomenon. Gender, in fact, was not more significant than the preceding two factors; male and female teachers had nearly the same number. The results also showed that the majority of teachers believe that classroom strict and consistent rules are of paramount importance for managing large classes though it is very challenging. Most of the teachers' options for an effective classroom management consisted mainly in appropriate seating arrangement, effective instruction, humour with strictness, student- teacher collaboration, group discussion and socialization. In this same vein, most of the teachers' responses indicated that they had a need for professional development in skills of using technology to support teaching and learning.

5. Recommendations

The present research revealed that most teachers manage their classes based on control and order. Thereby, teachers should reconsider such a management style as it can work against building a positive psycho-social environment.

Teachers should place more emphasis on classroom seating arrangement due to its remarkable influence on teachers and on students' learning. As most teachers advocated involving students in the process of classroom management, we recommend that they do their best to implement some of the strategies which have been presented throughout this work.

In light of what has been said, more support to students and teachers should be provided on the part of Mohamed Khider University of Biskra in terms of increasing the number of EFL teachers, reducing class number and/providing more appropriate classroom setting.

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