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**The Effective Management of Overcrowded Classroom through
Teacher-Learner Collaboration:**

The Case of Second Year Master Students, Department of Letters and
English Language, University of 8 Mai 1945/Guelma

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Dedication

To my wonderful parents Salima and Djemai.

To my Grandmother Warda whose prayers and blessings are enlightening me.

To my brothers Imed and Salah for their unconditional love.

To my lovely friends Manar, Nour, Souha, Fatma and Imane, for their love and support
and the nice moments we spent together.

To my cousins and relatives Sabrina, Karima, Hiba and Samira, who motivated us
along the period of writing this dissertation.

To all my teachers, from primary school to university, for their endless efforts and
guidance.

Rania.

Dedication

To my inspirational parents Dalila and Mustapha, the ones who support, bless and enlighten me.

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Abstract

The present study investigates effective management of overcrowded classroom through teacher and students collaboration. This study aims at specifying the reasons of the research problems which are mainly related to teachers' difficulties in managing overcrowded classrooms, and the way teachers have to use the method of teacher-learner collaboration for effective management of overcrowded classrooms. On this basis, we hypothesized that if teachers and student collaborate with each other, overcrowded classrooms' management would be effective. To test the before mentioned hypothesis, the present research adopted the quantitative descriptive method. In an attempt to verify the former hypothesis, a questionnaire is administered to (100) second year Master students at the Department of English, 8 Mai University-Guelma. This tool would provide us with different views and experiences in relation to the topic. The derived results unveil a positive relationship between the two main variables which confirms the hypothesis set at the beginning of the research. Consequently, the intended goal of the research would be achieved. The results of this study showed the main problems being faced in overcrowded classes including noise making, lack of individual attention and classroom arrangement are issues that influence interaction in the class. The findings show that the hypothesis was confirmed in which that teacher-students collaboration lead to an effective management of overcrowded classroom. Accordingly, teacher-students collaboration methods should be applied while teaching those overcrowded classes in order to achieve effective managements, and to realize a high quality of education. Additionally, some recommendations were also provided in this research.

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List of Abbreviations

CL: Collaborative Learning

CM: Classroom Management

EFL: English as a Foreign Language

OECD: the Organization for Economic Cooperation and Development

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General Introduction

The core element of any educational system is the classroom. Nowadays, the increasing number of students led to overcrowded classrooms. This problem was the biggest barrier that influenced teachers and students in general and teacher's capability to manage those classes in particular. Moreover, it brought numerous challenges when attempting to teach overcrowded classrooms. Teaching a large number of students brought a numerous obstacles to both teachers and learners including managerial issues, assessment and disciplinary problems. Within this scope solutions should be found to overcome those obstacles.

Thus, effective management method should take place, and this should not be only be the attempt of teachers, instead the solution should be shared, and applied by both teachers and students through collaboration, to create an appropriate atmosphere that was based on mutual collaboration. Thus, teachers should act effectively with the help of their students to have an efficient management of overcrowded classrooms. More specifically, this element would determine, to a certain extent, how well the efficient management of overcrowded classrooms would be enhanced, and as a consequence teachers would be easily dealing with their students in large classes. Accordingly, problems like impossibility to communicate, difficulty of organizing activities, and inability to control overcrowded classrooms would be bypassed. Henceforth, this research explored the effective management of overcrowded classrooms through teacher- student collaboration, and the various strategies used to efficiently control these overcrowded classes.

1. Statement of the Problem

Classroom management is an essential component to the classroom learning and teaching environment. It paves the way for teachers and students to engage in teaching and learning processes. Due to overcrowded classrooms in the Department of English in which one classroom includes approximately forty students, teachers as they are responsible for teaching and learning, face many difficulties and challenges in classroom management which are nearly impossible to overcome. For instance, teachers do not have sufficient time to pay individual attention to each student, and to give each student opportunity to communicate and participate in the classroom activities. The main cause behind these problems is the absence of collaboration between students and teachers. Consequently, teacher-student collaboration may lead to effective classroom management. This research tackles mainly the following question: Does teacher-student collaboration lead to effective management of overcrowded classrooms?

2. Aims of the Study

Overcrowded classrooms have a negative impact on teachers and students. Promoting effective management of overcrowded classroom would facilitate the process of learning and teaching by developing a solid understanding of students, establishing positive teacher-student relationships, and implementing instructional methods that facilitate optimal learning by responding to the academic needs. This could only be achieved through an active collaboration between teachers and students. For that reason, the main aims of this study are:

1. Directing teachers and students towards the role of collaboration in the effective management of overcrowded classrooms.

2. Raising students' awareness about the positive impact of effective management of overcrowded classrooms.

3. Research Hypothesis

Teacher-student collaboration is a very important component in the effective management of overcrowded classrooms. It facilitates the process of learning and teaching. So, we hypothesize that:

H₁: If teachers and students collaborate with each other, overcrowded classrooms' management would be effective.

The null hypothesis entails that no relation exist between teacher-learner collaboration and effective management of overcrowded classrooms. Hence, it is hypothesized that:

H₀: If teachers and students collaborate with each other, overcrowded classrooms' management would not be effective.

4. Research Methodology and Design

4.1. Research Method

Our investigation adopts the quantitative descriptive method in order to display the critical role of teacher-learner collaboration in the effective management of overcrowded classrooms. This investigation aims at testing the hypothesis through administering students' questionnaire. This tool would provide us with different views and experiences in relation to the topic. Consequently, the intended goal of the research would be achieved.

4.2. Population of the Study

Our sample was selected randomly; it is composed of second-year Master students at the department of English in the University of 8 Mai 1945, Guelma. The reason behind choosing second-year Master students is their advanced level which enables us to figure out the prominent role of teacher-learner collaboration in the effective

management of overcrowded classrooms. Moreover, they have studied five years. Hence, they have the needed experience that will provide us with their own ideas about our topic. Consequently, they will serve as the most suitable sample. Following Krejcie and Morgan's sampling table, one hundred (100) questionnaires will be administered to second-year Master students since there are one hundred and twenty-seven students (127) students (1970, as cited in Cohen, Manion & Marrison, 2000, p. 94).

4.3. Data Gathering Tools

To test the hypothesis, students' questionnaire provided us with steady information about the effectiveness teacher-learner collaboration in the management of overcrowded classrooms. This tool provided valuable information about the in-depth context which allowed us to know whether the research matches up with its goals.

5. Structure of the Dissertation

Our dissertation is divided into three main chapters. The first chapter is entitled "Effective Management of Overcrowded Classrooms". The second chapter is devoted to "Teacher-Learner Collaboration". Chapter three is "Field Investigation". It highlights the description and aims of students' questionnaires. Then, it analyzes and interprets the information got from the questionnaire. Later, it explains the results according to the research question and hypothesis. In the "General Conclusion", some pedagogical implications and recommendation are stated in addition to the study limitations.

Chapter One

Effective Management of Overcrowded Classrooms

Introduction

Classroom management is one among many factors which alter the process of education especially when it comes to overcrowded classes. Teachers around the world face many obstacles when attempting to teach in overcrowded classroom. Teaching a large number of students in one class is difficult for both teachers, and students. Therefore many teachers try to solve the problem of overcrowded classroom with the use of different methods, extra efforts, as well as providing different materials and skills.

Thus, this chapter deals with effective management of overcrowded classrooms. It starts with providing a bunch of definitions for overcrowded/large Size classrooms. Then, the main difficulties in Overcrowded Classrooms are introduced. After that, we will discuss the effective learning in small size classrooms. Also, we will deal the effective management of overcrowded classrooms that is explained in six subtitles. Generally, the first subtitle starts with providing definition of classroom management. Furthermore, some strategies of classroom management are discussed. Equally, the importance of classroom management is carefully explained. Moreover, the main challenges of effective class are displayed. Further, some proposed solutions for effective classroom management are demonstrated. Above all else, the chapter closes with presenting the last subtitle that is the effective management of overcrowded classrooms

1.1. Definition of Overcrowded/Large Size Classrooms

Overcrowded classrooms are major problem that causes obstruction in the teaching-learning process. Researchers argued that there is no exact definition of a large

classroom. It differs from country to country and from one situation of teaching to another. Kuçukler and Kodal (2018) asserted that large class size occurs when the numbers of students exceed the exact number that decided by the teachers (p.169).Khan and Iqbal (2012) state that a classroom is defined as overcrowded when the number of students is more than the possible level, and this situation ended with different challenges in teaching and learning process (p.10162).

Besides, Hayes proclaimed that the classification of large and small classes differ with the variation of the classroom nature. A normal classroom is regarded as overcrowded when its students' number is more than thirty. Otherwise, language learning class is defined as a large class size when its student' number is more than twenty (1997, as cited in Carpenter, 2006, p. 1).

Furthermore, Hess (2001) confirmed that classrooms that hold more than thirty are referred to as large classes (as cited in Hussain, Ahmad, Asma, &Hakim, 2017, p. 54). Unlike Murphy and Rosenberg(1998) who reported that small class is the one that holds a number of students which oscillates between thirteen to seventeen students (as cited in Sangangula, 2016, p. 5).

In short, a classroom is considered as overcrowded when the number of students violates the limit that was decided by different teachers in specific academic institutions. Those limits vary from one country to another and from one organization to another because the circumstances are not the same. More importantly, class size affects the process of learning and teaching. In large classes, both teachers and students are uncomfortable with such situation. While, small classes truly help the teaching and learning to take place.

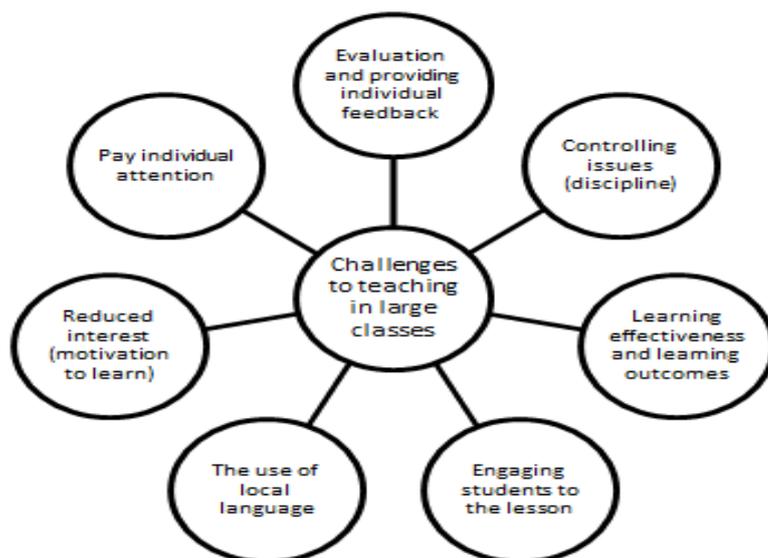
1.2. Difficulties in Overcrowded Classrooms

Large classes encompass many challenges. Many researches argued that large classes have a negative impact on the process of learning and teaching. Shah and Inamullah discovered that the negative effects of large classes impress the process of teaching and learning such as the lack of students' achievements. Besides, teachers are not comfortable in evaluating and in providing students with the appropriate feedback (2012, as cited in Khan, & Iqbal, 2012, p. 10162).

Furthermore, Hussain, Ahmad, Asma, and Hakim highlighted that an overcrowded classroom creates a negative environment for teachers. They face many problems in the organization of the classroom, and students as well find difficulties in learning. They added that large classes distress the process of education by losing time in organization, and in arranging classroom setting instead of delivering the lessons (2017, pp. 53-55). Similarly, Marais (2017) added many problems of overcrowded classrooms such as: negative disciplines, decrease of learners' performance, and inability of managing time (pp. 2-3).

Sasikumar, Fathima, and Roja (2013) clarified that in large classes teachers are unable to work effectively. They find difficulties in developing students' performance, and attaining effective aims in different areas like recognition, psychology and teachers-students relationships (pp. 1-2). In addition to that, Olaleye, Ajayi, Oyebola, and Ajayi (2017) elaborated that overcrowded classrooms especially in public schools cause a negative effects on students' learning process by creating different challenges like physical harm, students' absences, noisy class, and negative relationships inside the classroom (p.112). Had and Arante (2015) discussed English foreign language teacher's Challenges in reaching English in large Classes as per the following figure:

Figure 1.1. Challenges Teacher Encountered in a Big Class



Adapted from: Had and Arante, 2015, p. 5.

Had and Arante (2015) proposed seven challenges that teacher faced in teaching English in large Classes. The first challenge is "evaluation and provide individual feedback" that includes teacher's difficulty in evaluating hi/her students individually and giving them an authentic response. The second challenge is "pay individual attention" that comprises teacher's inability to notice each student's performance. The third challenge is "reduced interest (motivation to learn)" that covers teacher's difficulty in dealing with students' lack of attention, and desire in learning. The forth challenge is "the use of local language" which encompasses teacher's difficulty in controlling the students 'use of formal and informal language in the process of teaching and learning. The fifth challenge is "engaging students to the lesson" which embraces teacher's deficiency of rising students' interactions during the session. The sixth challenge is "learning effectiveness and learning outcomes" that incorporates teacher's failure in achieving effective learning objectives. The last challenge is "controlling issues (discipline)" that integrates teacher's inability to monitor, and to organize classroom's problems and behaviors (p. 5).

