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# **Teachers and Learners' Perception of the Effects of Crowded Classrooms on the Development of Students' Writing Performance**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in  
**Didactics of Foreign Languages**

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## ***Dedication***

*First of all, my deep gratitude goes to Almighty Allah for providing me with the strength to finish this work.*

*I dedicate this humble work to:*

*To myself for not giving up and being always strong*

*My precious mother and father, who have always been my source of strength, my first supporters and reason of happiness. Thank you, for making me the person who I'm today. May Allah bless you always and forever.*

*My dear aunt Ghania*

*My only lovely sister Zineb*

*My dear brothers Abderahman, Omran and Yassin*

*All my cherished aunts and uncles*

*My lovely cousins Ghada and Aya*

*The most precious person in my life*

*My pretty and lovely friends Soumia, Khawla and Nessrin, with whom I shared all the beautiful days. Thank you for being a part of my life*

***IKRAM***

## ***Dedication***

*After our thanks to Allah, the Almighty, for granting me the energy and power to finish this research.*

*I would like to dedicate this work to*

*Myself for not giving up and being always strong, confident, positive, and ambitious.*

*The most precious people to my heart; my father Khellaf Mouhamed Cherif and my mother Menad Aida who hold all my love and gratitude. Thank you for your unconditional and never-ending love and for your support that you have always given*

*To my dear sisters, brothers and friends for their whole-hearted support*

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## Abstract

Classroom is the basic unit in any educational system, where both teaching and learning processes take place. In recent years, classroom size especially of the EFL classes is progressively extended. This leads to the appearance of the crowding phenomenon. This phenomenon has a great effect on teaching-learning process. As it is well known, Writing is a sophisticated skill that requires practice and effort from both teachers and learners. In fact, teaching and learning this skill in a crowded class is a hard and a challenging task. For this sake, this research is conducted to investigate the teachers and learners perspectives on the effects of crowded classrooms on the development of students' writing performance. Indeed, in order to achieve reliable answer to the research problem three peripheral questions are imposed basing on the hypothesis. In order to validate the research hypothesis, the present study was conducted by using questionnaires for both teachers and learners. A questionnaire was submitted to forty master one students, and a questionnaire was submitted to nine Written Expression teachers in the English Department at Mila University Centre. The results of the research instrument detected that the crowded classroom has a negative effects on the development of students' writing performance. Consequently, the hypothesis of this research was confirmed.

**Key words:** Crowded classrooms, writing skill, students' writing performance, effects, teaching-learning process.

## List of Abbreviation

**EFL:** English as a Foreign Language

**EL:** English Language

**FL:** Foreign Language

**FLT:** Foreign Language Teaching

**LL2:** Learning Second Language

**ESL:** English as a Second Language

**ETL:** English Teaching and Learning

**ML:** Mother Language

**TL:** Target Language

**TL:** Teaching Learning

**CC:** Crowded Classroom

**CM:** Classroom Management

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## **General Introduction**

### **1. Statement of the Problem**

As it is well known, Writing is the most important skill that the learners need to develop. Learning to write correctly and effectively is related directly to learn in the classroom with the teacher. Nowadays, almost universities and schools suffer from crowded classrooms in which teaching the writing skill becomes a big challenge for both teachers and learners. This, indeed, leads us to take this opportunity as a point of interest to explore the crowded classrooms effects and influence on the development of students writing performance.

### **2. The Aim of the Study**

The present research aims at investigating the teachers and learners perception of how crowded classrooms affect the development of the students' writing performance.

### **3. The Research Questions**

For the sake of having reliable answers to the problem statement these peripheral questions are imposed:

- 1- How teachers teach writing skill in a crowded classroom?
- 2- How do crowded classrooms affect the development of students' writing performance?