Kanyike (1998) commented that large classes engendered the lack of different tools that are needed for teaching and learning (as cited in Kewaza, 2013, p. 286). What is more, Farrant (2000) defended that in crowded classroom it is difficult to control students' disciplines due to the impossibility to engage all the students in different activities, or to remember all of their names, and to know all of their wants (as cited in Kewaza, 2013, p. 288). Xu further explained these problems in details:

The teachers in large classes may feel physically weary; they may unwarily speak louder and move more often or longer distances than they do in small classes etc. Psychologically, some teachers feel it intimidating to face a large "crowd" of students, especially when they don't have much idea who their students are and what their students are expecting from them. To the teachers in large classes, students are not "people" but "faces"..... Other problems such as monitoring attendance and checking assignments are also constantly worrying many teachers involved in large class teaching. (2012, as cited in Had & Arante, 2015, p. 2)

This implies that teachers in large classes neither able to interact inside the classroom, and to manage students' disciplines, nor to evaluate students' performance, and to pay individual attention to each of them. Generally speaking, there are different teachers' beliefs about large classes and small classes. First, in large classes there are many obstacles in such environments such as the difficulties in setting down and in writing in small place in with huge number of the students, as well as it is impossible to assess and to teach each students separately according to their individual differences. Whereas, the atmosphere in small classes is so comfortable, there are enough places, it is very easy for teachers to deliver the information to all students, and to know each student's needs. Second, teachers believe that in large classes there are difficulties in organizing, and in being careful in teaching. However, in small classes doing all the

previous activities is very easy. In addition, for the large classes with the high number of students it is obvious that teachers will find difficulties with a lot of assignment to assess and to evaluate, but in small classes teachers will find it much easier with only few papers to correct. Moreover, in large classes examining, giving comments, and evaluating students' achievement is considered as hard task for teachers in comparison to the small classes in which things are much easier. Furthermore, not like teaching in small classes, in large classes neither there is time to check all student's understanding, nor to reappear and to add more activities for the weak students. Lastly, in contrast to the large classes, students and teachers in small classes have more chances to interact with one another by raising different questions, and engaging in different activities (Shamim, 1993, p.164).

1.3. Effective Learning in Small Size Classes

According to Raimondo, Esposito, and Gershenberg, students quality of performance during the process of learning is related to the class size, and the length of the lesson (1990, as cited in Koenig, 2015, p. 20). Harfitt verified that in small classes students find peace, enjoy the feeling of belonging, and they are at ease with communication and interaction (2012, as cited in Koenig, 2015, p.21). Further, Edmonson and Mulder explained why students prefer studying in small class as long as they enjoy the warm climate inside the classroom such as establishing a good connection with their teachers (1924, as cited in Koenig, 2015, p. 21). While, Shamim (1993) expressed that students hate studying in large class because they miss teachers' notice and care, and they lose the chance to participate. All those circumstances prevent learners from improving themselves inside the classroom (p.173). In its broad sense, Cortes, Moussa and Weins-tein in their comparison between large classes and small classes, they demonstrated that the achievement of students in small classes is much

better than their achievement in large classes because in small classes students enjoy the good conditions, they could interact more, and get an effective education (2012, as cited in Marais, 2016, p.2).

1.4. Effective Management of Overcrowded Classrooms

1.4.1. Definition of Classroom Management

Classroom Management is a fundamental feature of the total educational process. Macías (2018) argued that CM is considered as the main habitual interest of all teachers especially in their first experience with teaching (p. 154). Besides, Farrell claimed that “the ideals that the beginning teacher formed during teacher training are replaced by the reality of school life where much of their energy is often transferred to learning how to survive in a new school culture” (2006, as cited in Macias, 2018, p. 154). This means that the beginner teachers spend their efforts trying to coexist with the new classroom atmosphere where they found a lot of difficulties that distress their training process. Different authors defined CM from different perspectives.

In most general terms, Ming-tak and Wai-shing (2008) argued that CM refers to instructors “actions that include encouraging learning and advancing feasible interpersonal interaction in different learning setting” (p. 4). Solis believed that “ideally, classroom management should be a common understanding between the teacher and the students. It should be an agreed upon model that everyone abides by in order for classroom management to work effectively” (2005, as cited in Jumani, Basit, Chishti, & Ajmal, 2010, p. 97). This entails that effective classroom management must spread an equal amount of comprehension with the use of permitted form in the process of teaching and learning.

Evertson and Weinstein defined CM as teachers “tasks needed in forming a strong environment of teaching. They take into consideration academic knowledge, social, and

emotional states of the students” (2006, as cited in Korpershoek et al., 2014, p. 11). According to Wong, Wont, Rogers, and Brooks (2012) CM includes all teacher’ s efforts that she/he provides for his/her students in their process of learning; starting from arranging time frame and place to providing an appropriate tools of learning (p. 61). Moreover, Korpershoek, Harms, de Boer, Kuijk, and Doolaard (2014) argued that CMS could be defined as the useful aids that established by teachers. They involve different practices inside the classroom to advance the contact between teachers and students, and to introduce different regulations that help in organizing a variety of students’ attitudes inside the classroom (pp. 11-12).

Shamina and Mumthas(2018) in their definition of Classroom management noted that it involves three important competencies in managing: meaning, attitude, and time(p. 41).Similarly, Scrivener (2012) found that CM refers to the teachers' attitudes in monitoring classrooms’ atmosphere in order to facilitate the learning process (p.1). In addition to that, Macias (2018) defined CM as the good environment that enables the process of learning and teaching to take place (p.154).

In summary, CM is a necessary step of teaching. It includes all the actions that teachers have to use in order to maintain order inside the classroom. It contains all the necessary aspects that aim to achieve a successful learning and teaching.

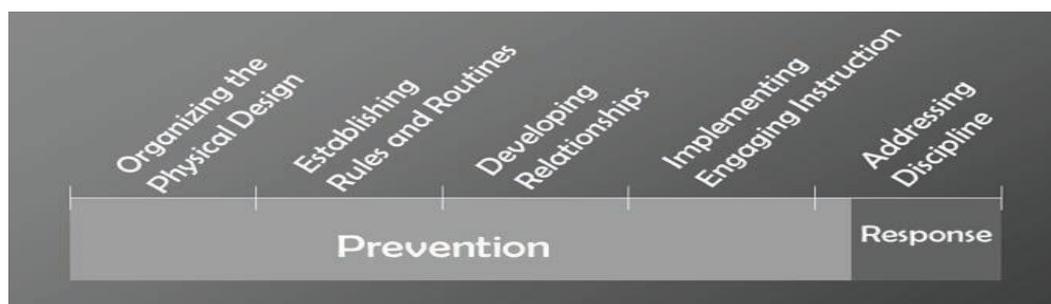
1.5Strategies of Classroom Management

Although the definitions of CM vary, almost all educators and researchers agreed upon the fact that CM encompasses a wide variety of skills and strategies. In any classroom, teachers may face huge challenges in organizing their classes, establishing discipline, and controlling the process of teaching and learning. Thus, effective teaching necessitates a set of strategies. Brophy noted that maintaining different CMS are the secrete of successful education, and the basic of well controlling of students'

behaviors (1999, as cited in Ahmed, Iqbal, & Ambreen, 2018, pp. 180-181). In addition to that, Korpershoek et al. (2014) in their definition of CM depicted five sorts of activities to create a good quality of CM. Those activities comprise creating strong relationships, regulating prescript, comforting students to participate in academic activities, enhancing public proficiency as well as individual organization, and helping students who have an attitude disturbance by using suitable interference (p.11).

Garrett (2014) explained that "classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues" (p. 3). This means that the main components of CM are organizing materials, maintaining habit principles, ensuring emotional consideration, organizing different participations and effective orders, and monitoring teachers' performances toward his students. The figure below summarizes these five processes of CM.

Figure 1.2. Garrett's Process of Classroom Management



Adapted from: Garrett, 2014, p. 4.

Those strategies aimed at establishing classroom gridlines, ordering classes' education, and organizing as well as influencing students' education, and disciplines (p. 4). On that premise, Huth (2015), CM has four strategies. The first strategy is teacher awareness that includes an example of different teachers' mistakes and how to avoid those mistakes by following a certain rules (p. 4). According to Barbetta et al. (2005)

they introduce different teachers' mistakes, and how to avoid and overcome those mistakes. They give an example of breaking the classroom rules, and they argued that teachers have to respect different classrooms' guidelines (as cited in Huth, 2015, p.4).

The second strategy is creating the Proper Environment. According to Bondy et al. (2007) teachers are the responsible for providing a good atmosphere for teaching and learning. The common obstacle to maintain a proper environment is the variation among students, for those reason teachers put some restriction to the students. Also establishing good environment by creating set of attitudes from the beginning of the year, and insuring batter felling and comfortable relationships between teachers and students. Last but not least maintaining batter teaching and learning environment by respecting different gridlines form both teachers and students to achieve great success(as cited in Huth, 2015, p. 5). The third strategy is providing guidance. Mundschenk et al. (2011) explained that in order to organize the classroom, teacher have to establish analogy for successful CM. This could be done by planning and creating a proper and healthy journey of teaching and learning. As well as, maintaining asset of models in communication like systematized activities. Also, teachers must encourage advanced learning by guiding his students instead of restricting them (as cited in Huth, 2015, p. 5). The forth strategy is implementation of a simple philosophy for success. Reese (2007) claimed that there are four strategies of CM. Frits, commendation that is essential to maintain interaction. In addition to that, consistency is by establishing different rules and gridlines to organize a good education. Furthermore, Communication skills ensure different components, and give them some autonomy in monitoring their actions and behaviors. The last strategy is Content in which teachers planning for the different aspects of the lesson including time, the way

of gaining students' attention and motivation, in addition to preparing for an effective courses (as cited in Huth, 2015, p. 5).

Additionally, Ali, and Ahmed (2019) explained that the successful CMS could be realized by systematizing and establishing positive relationships inside the classroom. Also managing self-behavior, and deciding the applicable procedure. If they apply those strategies, they will help in raising student's motivation (p. 525).

In conclusion, to be a professional teacher is not an easy task. An effective teacher needs to own effective strategies for better management of the classroom. Besides, they need to show responsibility towards students in their learning process. For that reason CMS is considered as the most difficult aspect of teaching, and it took a long time to be acquired by the teachers. CMS are subject to change among different time and place.

1.6 The Importance of Classroom Management

Along with the diversity of students' needs, and the necessity of creating an appropriate and comfortable classroom, CM is considered as essential part in the teaching/learning process. In this respect, Wubbles argued that CM is important in maintaining a formal organization of the classroom, and creating a warm climate for students; this helps in developing the process of learning (2011, as cited Praveen G. & Alex, 2018, p. 8092). In like manner, Mayeski argued that managing classroom in a careful manner helps to create a peaceful climate for teaching and learning (2005, as cited Rahman, 2010, p. 97). Kelly (1982) asserted that the effective CM combines two main advantages. In the first place, CM raise students 'motivation in learning and it easily engage them into different actions inside the classroom. Alternatively, it creates a peaceful learning environment in which students are well-organized with different rules and routines (as cited in Deceive, 2014, p. 52).

Pet-kovski, and Aleksova (2004) added that managing classroom has a great significance especially when it comes to managing time; this ends with a good delivery of lessons and a better understanding (as cited in Deceive, 2014, p. 52). Dasaradhi (2016) explained why CM is needed. He argued that teachers use CM in order to make learning easier by facilitating the achievement of two cognitive areas. The first one is the academic scope that includes a better comprehension, and good acquisition of information. The second type is social domain that helps to develop students' competences by the participation and interference in different activities (p. 350). He added that succeeding in managing the classroom in a good manner is considered as the main essential task for teachers (p.535). Another advantage of successful CM is maintaining a good quality of education. This could be done with the application of different strategies like sharing works inside the classroom including encouraging good relationships between students, and among students and teachers. In addition to the use of effective tools, as well as respecting students' differences (Ali & Ahmed, 2019, p. 527). It is significant to note that the good establishment of CM relies on the most crucial factors that govern students' learning. Besides, it paves the way for teachers to develop better teaching competencies.

1.7 Challenges of Effective Classroom Management

Many educators and researchers agreed upon the fact that CM is considered as big challenge to many teachers and learners. Rahman (2010) stressed that the main complex task in teaching is considered to be the establishment of a high-quality of CM (p. 97). Praveen and Alex (2017) noted that the obstacles of CM include all the problems inside the classroom that prevent students' education. Those problems are the bad attitudes of the students inside the classroom, the unsuccessful strategies that used

by the instructors, the absence of the basic facilities, the deficiency of the learning tools, the low level of students, and, students' distinctive cultures (pp. 8092-8093).

Additionally, Erdogan, Kursun, Tansiman, Saltan, Gok, and Yildiz (2010) noted that classroom management challenges were summarized like the following. The main challenge is motivation decrease. Another challenge is breaking rules and routines. Besides, teachers rarely find the basic facilities. In addition to the lack of successful organization of time, classroom setting, and classroom interface. Likewise, the problem of discipline like producing annoying sounds during the lesson, moving randomly inside classroom without teacher's permission. In fact, the main causes behind those problems are the kind of lessons that introduced in the school program, the type of atmosphere existed inside the classroom, along with large classes, and the absence of software. For the most part, the low regulation, and the lack of parental education, plus the inadequate classroom management are among the challenges (p. 887).

Similarly, Macías (2018) explained that there are many difficulties in managing foreign language classes. The first difficulty is the inadequate tools. The second is the problem of large class size. The third is the lack of motivation to speak the foreign language. The last one is the differences among students, i.e. their abilities and knowledge (p. 165).

1.8 Proposed Solutions for Effective Classroom Management

Many researchers proposed different solution to diminish the impact of CM problems. Erdogan, Kursun, Tansiman, Saltan, Gok and Yildiz (2010) explained in their research some solutions suggested by the participants. The first solution includes the raise of knowledge and proficiency of the instructors. The second solution is revising and changing the lessons in the school program. Additionally, the third solution is enhancing motivation by engaging students to participate in different practices inside

the classroom. The fourth solution is the use of helpful computer programs. The fifth solution is the successful management of the language teaching classroom. The sixth solution is applying castigation, and neglecting carefully. The seventh solution is maintaining the examination of the main cause of this dilemma, and the application of different policies. The last solution is to get in touch with parents and to insure collaboration with other teachers (pp. 887- 888).

Dasaradhi, Ramakrishna, and Rayappa (2016) noted that all teachers find many difficulties in CM, for example raising the students' motivation and interaction during the lesson are considered as big obstacles for teachers. As a result they try to imply effective attitudes to solve these problems. In this process, the instructors have to keep the students dynamic in learning by gaining their concentration, making them participate in different activities, and help them to communicate by involving them in different kind of debates (p. 528). So as explained in order to decrease the challenges of management in foreign language classrooms, it is important to increase understanding, with the implication of rules to diminish the passive attitudes, and dynamic contribution inside the classroom, as well as raising motivation of the students (2007, as cited in Macías, 2018, p. 162).

In a word, challenges of CM are considered as the major phenomenon that has a negative influence on the process of teaching and learning. Those difficulties could be found in different kind of classrooms especially in a foreign language classes. For that reason many solutions was suggested and applied by different researchers and teachers to reduce those obstacles.

1.9 Effective Management of Overcrowded classrooms

Generally speaking, it is essential to establish an effective classroom management. Nagler (2015) discovered that effective classroom management in creating a warm

climate for teaching and learning process is considered as a very important task for teachers (p.163). He added that communicating in useful way, having good disciplines, being academic, and establishing a high-quality of setting conditions for teaching and learning are the most important criterion for effective classroom management (p.164). Simonsen, Fairbanks, Briesch, Myers, and Suga explained that the effective classroom management is achieved via practices. They showed the essential procedures that help in achieving classroom practices. Firstly, raising constructions, and enhancing opportunities by good teaching, assessing, evaluating, and examination. Besides, engaging the students in different activities. Last but not least, reducing the negative disciplines by using a variety of techniques (2008, as cited in Freeman et al., 2018,p. 144). McLeod mentioned that the effective management of large classes lies in the professional use of time, being talented, having the standards in teaching, and having the necessary tools and knowledge (1998, as cited in Carpenter, 2006, p. 14).

Similarly, Rohin (2013) in his research in Afghanistan, he found that it is important for an effective teachers in overcrowded classroom to increase the development of academic knowledge, as well as the effective management techniques like organizing students in groups with different activities, and opening a deferent debates inside the classroom (as cited in Hadi &Arante , 2015, p. 3). Also, Bahansha (2013) provided an advice for teachers to control the negative impact of large classes by the application of successful techniques, and by giving an effective evaluation classroom (as cited in Hadi & Arante, 2015, p. 3). Sulistyowati (2012) in her research in Indonesia, she found that many students in large classes of English learning do not have the essential comprehension; she said that “teachers must come up with engaging activities that keep all of their students interested and participating with the goal of improving their communication skills”. This means that in order to keep students

motivated, and gain their attentions teachers have to involve them in different tasks classroom (as cited in Hadi & Arante, 2015, p. 3). Further Xu suggested that:

Technically, teachers have to be capable of using microphones and OHPs properly to make their students hear and see clearly. Inadequate use of such classroom equipment may lead to the lack of interest and involvement of the students in the classroom learning (2011, as cited in Hadi & Arante2015, p. 3).

This implies that the use of technological tools in teaching helps in overcoming many problems like the decrees of students' attention and interaction classroom

Conclusion

In light of what has been presented in this chapter, it is interesting to note that effective management of overcrowded classroom considered as an important area which involves many issues that are still debated by many scholars. This started with exhibiting numerous definitions of overcrowded classroom. Fairly, it has been found that overcrowded classroom encompass many challenges. As a result, teaching and learning were preferred to be in small classes rather than large classes. Also, it has exposed major studies conducted to effective management of overcrowded classrooms. It has presented the meaning of Classroom Management. Next, it has explained the Strategies of classroom management which have noticeably facilitate the process of teaching and learning. Further, it has uncovered a large space for the importance to classroom management, and the different awkwardness in creating successful classroom management which are thought of having a strong impact on teachers and students' performance. For this reason, it is undoubtedly significant for instructors to develop some solution for successful effective management of classroom in general and for successful effective management of overcrowded classrooms in particular. All in

all, this chapter reviewed the literature concerning the importance of the effective management of overcrowded classrooms, which is often ignored in actual educational settings.

Chapter Two

Teacher-Learner Collaboration

Introduction

Teacher-learner collaboration is quite prominent in the field of language teaching and learning. Since the process of Foreign Language Learning requires the presence of two or more participants who collaborate together in achieving an effective communication within the classroom. Accordingly, collaboration raises students' opportunities to participate in the creation of a better learning experience. Therefore, teachers are working to reinforce collaboration with their students to overcome the number of obstacles facing the educational field.

Thus, in this chapter we will deal with the notion of teacher-learner collaboration as a strategy that takes place in the classroom. Then, we will explain the main types, aspects and principles of collaboration. In addition, we will discuss the most important strategies of classroom collaboration. After that we will display the roles of teachers and students in the collaborative classroom. Finally, we will shed light on the relationship between class size and teacher-learner collaboration.

2.1. Definition of Collaboration

Classroom collaboration is one of the prominent means by which learning and teaching processes are facilitated and accomplished. The Merriam Webster Online dictionary defined the verb 'to collaborate' as "to work jointly with others or together especially in an intellectual endeavor" (2020). Thus, it is an interactive effort among individuals. More specifically, Mfum-Mensah (2011) defined the term 'collaboration' in education as "two or more equal individuals voluntarily bring their experiences together by interacting towards a common goal in the best interest of students for the betterment of their educational success" (as cited in Rakhudu, Davhana-Maselesele, & Useh, 2014, p. 4). This means that collaboration is reciprocal which means that it needs

the presence of more than one person working for a shared purpose that is a successful learning experience.

Similarly, Camrinha-Matos and Afsarmanash (2008) argued that collaboration necessitates a shared 'engagement' of the collaborative members to jointly overcome obstacles and this needs interchangeable feeling of 'trust' (pp. 311-312). Additionally, Lai (2011) claimed that interactive collaboration is marked by "shared goals, symmetry of structure, and high degree of negotiation, interactivity, interdependence" (p.2). This entails that collaborative classroom necessitates a number of characteristics that will result in a successful collaborative framework. In addition to that, Bower and Richards (2014) noted that classroom collaboration permits the progress of learners via a common thinking process (p. 79).

Chandra maintained that "collaboration is a way of interaction and personal attitude where individuals are responsible for their actions, learning, their abilities and contributions of their peers as well" (2015, p. 1). This indicates that collaborative work is an interactive process when people take into consideration the responsibility of every single thing (pp.1-3). Similarly, Laal and Laal (2012) in their definition of collaboration indicated that 'Collaborative Learning (CL)' is a problem solving technique for both teachers and learners that can be used to accomplish a work and to supplement a given output (p. 491). Furthermore, Baker (2015) found that "collaboration is coordinated, synchronous activity that is the result of continued attempt to construct and maintain a shared conception of a problem" (p. 5). This means that collaboration is a continuous process that has a mutual effect where the participants have a common goal to overcome obstacles.

The Organization of Economic Cooperation and development (OECD) (2013) said that collaboration is the capability of a person to solve problems and to participate in an

effective way as an attempt to find solutions through collaborative work (as cited in Child & Shaw, 2016, p. 18). On this matter, Markee and Kasper (2004) claimed that:

When we say ‘teacher-student collaboration’ in EFL classrooms, we mean something more than just patterns of interaction they might have during the lessons. Collaboration includes atmosphere, the relations between the participants, their types of behavior, trust and honor, etc. (as cited in Zalyaeva & Solodkova, 2014, p. 1040)

In summary, teacher-learner collaboration is an effective step towards a successful educational outcome. It is a mutual effort to solve problems and find solutions in which a shared responsibility is there to achieve prosperous teaching and learning experiences.

2.2. Types of Collaboration

Collaboration is an important technique used by many teachers and administrators. Within this scope, collaborators use different methods and strategies in the implementation of collaborative work. These methods and strategies lead to the existence of various types of collaboration.

2.2.1. Peers’ Collaboration versus Teacher-Learner Collaboration

Ghodsí described collaboration among peers as an educational method that incorporates learners who collaborate with each other to find solutions, accomplish an activity, or to form a product (as cited in Laal, 2011, p. 486). Furthermore, Gokhale defined the concept as “an instruction method in which students at various performance levels work together in small groups toward a common goal” (1995, p. 22). So, it can be said that peers’ collaboration is when learners work jointly to achieve a shared goal. However, teacher-learner collaboration is a common effort between the teachers and their students in which the teachers participate and facilitate the collaborative work in the classroom (Zalyaeva & Solodkova, 2014, p. 1043). So, this indicates that peers’

collaboration is a joint work between learners through groupings and pairing, contrarily; teacher-learner collaboration is a mutual effort between teachers and learners to achieve a shared goal for the betterment of the educational process.

2.2.2. Face-to-Face Collaboration versus Online Collaboration

Despite the fact that classroom collaboration is gaining a growing consideration, there are only few researches conducted on the distinction between “online” and “face-to-face collaboration” (Lan, Sheng, Hsu, & Shiue, 2019, p. 142). According to Lan, et al., there are two forms of collaboration: face-to-face and online collaboration (2019, p. 142). Face-to-face collaboration is a type of collaboration where “the traditional form of collaborative learning is via face-to-face (f2f) groups working together” (Lan et al., 2019, p. 142). This entails that face-to-face collaboration is an old method. Besides, the development of technology and ‘web-based technologies’ promoted the collaborative work and made it much easier (Chang, 2015, as cited in Lan et al, 2019, p. 143).

Additionally, Basque and Pudelko, (2015) argued that “the difference between f2f and online groups lied in the speed and the ease of the sharing process, which seem to be lower in the online group” (as cited in Lan et al., 2019, p. 143). This means that what makes the distinction between the two is the facilitation of the accomplishment of tasks and activities. Walther (1996)summed up the difference between the previous types of collaborative environments by explaining that:

Face-to-face communication typically makes a rich variety of verbal and non-verbal clues, such as facial expressions, glances, and hand gestures. In contrast, online collaboration technologies often lack sufficient perceptual clues. The lack of non-verbal communication may increase focus on the task and the absence of visual clues may encourage participants who exploit to build more positive, intimate, interpersonal relationships. This may not normally contribute in discussions. (2019, as cited in Lan et al., 2019, p. 144)

This entails that the difference between face-to-face and online collaboration lies on the fact that face-to-face collaboration encompasses body gestures that can be verbal or non-verbal, however; online collaboration is based on using technology, and it does not rely on the use of the non-verbal expressions which encourage more concentration on the activities given.

Furthermore, G. Suresh and K (2017) provided three other types of collaboration. Firstly, 'formal collaborative learning' which is 'structured', 'facilitated', 'monitored' by the teacher and employed to accomplish the shared 'goal' of the classroom activities. All the lecture products and tasks may embrace this form of collaboration. It involves from two to six participants with a debate that takes from 'few minutes to hours'. Formal collaborative learning includes 'strategies' including, jigsaw which is a strategy that includes solving problems, taking decisions after each lecture, experimenting, and 'peer review work' (G. Suresh & K, 2017, p. 34). Secondly, 'Informal collaborative learning' that engages the students to be active participants in the classroom through assessing the 'material' of the lecture or through conversations after each lecture. It incorporates small group (pairs). Additionally, it helps learners to process, integrate and keep hold of knowledge. Thirdly, 'group-based collaborative learning' which is an efficient type in solving complicated and challenging tasks

throughout the lesson or the ‘semester’ where learners support and take care of the other participants. Thus, it increases motivation and makes learners more committed to the collaborative work. This type creates a successful learning and supportive societal environment (G. Suresh & K, 2017, p. 34).

2.3. Characteristics of Collaborative Classrooms

Tinzmann et al. (1990) explained that collaboration between the teachers and their students has four characteristics. The change in the teachers and learners’ interrelation is displayed in the ‘two first characteristics’. The third characteristic discusses the main ‘approaches’ of education applied by the instructors. The fourth characteristic captures the components of collaborative classroom. The first characteristic is “shared knowledge among teachers and students” in which in the regular way of teaching, the classroom was teacher-centered in which the teacher is the only source of information. Contrarily, in the ‘collaborative classroom’ the process of giving information is divided between the two participants which are the teacher and his/her learners (p.8).

The second one is “shared authority among teachers and students” where there exists a common authoritative work. ‘In the most traditional classrooms’, teachers are the ones controlling the classroom in large manner, in which the teacher sets ‘goals’, designs activities, assess achievements. In contrast, the collaborative classrooms, ‘teachers’ help their learners in setting ‘goals’, giving their choices of tasks that match their preferences and ‘goals’, and assessing their achievements. In addition to that, ‘collaborative teachers’ motivate their learners to make use of the knowledge they have, make sure that learner split their ‘knowledge’ and the methods they use while learning, make sure that learners have a mutual respect, and motivate them to achieve the highest degrees of comprehension (pp. 8-9). Moreover, Tinzmann et al. notes that teachers in

collaborative classrooms invite their learners to engage in various discussion and accept to each other's' ideas (p.9).

The third characteristic is “teachers as mediators” in which collaborative teachers focus on ‘mediating learning’ in an increased way. Within this scope, Mediating learning encourage learners to link up to date knowledge in their fields of ‘learning’ and in their lives, aid them to find solutions when facing problems, and find strategies of learning. Mainly, meditative teachers regulate the intensity of knowledge given and hold it up to improve their capability to be responsible for the ‘learning’ process (p. 9).

The fourth one discusses the “heterogeneous groupings of students” where the learners’ mindsets, backgrounds’, ‘experiences’ are quite prominent to have a successful learning experience. Within this scope, collaboration within the classroom needs to give the learners the occasion to understand the various viewpoints of the participants, and each learner is given the opportunity to cooperate and in turn be appreciative to other’s cooperation. Consequently, ‘segregation’ should not have place in the collaborative classroom due to the fact that it enfeebles the collaborative work (pp. 9-10). These four characteristics are quite elemental in the ‘collaborative classroom’ (Tinzmann et al., 1990, p. 10).

Additionally, Jonshon, Jonshon, and Smith (1991) indicated other characteristics of collaboration. According to them collaborative learning (CL) incorporates learners working in groups to fulfill a shared ‘goal’ within circumstances that involve these components (as cited in G et al., 2017, p. 30). The positive interdependence in which group members need to work with each other to accomplish a given ‘goal’, and when a participant does not do his/her job, all the team will be influenced by the negative results. In addition, there is ‘the individual accountability’ where participants have to do their tasks appropriately and collaboratively and need to master the content of

learning. CL is also characterized by “face to face promotive interaction” where in spite the fact that some tasks can be in an individual way, other activities need interaction with the other participants with giving reflections, providing one another with advice for their work, motivating each other. Besides, CL necessitates the “appropriate use of collaborative skills” since learners are motivated and aided to improve and operate ‘trust-building’, ‘leadership’, make resolutions, interaction, and problem solving skill competences (p. 33). The last one is the “group processing” where the group members engage in setting ‘goals’, assessing their achievements, defining better strategies to work more efficiently (p. 34).

2.4. Challenges of Collaborative Classrooms

Collaborative classrooms involve many challenges to teachers and learners as well. Morze, Pavlova, Makhanhashvili, and Smyrnova-Trybulska noted that there are a number of challenges facing collaboration in classrooms including: First, for a teacher to be an effective ‘mediator’, ‘facilitator’, ‘coach’, and ‘mentor’. They are in need of persistent practice in order to be skillful and trained to manage their ‘methods’, and to use technology in the educational level. Second, developing activities for learners in a collaborative manner is not an easy job due to the fact that collaborative learners need to have transformative proficiencies and to facilitate the collaboration to take place. Third, the involvement of technology results in ‘time-consuming activities’ which are characterized by ‘poor performance’ and ‘low level of satisfaction’. Fourth, disputations may take place between the collaborative members which lead to demotivation, ‘unhealthy competition’, and ‘bullying’ (2016, p. 201).

Additionally, Fischer, Bruhn, Gräsel, and Mandl, (2002); Kollar, Fischer, and Hesse, (2006) indicated that in spite of the fact that collaborative work has a number of advantages, grouping students together is ineffective and that activities given need to be

comprehensible (as cited in Andrews & Rapp, 2015, p. 184). Besides, Ifawcett and Garton (2005) added that the formation of group-work participants has an influence on the essence of the collaborative work and on the interactive outcomes of the participants; exemplifying this by saying that the participation in ‘heterogeneous groups’ is more beneficial than the involvement in homogenous ones (Hooper & Hannafin, 1991, as cited in Andrews & Rapp, 2015, p. 184).

Moreover, Pang, Lau, Poh, Cheong, and Audrey asserted that the implementation of collaboration in classrooms is challenged by social confrontations including ‘limited social interaction’, ‘gender’ biases, and culture (2018, p. 6). This denotes that societal structures are the reason behind making the implementation of collaboration in classrooms a difficult task. Besides, Tinzmann et al. noted that implementing collaboration in the classroom lead to the creation of noisy classrooms. Moreover, a lot of instructors do not feel at ease with the initiation of discussions within the collaborative classroom, selecting subjects or discovering other’s viewpoints (1990, pp. 17-19). In this respect, Zalayeva and Solodkova added that “to make the whole class collaborates effectively is a real challenge for teachers. The EFL classroom bring together different types of students, some of them are introverts being always shy, another ones, on the contrary, are too talkative and enthusiastic”(2014,p. 1041). This indicates that the various profiles/styles of students make the implementation of the collaborative process a challenging one for teachers in EFL (English as a Foreign Language).

2.5. Teachers’ and Students’ Roles in Collaborative Classrooms

According to Richards, Frank, Sableski, and Arnold (2016) in their study highlighted that in ‘collaborative classrooms’ instructors turn out to be ‘lead learner’ instead of being teacher. Being facilitator is quite prominent and elemental through

which the students learn to be collaborative participants in the classroom. Additionally, the teachers work to develop 'groups' in an effective way, and encourage learners to be independent while functioning (p. 208). Within this scope, Richards et al. added that "when a strong classroom community has been created, and students feel safe and valued in the classroom, collaborative learning can flourish" (p. 208). This indicates that when the teacher succeeds to create coherent classroom where all its members work together and appreciate each other, this will lead to a strong and successful collaborative classroom.

Furthermore, Stainback and Stainback (1996) elaborated that the main function of the teacher in addition to the ones mentioned before are setting goals of the lecture, enlarging diverse groupings, the explanation of what is expected for 'learning' in a clear way, supervising the efficiency of the groupings, and assessing learners accomplishments (as cited in Richards et al., 2016, p. 208).

Ur (1996) used the following dichotomies to refer to teachers' and learners' roles in the collaborative classroom "authority-subjects to authority; assessor-assessed; transmitter-receivers; motivator-people to be motivated; activator-people to be activated" (as cited in Zalyava & Solodkova, 2014, p. 1041). Similarly, Fennimore et al. noted that the roles of teachers are defined through 'mediating learning'. Here, teachers' 'mediation' is through engaging in the collaborative work as facilitators, models, and coaches. Within this context, the importance of these roles is on piloting the instructive guidance of collaboration in the classroom and setting particular 'goals' of collaborating within the classroom (1990, p. 10).

Similarly, Fennimore et al. discussed the following roles of teachers in the collaborative classroom. The first role is the teacher as a facilitator, this function demands from the teacher to implement plentiful atmospheres and tasks that has the

role of associating newly achieved knowledge to the previous background learners have, to create occasions of collaboration in the classroom and engage to solve problems collaboratively, and ensuring the authenticity of activities given. Here, the teachers take into consideration the 'physical' atmosphere of the classroom. Besides, they encourage collaboration through facilitating various and adjustable discussions that improves the collaborative frameworks and communicative functions. Consequently, teachers promote these principles together with their learners. The last point is that they design collaborative classroom activities that guaranty the contribution of each and every learner including 'problem solving', 'decision making' activities that associate with real life experiences (1990, pp. 10-11).

In the second role, teachers are viewed as models together with their students take a common responsibility about the communicative function and collaboration procedure. Model teachers involve in exchanging their reflection about the contentment of learning with learners, helping learners through providing learners with strategies of learning 'step-by-step fashion'. Also, they think about the different interactions and contributions in the collaborative classroom. Besides, an obstacle facing model teacher is choosing the exact occasion to share with learners the content to be assessed and to demonstrate (Fennimore et al., 1990, p. 12). The third role 'coaching' includes supplying learners with 'feedback', providing them with inklings and indications, supervising learners' contributions, and aiding them in the use of strategies. The most elemental basis of the coaches is to aid their learners with the necessary support in order for learners to be more responsible for the learning process (Fennimore et al., 1990, p. 13).

Concerning learners' roles, Fennimore et al. declared that learners have a number of roles in the collaborative classroom. The main roles they operate are 'collaborator'

and 'active participator'. In addition to that, learners engage in the setting of goals, planning of activities and prior to the learning 'process', and then they are involved in the assessment of their achievement and the planning for the upcoming 'learning'. Here, the teachers aid their learners in the fulfillment of their roles 'as mediators' (1990, p. 13). Also, goal setting is among learners' roles where learners plan for using a number of strategies. Precisely, to set goals that aids the learners in the guidance of their activities. In spite the fact that teachers are responsible for setting for their learners, but they provide them with options. Beside, collaborative learners need to discuss their goals with the other participants to be more active participators (Fennimore et al., 1990, p. 13). Another role is 'designing learning asks and monitoring' in which the learners take the authority in the collaborative framework for the designing of their tasks. Within this scope, learners are engaged in 'self-regulated learning' where they monitor through the assessment of 'goals', adjust what the learner has changed, self-question, and to question 'each other' (p. 14).

More importantly, learners play the role of 'assessor' or more specifically 'self-assessment' that is promoted via assessing group work. Here, 'self-assessment' is associated with proceeding 'monitoring' of individual's improvement on the way to realize 'goals'. In this regard, assessment is used in the 'collaborative classroom' to evaluate the achievement of leaning, to assess the efficacy of methods of learning, to see the value of the 'decisions' taken to have an idea about the practicability of products used in an activity. On the light of this, Fennimore et al. (1990) explained that:

Collaborative classrooms are natural places in which to learn self-assessment. And because decisions about materials and group performance are shared, students feel free to express doubts, feelings of success, remaining questions, and uncertainties than when they are evaluated only by a teacher. Furthermore, the sense of cooperation (as opposed to competition) that is fostered in collaborative work makes assessment less threatening than in a more traditional assessment situation. Ideally, students learn to evaluate their own learning from their experiences with group evaluation. (p. 15)

This indicates that not only the administration and teachers are responsible for taking decision but learners also need to take part and decide about their learning. Inaba and Mizoguchi (2004) in their study that is based on the clarification of the ‘behavior’ and ‘roles’ of learners within collaborative classrooms provided a number of roles for learners (p. 285). These roles and behaviors are inspired from ‘learning theories’ which are best summarized in the following table:

Table 2.1

Behavior and Roles of Learners in Collaborative Learning Sessions

Behavior	Definition	Role	Src.
Advising	To diagnose problems and give some advice to other learners	Anchored Instructor diagnoser	[4,2 7,28]
Guiding	To demonstrate something to other learners and then guide the learners' behavior	Master	[5]
Imitating	To imitate other learners' behavior	Apprentice	[5]
Observing	To observe other learners' behavior	observer	[2]
Passive learning	To be taught something new from other learners	Peer tutee	[6]
Presenting	To explain something in his/her mind to other learners	Problem holder, panelist, client	[4,2 5,27 ,28]
Problem solving	To solve problems	Peripheral participant, full participant <i>continuation</i>	[16, 20,2 3]
Reviewing	To compare and review other learners' opinions and his/her thinking process	audience	[25]
Tutoring	To explain something he/she already knows to learners	Peer tutor	[6]

Source: Adopted from Inabi & Mizoguchi, 2004, p. 289

2.6. The Importance of Classroom Collaboration in the Teaching and Learning Process

The collaborative framework in the classroom is essential in creating an effective learning and teaching experiences. According to Ibrahim et al., the collaborative work lead learners to take a role in the society where each and every individual help the other one (2015, p. 347). They added that “students’ motivation will be heightened as a result of collaborative learning. This is because the students will feel in charge and empowered in terms of their own learning process” (p. 351). This means that the collaborative work within the classroom help the students to be more motivational.

Zalyaeva and Solodkova (2014, p. 1042) conducted a qualitative research to figure out the prominence of teacher-student and student-student collaborative process; they confirmed that efficient teacher-student collaboration will enhance student's communicative competence (2014, p. 1043). They also asserted that collaboration helps in raising foreign language student's sense of competition within their personalities, also; it leads to acquire the language properly that permits student's creativity, their individualistic development, and raise the affective spirit of education (2014, pp. 1043-1044).

Furthermore, Ronfeldt, Owens, McQueen, and Grissom emphasized that the enhancement of education will be via enlarging the collaborative process (2015, pp. 493-495). They stressed on the importance of collaboration in enhancing students' educational accomplishment (2015, pp.508-511).

Chandra (2015, p. 2) provided the following advantages of collaborative learning. The first advantage is celebration of diversity where the learners collaborate together and engaged in discussing various and diverse perspectives where everyone has the opportunity to express his/her opinion and be responsible of his/her own 'material' used. The second one is the acknowledgment of individual differences where each and every participant has the authority to share his/her opinion which create a variety of responses and perspectives which are clear, understandable. Then the interpersonal development in which there is a shared containment of each and every member of the collaborative framework. The last advantage is giving occasions for personal feedback where learners engage in a wide range of 'personal feedback' due to the fact that there are a rich interchange of perspectives and opinions.

According to Laal and Ghodsi (2011), collaborative learning help in creating 'positive societal responses', construct a place where everyone support the other and

monitor problem solving process. Additionally, it decreases brutality in whatever occasion (p. 488). In this respect, G, Suresh, and K (2017) claimed that “in teaching and learning process, collaborative learning is a technique, teachers use to group students to impact learning in a positive way. Proponents of collaborative learning believe that it help students in many ways. Working together increases learning outcomes” (p. 30). This implies that collaboration is very prominent in the educational field and that it fosters the learning process.

In addition to that, Laal and Ghodsi (2011) elaborated that collaborative learning conduct the authority of learning to students as ‘researchers’, ‘self-directed’ students (2017, p. 30). From what has been said, we notice that collaboration in the classroom plays a crucial role in language learning, in addition to that; collaboration promotes a successful, peaceful, and supportive environment.

2.7. Teacher-learner Collaboration for the Effective Management of Overcrowded Classrooms

With the increasing of the class size of classrooms, teachers started to think about finding effective strategies that would help in managing overcrowded classes efficiently. Among these strategies is establishing collaborative framework that plays a crucial role in promoting the learning and teaching processes. On this matter, Kerr explained that:

[M]odifying large group teaching approaches requires a change in mindsets, not only on the part of the faculty in breaking with tradition and taking the risks of implementing new strategies, but also of students, in that more of the responsibility for learning will lie with them. Success of the teaching approach will depend, in part, on student understanding and acceptance of the concept that learning is collaborative experience between instructor and learner. (2011, as cited in Donkoh & Antwi, 2015,p. 68)

The previous quote shows that managing large classes necessitates teacher-learner collaboration as a strategy to achieve a successful and an effective management of the overcrowding of classrooms. Similarly, Moghal, Kazi, and Bukhari (2019) stressed the fact that the prominence of team ‘work’ in enhancing learners’ involvement, and the achievements gained via the collaborative activities are easily to be assessed and marked by teachers. Also, teachers claimed that their learners are more creative and motivational when involving in collaborative tasks and present better performance (p. 6). Additionally, Miller (2012) argued that responsibility of managing overcrowded classrooms requires that teachers need to establish a common goal with their learners, and to aid them to be more engaged in the classroom (as cited in Rijal, 2014, p. 51).

Conclusion

Collaboration in the classroom is crucial in the teaching and learning environments. In the large classrooms, teaching is presently still being a challenging task. Many teachers choose not to, but have to teach in large classes, because they see that a number of challenges arise along with the increase in classroom size. The large size of the classroom prompts teachers to search for appropriate methods, techniques and strategies to create an efficient teaching and learning processes. However, teachers besides their need to serve a great effort to decide when to use effective method in such

challenging task. Teachers need as solution the contribution of their learners to help them in the effective management of the overcrowded classrooms.

In managing large size classes, where teachers are facing a number of obstacles. The teachers together with their learners need collaboration to create a shared and common need for promoting the learning experience. This overcrowded atmosphere makes teacher-learner collaboration a need to overcome the challenges. Thus, teachers may help their students by giving them the appropriate opportunities to share opinions and make some decisions about learning.

Chapter Three

Field Investigation

Introduction

The third chapter is the field work of the present research. It seeks to investigate the relationship between two variables that we have overviewed in the theoretical part effective management of overcrowded classrooms and teacher-learner collaboration. Accordingly, this chapter sums up findings from an online students' questionnaire. A questionnaire is administered to (100) second year Master students at the Department of English, 8 Mai University-Guelma.

The data is going to be analyzed and discussed qualitatively and quantitatively. Furthermore, the interpretation of these results is provided in order to find an answer to the research question and eventually confirm or reject the research hypothesis. Additionally, some pedagogical implications are dealt with together with limitations of the study and suggestions for further research.

3.1. The Students' Questionnaire

Students' questionnaire aimed at furnishing us with steady information about the effectiveness teacher-learner collaboration in the management of overcrowded classrooms. This tool was chosen to provide us with an in-depth context, and valuable insight which meant to allow us to know whether the research matches up with its goals.

3.2 Aims of the Questionnaire

Students' questionnaire was administered to second year Master students in order to find out the importance of teacher-learner collaboration in maintaining an effective management of overcrowded classroom. In other words, the questionnaire is meant to

determine to which extent the establishment of positive teacher-student relationships, facilitate learning and help teachers to manage the large sized classrooms efficiently. To clarify more, the ultimate goal of this questionnaire is to employ its findings for the purpose of checking learners' awareness about the positive impact of this shared collaboration on the management of overcrowded classrooms in an effective way, and directing teachers and students towards the role of collaboration in the overcrowded classrooms.

3.3.2. Population of the Study

The population of the present research consists of second year Master students at the department of English, University of 8 Mai 1945, because they are the ones who suffered from the bad consequences of overcrowded classes this year, and the ones who have received more years of instruction at the university (5 years). For that reason, they are expected to share their personal tendencies carefully, accurately and far from any reservations.

The questionnaire was administered to students to respond to it online. As applied in defining students' sample size, Krejcie and Morgan (1970) sampling table is also used to determine the number of informants in the students' questionnaire (as cited in Cohen et.al, 2000, p. 94). In this regard, one hundred (100) second-year Master students are chosen randomly as a sample of this research since the entire population consists of one hundred and twenty-seven (127) students.

3.1.3. Description of the Students' Questionnaire

The students' questionnaire consists of twenty-eight (28) questions that are arranged from general to specific. In terms of questions, the questionnaire is a combination of different types of questions ranging from short answer questions (Question 2, and 3), dichotomous questions (Question 1, 5, 8, 9, 13, 19, 20, 23, 24, 25,

and 28), multiple-choice questions (Question 14, 17, 22, and 27), and scale items' questions (Question 4, 7, 11, 12, 15, 16, 18, and 26). Also, there are some questions that give the respondent a free space to specify, or clarify their perceptions (Question 9, 25, 27, and 28). The questionnaire ends with an open-ended question that allows students to add further comments or suggestions concerning the research topic. This questionnaire is made up of four sections. The first section includes four questions aiming at obtaining general information about students such as their gender, their level of English...etc. The second section includes thirteen questions that formulate the second section which seeks to investigate students' awareness of the effective management of overcrowded classrooms. Correspondingly, it deals mainly with questions concerning problems of overcrowded classrooms, how teachers and students are facing those problems of large classes with the use of different effective strategies. The third section is devoted to investigate teacher-learner collaboration for effective management of overcrowded classrooms. It is composed of eleven questions tackling the effect of teacher-learner collaboration on managing large classes effectively in addition to students' views, opinions, and attitudes towards teacher-learner collaboration, and the importance of managing overcrowded classrooms using teacher-learner collaboration techniques on learning in general, and on academic achievement in particular. Section four looks for further comments and/or recommendations in regard to the implementation of teacher-learner collaboration techniques for effective management of overcrowded classrooms.

3.1.4. Administration of the Students' Questionnaire

The questionnaire was administered online to the informants from 11th to 21st June because of the actual quo status which is COVID-19 pandemic. Thus, every second-year Master student at the department of English, University of 8 Mai 1945, whose e-

mail and Facebook accounts were available, was contacted to give his/her feedback regarding the research topic.

3.1.5. Data Analysis and Interpretation

In ordinary conditions, each question in the questionnaire was intended to be analyzed separately, yet contributing to the ultimate outcomes of the questionnaire. Due to time restrictions, however, analyzing every question of the questionnaire was not possible. For that reason, an exclusive analysis is devoted to the final results of the questionnaire which determine each student's view about effectiveness teacher-learner collaboration in the management of overcrowded classrooms.

Section One: General Information

Question One: What is your gender?

Table 3.1

Students' Gender

Options	Frequency	Percentage (%)
Male	23	23%
Female	77	77%
Total	100	100%

According to the results displayed in table 3.1, among one hundred respondents, thirty three students (23) who correspond to (23%) are males and seventy seven students (77) who correspond to (77%) are females. This shows that the number of females is higher than the number of males in the classrooms.

Question Two: What is your age?

Table 3.2

Students' Age

Options	Frequency	Percentage (%)
Below 20	4	4%
Between 20 and 25	92	92%
Above 25	4	4 %
Total	100	100%

Concerning students' age, (Table 3.3), the majority of the students (92%) are between twenty (20) and twenty-five (25). This suggests that they start learning English in their normal age. Only four of the students (4%) are under the age of twenty

(20). This hints that a few of them start learning English in a very early age. Moreover, 4% of the students of the students are above the twenty-five (25). This suggests that students may fail in their studies once or more or they are learning English as additional specialty for specific purposes.

Question Three: How long have you been studying English? (Including this year)

Table 3.3

Years of Studying English

Options	Frequency	Percentage (%)
Less than 11	16	16%
11	9	9%
12	40	40%
13	19	19 %
More 13	16	16 %

As shown in table 3.3, the years of studying English, the majority of students (40%) state that they have been studying English for twelve years. This indicates that they were successful in their academic career. Moreover, 19% of students claimed that they have been studying English for thirteen years, and (16%) of them declared that they have been studying English for more than thirteen years. This implies that they have dropped a year or two and/or failed in their studies once or more. Similarly, 16% of the students claimed that they have been studying English for less than eleven years, and (9%) indicated that they have been studying English for eleven years. This implies that they have started studying English a very early age, and never failed in their studies.

Question Four: How could you describe your level in English?

Table 3.4*Students' Level in English*

Options	Frequency	Percentage (%)
Good	71	71%
Average	29	29%
Bad	0	0 %
Total	100	100%

As it is displayed in table 3.4, the majority of the students (71%) assumed that they have a good level of English. This denotes that they have developed some language skills that enable them to pursue their academic career. 29% the students declared that their level of English is average. This hints that they need to master the language. No student (0%) opted for bad. This implies that students are almost closed to full mastery of English, but at the same time they found several obstacles while learning the language.

Section Two: Effective Management of Overcrowded Classrooms

Question Five: How many students are there in your class (group)?

Table 3.5*Students' Number in their Class*

Options	Frequency	Percentage (%)
From 20 to 30	75	75%
From 30 to 40	25	25%
Total	100	100%

According to the findings presented in table 3.5, the majority of students (75%) agreed that the number of the students in their class is from twenty (20) to thirty (30). Also, 25% confirmed that the number of the students in their class is from thirty (30) to forty (40). This suggests that some classes are extremely overcrowded, and this problem caused many challenges for both teachers and students. After our investigation of class size by asking teachers about the actual number, we found that each group one includes 34 students, group two: 35; group three: 29, and group four 29 which shows that students do not know the exact number.

Question Six: Do you consider your group as overcrowded?

Table 3.6

Students' opinion about their group size

Options	Frequency	Percentage (%)
Yes	82	82%
No	18	18%
Total	100	100%

As it is shown in table 3.6, the vast majority of students (82%) agreed that group is considered as overcrowded. This implies that there is a lack of awareness from the administration concerning the importance of dividing, and organizing the groups in order to be less overcrowded. A low percentage of students (18%) indicated that their group is not overcrowded. This may ends with no authenticity, and no reliability in evaluating student's performance because students in large classes have fewer opportunities in learning and interacting with their teachers.

Question Seven: Is an overcrowded classroom a noisy one?

Table 3.7*Overcrowded Classrooms and Students' Noise*

Options	Frequency	Percentage (%)
Always	49	49%
Usually	35	35%
Sometimes	14	14%
Rarely	2	2%
Never	0	0%
Total	100	100%

According to the results displayed in table 3.7, a significant percentage of students (49%) chose Always. This implies that the noise is considered as a big problem to both teachers and students in overcrowded classroom. 35% of students pointed out that they usually find overcrowded classroom noisy, while (14%) picked sometimes. This might indicate that teachers in overcrowded classroom try somehow to reduce the noise. A low percentage of students (2%) agreed that overcrowded classroom is rarely noisy, and (0%) opted for never. This might suggest that they do not find the opportunities to completely reduce the noise in overcrowded classroom, and/or they unaware of the effective method in managing overcrowded classroom in order to get rid of noise and other negative disciplines.

Question Eight: Are girls more talkative than boys

Table 3.8*The Influence of Gender on Classroom Noise*

Options	Frequency	Percentage (%)
Yes	66	66%
No	6	6%
No difference	28	28%
Total	100	100%

As it is indicated in the table 3.8, the majority of students (66%) agreed that girls are more talkative than boys. Further, few of students (28%) stated that there is no difference. Only six students (6%) stated that girls are not more talkative than boys. In general, it might be said that the number of girls are more than boys, that is why they seem more talkative, or it is perhaps the nature of females that they like talking more than males.

Question Nine:

- a) Do you feel comfortable in an over-crowded classroom?

Table 3.9*Students' Feelings in Crowded Classrooms*

Options	Frequency	Percentage (%)
Yes	66	66%
No	6	6%
No difference	28	28%
Total	100	100%

From the data provided in the table above, 12% of students said that they feel comfortable in a crowded class, while 88% assumed that they do not feel comfortable in a crowded class. In general, this suggests that there many problems and challenges in overcrowded classroom that affect students' comfort.

b) If no, which of these problems you face the most?

Table 3.10

The Most Common Problems in Overcrowded Classrooms

Options	Frequency	Percentage (%)
discipline problems	42	42%
Teachers' unauthentic evaluation	29	29%
Lack of attention	47	47%
Problems in organization	16	16%
Ineffective time management	15	15%
lack of different tools	17	17%
Lack of students' interaction	10	10%
Lack of understanding	45	45%
Ineffective classroom evaluation	18	18%
Low academic achievement	22	22%
Others	0	0%

As shown in table 3.10, students who respond by 'no' emphasized the fact that they face different problems in overcrowded classes. The majority of students (47%) argued that they face the lack of attention. This problem influences their academic achievements. Furthermore, 45% mentioned that they lack understanding. This might

suggest that students neither find the opportunities to focus with the teacher, nor to ask for more clarification. 42% of students argued that they face discipline problems. This problem influences the process of classroom management. In addition, 29% of students admitted that they suffer from teachers' unauthentic evaluation. This indicated that teachers are not able to give each student an individual attention in overcrowded classroom. Also, 22% assumed that they get low academic achievement. This might indicate that students in large class lack many opportunities for successful education. Also, 18% stated that they face problem of ineffective classroom evaluation. This implies that those teachers are not able to give each student a valuable evaluation in overcrowded classroom. While, 17% of students mentioned that they lack different tools that are needed for teaching and learning. This might suggest that because of large number of students, the administration could not provide sufficient materials for teaching and learning like the data-shows and earphones. Also, 16% stated that they face problems in organization. This denotes that teachers are unable to arrange large number of students. Only 10% revealed that they lack interaction. This might advocate that some students are unable to perform, participate, and communicate in large classes. In general, all these problems influence the process of teaching and learning.

Question Ten: Do you think that teacher's assessment of the students in overcrowded classrooms is fair or unfair?

Table 3.11

Fairness of Teachers' Assessment of Students in Overcrowded Classrooms

Options	Frequency	Percentage (%)
Fair	9	9%
Unfair	91	91%
Total	100	100%

Concerning the fairness of teacher's assessment of the students in overcrowded classrooms, the absolute majority of the participants (91%) argued that it is unfair. This might recommend that most students think so because in overcrowded classrooms teachers neither are able to give each student individual attention, nor to give them equal opportunities. Only nine students (9%) said that it is fair assessment. This might suggest that they think so because they are the only few students who teachers gave them individual attention because of different specific reason like their skillfulness, high knowledge, extroversion...etc. In general, this suggests that in overcrowded classrooms teachers find difficulties in evaluating a huge number of students, and this leads to the unfair assessment and invalid academic achievements.

Question Eleven: How do you evaluate teachers' awareness of effective management in overcrowded classrooms?

Table 3.12

Teachers' Awareness of Effective Management in Overcrowded Classrooms

Options	Frequency	Percentage (%)
Highly aware	66	66%
Aware	20	20%
Not aware	14	14%
Total	100	100%

As it is noticed in table 3.12, two thirds of students (66%) opted for the first choice that is teachers are highly aware of overcrowded classrooms' effective management. This implies that they are aware of different methods and techniques in managing large

classes. Some students (20%) stated that teachers are aware of overcrowded classrooms' effective management, and a few students (14%) indicated that they are not aware. This might indicate that several teachers need more training to gain more experience in managing overcrowded classrooms.

Question Twelve: Does the teacher give individual attention?

Table 3.13

Frequency of Teachers' Attention to Each Student in Overcrowded Classrooms

Options	Frequency	Percentage (%)
Always	6	6%
Usually	26	26%
Sometimes	46	46%
Rarely	20	20%
Never	2	2%
Total	100	100%

Following the findings exhibited in table 3.13, nearly half of the respondents (46%) avowed that the teacher sometimes give individual attention to them, while (26%) of students picked usually, and few students (20%) picked rarely. This implies that teachers are somehow aware of students' interaction and performance in large classes. In contrast to these categories, only (6%) of students believed that teachers always give individual attention, and only (2%) of students chose never. This proposes teachers are not completely aware of how to give individual attention to each student in order to guarantee a fair assessment to all of them.

Question Thirteen: Is your teacher's method effective in an overcrowded classroom?

Table 3.14*Effectiveness of Teachers' Method in Overcrowded Classrooms*

Options	Frequency	Percentage (%)
Yes	56	56%
No	44	44%
Total	100	100%

As it is displayed in table 3.14, more than half of the participants (56%) stated that their teacher's method is effective in an overcrowded classroom. Whereas, a significant percentage of students (44%) said that their teacher's method is ineffective. This implies that some teachers are aware of teaching methods, and they are experienced enough to apply them in overcrowded classes, while other teachers lack awareness, proficiencies, and different experiences for effective use of different methods in overcrowded classrooms.

Question Fourteen: What are the most effective strategies in managing an overcrowded classroom?

Table 3.15*The Most Effective Strategies in Managing an Overcrowded Classroom*

Options	Frequency	Percentage (%)
Creating a stronger classroom	46	46%
Organizing the physical design	20	20%
Developing relationships	31	31%
Addressing disciplines	53	53%
Providing guidance	39	39%
Time management	42	42%

Effective lesson plan	43	43%
Focusing on the individual	17	17%
Others	0	0%

Concerning effective strategies in managing an overcrowded classroom (Table 3.15), students had to choose one or more answers from the nine choices. They could select 'other' if they prefer other strategies that are not mentioned. The simple majority of students (53%) opted for addressing disciplines. Consequently, it can be said that managing students' behaviors is considered the key for successful teaching and learning. Less than half of the students (46%) opted for the first choice which is creating a stronger classroom environment. Actually, this result affirms the idea, claiming that achievement of peaceful and powerful classroom atmosphere take the lion's share among the other strategies of managing an overcrowded classroom. Likewise, 43% opted for effective lesson plan, and approximately the same percentage of students (42%) pointed to time management. So, students' acknowledge the importance of effective lecture design, and well organization of time as good strategies in managing an overcrowded classroom. While 39% of students picked out providing guidance as their preferred method. This implies that establishing rules inside classroom help to maintain effective classroom management. Likewise, 31% of students chose developing relationship. This entails that developing positive connection between student-teacher, and student-students is important for the establishment of effective classroom management. While, twenty of students (20%) opted for organizing the physical design and a very low percentage of students (17%) opted for

focusing on the individual. This might suggest that the majority ignore the importance of physical design, and giving individual attention as the means through which the effective management of overcrowded classroom can take place.

Question Fifteen: Do you agree that relying on some strategies for effective management may result in effective management?

Table 3.16

The Role of Teachers' Strategies in Creating an Effective Classroom Management

Option	Frequency	Percentage (%)
Totally disagree	15	15%
Neither agree nor disagree	24	24%
Totally agree	61	61%
Total	100	100%

In the table 3.16, the degree of relying on some strategies for overcrowded classroom that may result in effective management. Accordingly, nearly the majority of informants (61%) contended that they strongly agree with the statement in question. This entails that teachers' strategies are very important in creating an effective classroom management. Further, a significant percentage (24%) stated that they neither agree nor disagree with the same proposed expression. This implies that they not sure about the effectiveness of teachers' strategies in managing classroom. Only fifteen students (15%) totally disagreed with the statement. This means that some students considered teachers' strategies as ineffective in creating a successful classroom management. Generally speaking, the analysis of this question revealed that most of the

participants recognize the key for having an effective management is on relying on some strategies for overcrowded classrooms.

Question Sixteen: Do you feel that your teachers are able to use some of those strategies whenever necessary?

Table 3.17

Teachers' Ability in Using Classroom Management Strategies

Option	Frequency	Percentage (%)
Always	16	16%
Usually	31	31%
Sometimes	44	44%
Rarely	8	8%
Never	1	1%
Total	100	100%

According to the results displayed in Table 3.17, many students (44%) picked sometimes. This might indicate that teachers are able to use different strategies from time to time for effective management of overcrowded classroom. a significant percentage of students (31%) chose usually. Few students (16%) pointed out they always feel that their teachers are able to use some of those strategies whenever necessary, and a low percentage of students (8%) picked rarely and only one student chose never. This might suggest that only few teachers do not find the opportunities to do so and/or they unaware of the significance of using those strategies for effective management of effective management. In general, the majority of teachers are in use with some of previous strategies in managing large classes.

Question Seventeen: Why are those strategies an effective medium for successful management of overcrowded classrooms?

Table 3.18

Reasons behind Classroom Management Strategies' Effectiveness for Successful Management of Overcrowded Classrooms

Options	Frequency	Percentage (%)
Improving your academic performance	54	54%
Increasing your motivation /engagement	46	46%
Creating a peaceful climate	63	63%
Overcoming different disciplinary problems	41	41%
Facilitating maintaining good relationships	24	24%
Increasing attention and understanding	58	58%
Others	0	0%

Concerning the reason why are those strategies an effective medium for successful management of overcrowded classrooms (table 3.18), the majority of students (63%) chose they help to create a peaceful climate for teaching and learning. This means that those strategies are effective medium for successful management of overcrowded classrooms because they help in establishing positive classroom environment. More than half of the students (58%) chose increasing attention and understanding. This shows that classrooms management strategies are effective because they help in developing students' comprehension and concentration. Likewise, 54%of the students opted for the first choice which is improving their academic performance. This proposes that students' educational achievements indicate the effectiveness of

overcrowded classrooms management strategies. Less than half of the students (46%) chose increasing your motivation/engagement. This suggests that classrooms management strategies are effective because they help to motivate students, and to increase their interest and interaction. A number of students (41%) picked out overcoming different disciplinary problems. This advocates that those strategies are effective medium for the reason that they organize students' behaviors in which the process of teaching and learning could easily take place. A few students (24%) indicate that they facilitate maintaining good relationships. This implies that classrooms management strategies are effective because they assist students and teachers to establish peaceful interaction during the process of teaching, and learning. All in all, analyzing this question revealed that the majority of the students argued that those strategies are effective medium for successful management of overcrowded classrooms because of their high importance and great value in facilitating the process of in teaching and learning.

Section Three: Teacher-learner collaboration for the Effective management of overcrowded classroom

Question eighteen: how often does the teacher give you the opportunity to collaborate with your classmates (group work)?

Table 3.19

Frequency of Peers' Collaboration

Options	Frequency	Percentage (%)
Always	72	71%
Sometimes	27	29%

Never	1	1 %
Total	100	100%

Concerning the frequency of giving opportunities given to learners to collaborate with classmates through group work, the majority of participants (71%) declared that the teacher always give them the opportunity to collaborate in the classroom. Also, 27%of students said that in some occasions the teachers allow them to work in groups. Only one participant (1%) chose never. In general, this suggests that many teachers are aware about the importance of group work in the classroom, a strategy that is always used in their class.

Question nineteen: Is teacher-learner collaboration in EFL learning and teaching?

a- Effective b-ineffective?

Table 3.20

Teacher-learner Collaboration in EFL Teaching and Learning

Options	Frequency	Percentage (%)
Effective	92	92%
ineffective	7	7%
Not always	1	1%
Total	100	100%

As displayed in the table 3.20, the vast majority of participants (92%) mentioned that teacher-learner collaboration is effective in EFL teaching and learning is effective. This affirms the idea, discussed in the theoretical part, claiming that teacher-learner collaboration is an effective strategy used in EFL classes for the betterment of the teaching and learning experiences. While only 7%of students confirmed that

collaboration between the teacher and the learner in the EFL classes is ineffective. This implies that some learners do not prefer the collaborative work between them and their teachers. A small number (1%) claimed that teacher-learner collaboration is not always effective.

Question twenty:

a-Is there teacher-learner collaboration in your classroom?

Table 3.21

The existence of teacher-learner collaboration in the classroom

Options	Frequency	Percentage(%)
Yes	84	84%
No	16	16%
Total	100	100%

As shown above, most of students (84%) declared that there is teacher-learner collaboration in the classroom. This denotes that teachers and learners are aware about the importance of teacher-learner collaboration in the classroom. Additionally, few students (16%) said 'no' to the statement presented in the question (20). This implies that their classrooms are teacher-centered classroom.

b-If yes, how is it?

Table 3.22

The Type of teacher-Learner Collaboration Applied in the Classroom

Options	Frequency	Percentage(%)
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Face-to-face collaboration	54.7	54.7%
Online collaboration	44.2	44.2%
Both	1	1.1%
Total	86	100%

As displayed in the table 3.22, 54.7% of students claimed that, it is via both face-to-face and online collaboration. Also, 44.2% of students said that teacher-learner collaboration in the classroom is a face-to-face collaboration. A few number of students (1.1%) chose online collaboration. In general, the mentioned results lead us to say that teachers acknowledge the prominence of collaborating with their learners and they apply it either through face-to-face or via using face to face and online collaboration.

Question twenty one: Do you agree that the atmosphere in most of your classes is learner-centered where the teacher plays the role of a guide?

Table 3.23

The Teacher as a Guide in Learner-centered Classrooms

Options	Frequency	Percentage(%)
Strongly agree	39	39%
Neutral	53	53%
Strongly disagree	8	8%
Total	100	100%

Concerning considering the atmosphere in the classroom as learner-centered where the teacher plays the role of guide, more than half of the students (53%) contended that they are neutral about it. This means that these learners do not have an idea about the

exact atmosphere that dominates in the classroom, maybe because teachers vary their methods. Furthermore, some students (39%) confirmed that they strongly agree with the idea stated in the question. This lead us to say that a respectable number of teachers give their learners the needed opportunities to be the center within the classroom which makes the atmosphere in the classroom learner-centered. A small number of students (8%) strongly disagreed with the idea. This small percentage denote that some learners see that their classroom's atmosphere as teacher-centered.

Question twenty two: What are the other roles that are played by your teacher in a learner-centered classroom?

Table 3.24

Other Roles of Teachers in a Learner-Centered Classroom

Options	Frequency	Percentage(%)
Facilitator	14	14%
Feedback-provider	60	60%
collaborator	21	21%
Other	5	5%
Total	100	100%

As shown above, nearly the majority of participants (60%) said that teachers are playing the role of feedback provider. Additionally, a decent number (21%) opted for choosing the teacher as collaborator in learner-centered classroom, and only few students (14%) declared that teachers are facilitators in the classroom. All in all, this confirmed that teachers are aware about the significance of collaborating with learners in the classroom. Additionally, few participants (5%) chose other roles for their

teachers in the classroom including teachers as a source of information, giving lessons and explaining them.

Question twenty three: Do you think that group work leads to more noise in overcrowded classrooms?

Table 3.25

The Relationship between Group Work and Noise in Overcrowded Classrooms

Options	Frequency	Percentage(%)
Yes	83	83%
No	17	17%
Total	100	100%

According to the results displayed above, the vast majority of participants (83%) declared that group work in the classroom is a source of noise. A small number (17%) said that group work do not lead to noise in the classroom. This result confirms the idea that group work creates a noisy classroom.

Question twenty four: Do you prefer individual work to preserve silence in overcrowded classrooms?

Table 3.26

Preserving Silence through Individual Work in Overcrowded Classroom

Options	Frequency	Percentage(%)
Yes	81	81%
No	19	19%
Total	100	100%

Following the findings presented in table 3.26, the majority of learners (81%) preferred individual work to avoid noise in the classroom. While only 19% of students declared that they do not like to work individually. This denotes that the solution for avoiding noise in the classroom activities is through working individually.

Question twenty five:

a-Do you collaborate with your teacher to help him manage the classroom?

Table 3.27

Collaborating with the Teacher in Managing the Classroom Effectively

Options	Frequency	Percentage(%)
Yes	81	81%
No	19	19%
Total	100	100%

The findings in table 3.26 show that the majority of learners (81%) collaborate with their teachers in the management of overcrowded classroom. This indicates that learners together with their teachers take the responsibility of overcoming the challenges facing them within the classroom and involve themselves in the decision making. While only 17% of them declared that they do not collaborate. This denotes that these learners think that the whole responsibility should be given only to teachers and administrators to solve problems and obstacle. From the results stated we can say that learners are aware about the importance of collaboration within the classroom.

b-If yes, how?

Table 3.28

Students' Ways of Collaborating with their Teachers in an Overcrowded Classroom

Options	Frequency	Percentage(%)
By keeping silent	35	43.2%
By lowering your voice	23	28.3%
By raising student's awareness' about the issue	23	28.3%
Total	81	100%

According to the results stated above, when asked about ways for avoiding noise in the overcrowded classrooms 43.2% of students picked out keeping silent in the classroom. This denotes that some students help their teachers within the classroom by avoiding noise. Additionally, some students (28.3%) chose lowering their voice in group work and raising their classmates' awareness about the issue. This implies that some students lower their voices in the classroom as a way to help managing the issue of overcrowded classroom. Equal number of students (28.3%) said that they collaborate in the classroom through raising the awareness of their classmates about the issue. This denotes that students try to raise their classmates' awareness about studying in an overcrowded classroom as a way to manage the problem. According to the results we can declare that students are aware about the biggest challenge in studying in an overcrowded classroom, and they are trying to find effective solution for it.

c-If no, how or why?

Table 3.29

Students' Reasons behind no Collaboration with their Teachers in Overcrowded Classrooms

Options	Frequency	Percentage(%)
I think the teacher is responsible for the effective	13	46.4%

management of overcrowded classrooms.		
I think it is the administration responsibility to reduce size class.	12	42.9%
Teacher-learner collaboration has nothing to do with effective management of overcrowded classrooms	3	10.7%
Total	28	100%

The data provided above shows that, few students (46%) declared that it is the teacher responsibility for the effective management of overcrowded classroom. Also, few students (42.9%) picked out the second choice which is giving all the responsibility to the administration to reduce the class size. A small number, few students (10,7%) chose that teacher-learner collaboration has nothing to do with the effective management of overcrowded classrooms. These results enable us to say that these students do not prefer to collaborate with their teachers in the classroom, and put all the responsibility to the teacher and the administration to solve the issue of managing the overcrowded classrooms.

Question twenty six: To what extent is teacher-learner collaboration important for the effective management of overcrowded classrooms?

Table 3.30

The Importance of Teacher-learner Collaboration for the Effective Management of Overcrowded Classrooms

Options	Frequency	Percentage(%)
Not important	2	2%
Important	38	38%
Very important	60	60%

Total	100	100%
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According to the results above, nearly the majority of participants (60%) confirmed the idea that teacher-learner collaboration is very important for the effective management of overcrowded classrooms. Also, 38% of students confirmed that teacher-learner collaboration is *important* in managing large size classrooms effectively. This implies that many students are aware about its importance through taking shared responsibilities together with teachers. A decent number (2%) said that it is not important. This reveals that few students see that teacher-learner collaboration is not an important strategy that would manage the problem of overcrowded classroom.

Question twenty seven: What are the other suitable techniques that could help in the effective management of overcrowded classrooms? (two options)

Table 3.31

Other Suitable Techniques for the Effective Management of Overcrowded Classrooms

Options	Frequency	Percentage(%)
Managing teaching methods	65	65%
Managing behavior	61	61%
Managing group work	49	49%
total	100	100%

Concerning other effective strategies for managing the overcrowded classrooms, students had to choose two answers from the three choices. Nearly two thirds of students (65%) chose managing teaching methods. This implies that teachers need to vary their teaching methods to help managing their overcrowded classrooms

effectively. Approximately, the same percentage (61%) chose managing behavior. This reveals that controlling the behavior of the students through prohibiting making noise, ask students to lower their voices while working in group works and so on will results in the effective management of overcrowded classrooms. Also, forty-nine (49%) of students opted for the third choice which is managing pair/group work. This implies that teachers need to manage pair/group work activities as a way to avoid noise and misbehaving in the classroom. So, students acknowledge the importance of managing teaching methods, managing behavior and managing pair/group work in the effective management of overcrowded classrooms.

Question twenty eight: Could effective teacher-learner collaboration lead to high academic achievement in the classroom?

Table 3.32

The Influence of Teacher-learner Collaboration on Academic Achievement in the Classroom

Options	Frequency	Percentage(%)
Yes	94	94%
No	66	66%
Total	100	100%

The findings displayed in the table 3.28 show that the vast majority of students (95%) declared that the effective teacher-learner collaboration lead to high academic achievement in overcrowded classrooms. This implies that the effective management of overcrowded classrooms will help students to succeed in their learning experience since learners will collaborate with their teachers to overcome the obstacles faced, and this will lead to achieve academic success. While only few students (6%) said that teacher-

learner collaboration will not lead to academic achievement in overcrowded classroom. This denotes that effective teacher-learner collaboration is not an efficient path towards high academic achievement, and that without this collaboration they can succeed in an overcrowded classroom. In general, this suggests that students are aware of the effectiveness of teacher-learner collaboration in gaining high academic achievements in the large sized classrooms.

Section four: Further suggestions

A significant percentage of students (46%) provided an answer to this statement. They offered some notes and comments which can be summarized in the following points:

- Managing discipline in the overcrowded classrooms is the effective strategy that would help in its efficient management
- Teachers should think carefully about each and every student, and take into account their various profiles as an effective way to overcome the unfair evaluation in such overcrowded classes
- Actually, this topic is realistic since we are suffering a lot from this issue. It is important to provide necessary tools and materials for teachers for the effective management of overcrowded classroom such as laboratory where there are no tools for oral performance, and this caused a lot of noise and misbehaviour.

3.1.6. Summary of Results and Findings from the Students' Questionnaire

Section one which is about students' general information revealed that the number of females is higher than the number of males. Also the majority of students their age were between twenty-two, twenty-three and twenty-four and most of them had been studying English for twelve and thirteen years which indicated their familiarity with learning English as a foreign language. Moreover, the results showed that students' level of English varied from good, average, to bad which

indicated that the main deficiency lied in appropriateness and students were almost closed to full mastery of English, but at the same time they found several obstacles while learning the language.

Section two which was about the effective management of overcrowded classrooms revealed that most students considered their classroom as overcrowded. They admitted that overcrowded classroom most of time was noisy, and girls were more talkative then boys. Furthermore, they clearly declared that they did not feel comfortable in an overcrowded classroom. They also claimed that their uncomfortably lied in discipline, teachers' unauthentic evaluation, students' lack of attention ,organization, and lack different tools that were needed for teaching and learning as well as lack of interaction problems. More precisely, students considered teachers' assessment as unfair. Most of students thought that teachers sometimes gave an individual attention to their students. Additionally, students believed that teachers were highly aware of overcrowded classrooms' effective management. This was clearly emphasized in students' proclaiming which indicated that teacher's method was effective in an overcrowded classroom. Further, most students totally agree that relying on some strategies for effective management might result in effective management, and most of them felt that teachers were sometimes able to use some of those strategies whenever necessary. Besides, they asserted that the most effective strategies in managing an overcrowded classroom were addressing disciplines, creating a stronger classroom environment, effective lesson plan, time management, providing guidance as their preferred method, and developing relationships. Most of the students agreed upon the fact that these strategies were an effective medium for successful management of overcrowded classrooms mainly because of their high importance in creating a peaceful climate for teaching and

learning, increasing attention and understanding, improving students' academic performance, increasing students' motivation /engagement, as well as overcoming different disciplinary problems.

The third section covered questions linking to teacher-learner collaboration for the effective management of overcrowded classrooms. The majority of students confessed that teacher-learner collaboration was an effective strategy in the EFL teaching and learning. When asked about the existence this collaboration in the classroom, the majority of them agreed. Also, when asked about the type of teacher-learner collaboration applied, they declared that it was applied through face-to-face and online. Concerning the teacher as a guide in a learner-centered; results showed that more than the half of the students strongly agreed with the statement. For the other roles of the teacher in the classroom, they chose feedback-provider, collaborator, facilitator and the teacher as the only source of information. Further, most of students regarded that group work leads to noise in the overcrowded classroom, and that they prefer individual work to preserve silence. When enquiring about whether students collaborate with their teachers to help managing the classroom effectively, most of them confirmed the supposition, this aid is through keeping silent, lowering their voice in the group work and by raising classmates' awareness about the issue. In contrast the few number who rejected the statement claimed that it is the administration responsibility to reduce class size, and that the teacher is more responsible for the effective management of the classroom. Concerning the extent of importance that characterized teacher-learner collaboration for the effective management of overcrowded classrooms, most of the participants confirmed that it is very important. Also, when investigating about the other suitable techniques that could help in the effective management of overcrowded classrooms,

there were various choices including, managing teaching methods, managing behavior, and managing pair/group work. Finally, when directly addressing students whether effective teacher-learner collaboration could lead to high academic achievement in overcrowded classroom, the vast majority of them agreed.

Conclusion

This chapter sought to position the theoretical foundations discussed in the first and the second chapters under careful examination. In this respect, one research tool was utilized to reach this end. Statistical analysis has indicated that noticeable challenges exist while teaching and learning in large size English classes, including discipline problems, lack of attention, lack of interaction, ineffective classroom evaluation. These challenges lead to create obstacles for both teacher and students that will lead to low academic achievement.

According to the questionnaire's results, the vast majority of students agreed that the teacher-student collaboration in overcrowded classes is very effective for the management of overcrowded classrooms. Additionally, based on the findings of that questionnaire, learners declared that they are aware about the importance of collaborating with their teachers in the effective management of overcrowded classrooms, and try to find effective solutions. Besides, effective teacher-learner collaboration in an overcrowded classroom is an effective strategy that will result in a successful learning experience with high academic achievements. Thus, the research hypothesis was confirmed by the questionnaire.

General Conclusion

1. Concluding Remarks

The present research was carried out for the sake of investigating the effectiveness of teacher-learner collaboration in the management of overcrowded classrooms. Precisely, the hypothesis states that if teachers and students collaborate with each other, overcrowded classrooms' management would be effective. Fundamentally, the study dealt with three main chapters. The first two ones reviewed literature with reference to effective management of overcrowded classrooms and teacher-learner collaboration. The third chapter reported the main findings along with their analyses and interpretations. In order to test the above-mentioned hypothesis, a mixed method, both quantitative and qualitative, was adopted. This practical inquiry obtained findings by means of a questionnaire. The questionnaire was administered to style (100) second year Master students at the Department of English, 8 Mai University-Guelma. Based on the results obtained from the tool, it is only now that its two main questions can be answered. For the extent to which teacher-learner collaboration is important for the effective management of overcrowded classrooms, it is found that teacher-learner collaboration is very important for the effective management of overcrowded classrooms. As for the influence of teacher-learner collaboration on academic achievement in the classroom, the effective teacher-learner collaboration lead to high academic achievement. As a result, the main hypothesis was confirmed in which that teacher-students collaboration lead to an effective management of overcrowded classroom. Afterward, it is suitable to close up this chapter with the main contributions of the study. Besides, it articulates some further suggestions, implications, and recommendations which may enhance the quality of similar researches in the future.

Finally, it sheds light on the major limitations of the study which stood as an obstruction against the smooth development of the research.

2. Pedagogical Implications and Research Perspectives

In order to facilitate learning, and to increase students' achievement, it's essential for teachers to reduce the negative effects of class size. Therefore, teachers of large classes need to encourage and implement a teacher-learner collaborative framework by providing students with opportunities to interact with their teachers, giving them some responsibilities by engaging them in the process of decision making, and throughout more meaningful feedback. Based on the discussion and the conclusions, the following recommendations are suggested to help the educators analyze the critical information about the effective management of overcrowded classroom through teacher-learner collaboration.

- 1.** Enhance Students' Interdependent Learning in Large Classes via classroom collaboration.
- 2.** Teachers should make their overcrowded classroom interesting by encouraging collaboration in which teachers focus on grouping students, and monitoring their participation.
- 3.** Teachers should design different learning activities in the overcrowded classroom with the intention that the students are engaged with teachers, and do not find extra time for making disturbance.
- 4.** Teachers in an overcrowded classroom must be organized by delivering clear expectations and consequences, and make sure that students are learning and understanding clearly what is expected from them.

5. Teachers in the collaborative classroom should know everything about their students in order to build a positive relationship, and to encourage them to actively participate in overcrowded classroom.
6. Teachers should act as facilitator and move around the class when talking, this helps students to collaborate with teachers by facilitating students' interaction inside classroom, and by dipping the distance between teachers and students.
7. The establishment of well-managed and collaborative classroom helps to reduce the negative effects of overcrowded classrooms, and contribute to high quality of students' achievements.
8. It is important to highlight the role of the school administration to equip teachers with multiple learning and teaching resources and materials.
9. Teachers should seek collaboration with experienced teachers and specialists to expend their perception towards the effective management of overcrowded classrooms issues and the efficient way that will increase the collaborative work with their students.
10. In overcrowded classes, it is hard for the teachers to deal with all the students. Hence, teachers should encourage their students to collaborate in the classroom via discussing with the content of lessons, taking decisions collaboratively, organizing group works..etc.
11. Give a questionnaire or a diagnostic test to check the content of your lectures and the knowledge, skills and the various profiles of your students, to help them operate effectively in the classroom and to take part of the learning process, as well as to make connections to students' life experiences and to establish a closed relationship with them.

12. Do everything possible to get to know your students. A positive relationship with your students builds a willingness on their part to actively participate and collaborate in classroom activities, decisions, solving problems...etc.

Although overcrowded classrooms bring problems for the teachers, and students these can be defeat by their effort in establishing effective management, and encouraging the process of teacher-learner collaboration in the teaching and learning procedures toward classroom issues before problems become entrenched.

3. Research Recommendations and Limitations

This research attempts to study any possible relation between effective management of overcrowded classrooms and teacher-learner collaboration. The first chapter attempts to reach a general understanding of the effective management of overcrowded classrooms, its fundamental basics, along with any outside influences that affect this process. Coming next, the second chapter drives deeply into teacher-learner collaboration; undertaking mainly its characteristics, advantages, and disadvantages. After securing that every variable was given an adequate, if not exhaustive, description, it is in this manner necessary to reinforce the literature reviewed with a field investigation. It is worth mentioning that the main contribution of this research is validating teacher-students collaboration lead to an effective management of overcrowded classroom. Therefore, this current study happens to challenge some establishment of teacher-students collaboration strategy for effective management overcrowded classroom as proven in this study.

Just like any other research, the present study was hindered by tow constraints along its accomplishment. The lack of primary authentic sources especially with the second chapter of teacher-learner collaboration. In addition, because of the actual quo status which is COVID-19 pandemic, many students who were emailed to provide a

feedback to the online questionnaire gave back no reply, and others gave incomplete answers and even contradicting responses in many occasions. This raises the possibility that some participants chose some answers randomly probably because they did not take the matter seriously.

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Appendix A
Students' Questionnaire

Dear participant,

This study is carried out to investigate your opinion about Effective Management of Overcrowded Classrooms through Teacher-Learner Collaboration. It is our pleasure to invite you to take part in this study, and you are kindly requested to fill in this questionnaire by putting a tick in the appropriate box, or by or by making full and complete answers. Your responses will be kept confidential and the information you provide will contribute a lot to the successful completion of this study.

Thank you for your cooperation

Rania GUERGAH and Souha MAACHE
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University of 8 Mai 1945-Guelma

Section One: General Background Information

1. What is your gender?

Male	
Female	

2. Your age:years

3. How long have you been studying English? (Including this year) years.

4. How could you describe your level in English?

Good	
Average	
Bad	

Section Two: Effective Management of Overcrowded Classrooms

5. How many students are there in your class (group)?

From 20 to 30	
From 30 to 40	

6. Do you consider your group as overcrowded?

Yes	
No	

7. Is an overcrowded classroom a noisy one?

Always	
Usually	
Sometimes	
Rarely	
Never	

8. Are girls more talkative than boys?

Yes	
No	
No difference	

9. Do you feel comfortable in a crowded class?

Yes	
No	

-If no, which of these problems you face the most? (two options)

discipline problems	
Teachers' unauthentic evaluation	
Lack of attention	
Problems in organization	
Ineffective time management corrected	
lack of different tools that are needed for teaching and learning(example: in laboratories) word added	
Lack of students' interaction	
Lack of understanding	
Ineffective classroom evaluation	
Low academic achievement	
Other (would you please specify below)	

10. Do you think that teacher's assessment of the students in overcrowded classrooms is

Fair	
unfair	

11. How do you evaluate teachers' awareness of overcrowded classrooms' effective management?

Highly aware	
Aware	
Not aware	

12. Does the teacher give individual attention?

Always	
Usually	
Sometimes	
Rarely	
Never	

13. Is your teacher's method effective in an overcrowded classroom?

yes	
No	

14. What are the most effective strategies in managing an overcrowded classroom?

(three options)

Creating a stronger classroom environment	
Organizing the physical design	
Developing relationships	
Addressing disciplines	
Providing guidance	
Time management	
Effective lesson plan	
Focusing on the individual (focusing on specific students for each session)	

15. Do you agree that relying on some strategies for overcrowded classroom may result in effective management?

Totally disagree	
Neither agree nor disagree	
Totally agree	

16. Do you feel that your teachers are able to use some of those strategies whenever necessary?

Always	
Usually	
Sometimes	
Rarely	
Never	

17. Why are those strategies an effective medium for successful management of overcrowded classrooms?

They improve your academic performance	
They increase your motivation and engagement	
They help to create a peaceful climate for teaching and learning	
They help in overcoming different disciplinary problems	
They facilitate maintaining good relationships	
They increase attention and understanding	

Section Three: Teacher-learner Collaboration for Effective Management of Overcrowded Classrooms

18. How often does the teacher give you the opportunity to collaborate with your classmates (group work)?

Always	
Sometimes	
Never	

19. Is teacher-learner collaboration in EFL teaching and learning?

Effective	
Ineffective	

20. Is there teacher-learner collaboration in your classroom?

Yes	
No	

-If yes, how is it?

Face-to-face	
Online	
Both	

21. Do you agree that the atmosphere in most of your classes is learner-centered where the teacher plays the role of guide?

Strongly agree	
Neutral	
strongly disagree	

22. What are the other goals that are played by your teachers in the learner-centred classroom?

Facilitator	
Feedback-provider	
Evaluator	
Collaborator	

23. Do you think that group work leads to more noise in overcrowded classrooms?

Yes	
No	

24. Do you prefer individual work to preserve silence in overcrowded classrooms?

Yes	
No	

25. Do you collaborate with your teacher to help him manage the classroom effectively?

Yes	
No	

-If yes, how?

-By keeping silent	
-By lowering your voice in group work	
-By raising your classmates' awareness about the issue	
-Other (would you please specify below)	

.....
-If no, why?

-I think the teacher is more responsible for effective management of overcrowded classrooms	
-I think it is the administration responsibility to reduce class size.	
-Teacher-learner collaboration has nothing to do with effective management of overcrowded classrooms	
-Other (would you please specify below)	

.....
26. To what extent is teacher-learner collaboration important for the effective management of overcrowded classrooms?

Not important	
Important	

Very important	
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27. What are the other suitable techniques that could help in the effective management of overcrowded classrooms? (two options)

Managing teaching methods	
Managing behavior	
Managing pair/group work	
Other (would you please specify below)	

.....

28. Could effective teacher-learner collaboration lead to high academic achievement in overcrowded classroom?

Yes	
No	

Section Four: Further Suggestions

If you have any other suggestions, recommendations or comments, we would be very grateful if you add them below.

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Thank you for your cooperation

المخلص

تسعى الدراسة الحالية الى البحث في فعالية ادارة الاقسام المكتظة عن طريق التعاون بين كل من الاستاذ و الطالب . حيث تهدف هذه الاخيرة الى تحديد اسباب مشاكل البحث و التي تتمثل في الاساس في الصعوبات التي تواجه الاساتذة في ادارة الاقسام المكتظة . على هذا الاساس افترضنا بانه اذا تعاون كل من الاستاذ و الطالب معاً، سيتم التحكم بشكل فعال في هذه الاقسام . و لتحقيق المطالب المذكورة سابقاً، تم اعتماد المخطط الوصفي الكمي لإظهار اهمية التعاون بين الاستاذ و الطالب في الادارة الفعالة للأقسام المكتظة . من اجل اثبات صحة الفرضية السابقة، تم ارسال استبيان الكتروني الى 100 طالب سنة ثانية ماستر، قسم لغة انجليزية، جامعة 8 ماي 1954- قالمة . هذه الوسيلة ستزودنا بمختلف الآراء و التجارب التي لها علاقة بهذا الموضوع . النتائج المتحصل عليها كشفت العلاقة الايجابية بين المتغيرين الرئيسيين و التي تؤكد صحة الفرضية المطروحة في بداية البحث . النتائج المتحصل عليها في البحث اظهرت بان من اهم المشاكل التي تواجه الاقسام المكتظة هي الضوضاء، عدم الانتباه، وتنظيم القسم و التي تؤثر على التحصيل العلمي . النتائج المتحصل عليها تشير الى ان الفرضية تم تأكيدها و التي تتمثل في ان التعاون بين الاستاذ و الطالب سيؤدي الى الادارة الفعالة للأقسام المكتظة . وفقاً لذلك، استراتيجية التعاون بين الاستاذ و الطالب يجب ان يتم اتباعها اثناء تدريس الاقسام المكتظة بهدف الحصول على ادارة فعالة، و تحقيق جودة تعليم عالية . بالإضافة الى هذا، بعض التوصيات تم تقديمها في البحث .