### **4. Hypothesis**

In the pursuit of the aim of our study, and in order and in order to answer the aforementioned question we hypothesize that:

1. If the classroom is crowded, the development of student writing performance will be affected negatively.

## **5. Means of the Study**

For the sake of collecting data of this study, we will use questionnaires with both teachers and students. The target population of our research is master one-year EFL students in foreign languages department of Mila University Centre. They do not study written expression in master one year, but they have studied it in crowded classrooms in the previous years. The students' questionnaire attempts to investigate how the crowded classes affect the development of students' writing performance. The teachers' questionnaire attempts to explore the teachers' experiences in teaching Writing skill in crowded classrooms

## **6. Structure of the Study**

This dissertation is composed of two chapters. The first chapter is the literature survey. It is divided into two sections. The first section entitled 'writing skill' and the second section entitled 'crowded classrooms'. The first section represents a review of the writing skill. It intends to examine the nature of writing and its components. Then it spots the light on its importance, types and styles. Next, it shifts attention to the different approaches used in teaching writing. After that, it deals with learners problems in their writing performance. The section concludes with teacher's feedback he provides when teaching writing. The second section attempts to present the notion of crowded classrooms and the reasons behind it. Then it explores the different problems caused by the crowding phenomenon. Next, it discusses the relation between large size classes and methods of instruction. After that, it deals with the management of the crowded classes and method and strategies used to teach this kind of classes. Finally, it sheds light on the interaction inside the crowded classes.

The second chapter is the practical work; it tackles the research problem, addresses the research questions and attempts to achieve the aim of this research. This chapter is divided into two sections; the first section is about the analysis and the discussion of the



students and teachers questionnaires while, the second section is about the discussion of results, limitations of the study and the pedagogical recommendations.

# CHAPTER ONE

## THEORITICAL BACKGROUND

### **Introduction**

Learning English as a foreign language requires from learners to master the four skills namely, speaking, listening, reading, and writing. The later is considered as the center of teaching and learning in higher education. It is employed as a form of communication which demonstrates knowledge and creativity. Teachers play the paramount role in enhancing EFL students' writing skill. Thus, it is necessary to give more importance and attention to the development of methods and strategies used to help learners achieving their productive competence. However, writing skill deemed as a very complex and challenging task for learners to deal with, especially when it has been taught with unsuitable conditions as in crowded classrooms. In recent years, crowding in schools and universities has become a topic of many education policy researchers because it has a great effect on teaching and learning processes.

This chapter is divided into two sections. The first section entitled 'writing skill' and the second section entitled 'crowded classrooms'. The first section aims at making learners aware of the writing skill characteristics. It attempts to examine the nature of writing and its components. Then it sheds light on its importance, types and styles. Next, it rotates attention to the different approaches used in teaching writing. After that, it deals with learners problems in their writing performance. The section ends up with teacher's feedback he provides when teaching writing. The second section turns attention to the crowded classrooms; it attempts to present its nature and the reasons behind it. Then it explores the different problems caused by the crowding phenomenon. Next, it discusses the relation between large size classes and methods of instruction. After that, it deals with the

management of the crowded classes and method and strategies used to teach this kind of classes. Finally, it sheds light on the interaction inside the crowded classes.

## **1.1. Section One: Writing Skill**

### **1.1.1. The Nature of Writing**

Language is a means of communication and exchanging knowledge, beliefs, opinions, and feelings between people. Writing skill is one of the productive skills that should be mastered by learners, since it plays a significant role in improving a communicative competence of learning the language. Writing skill is the ability to interact and communicate through expressing ideas, thoughts, and knowledge to others in a written symbol. Byrne (1991) stated that “writing is an art of framing graphic symbols” (P. 1). He also argued that “writing involves the encoding of a message of some kinds that we translate our thoughts into language” (p. 1). Other researchers viewed writing much more than an act of symbolization, and it is not only a production of words and sentences. Arapoff (1967) described writing as being “much more than an orthographic symbolization of speech. It is, most importantly, a purposeful selection and organization of experience ” (p. 233). These words mean that writing skill is about experiences, facts, opinions, beliefs, and ideas which are acquired either by observation and actions or by reading and practice.

In addition Harmer (2004) stated that writing encourages students to focus on accurate language use because they give an importance to the language use when they engage in their writing process. This activity has an effect on language development because the students resolve problems what writing puts in their minds. According to Al\_Mutawa and Taisser (1989), writing is a complex cognitive activity which requires the following elements:

- Complete acquisition of the Alphabet.

- Understanding how letters combine to form words and the relationship between the word and its meaning.
- Knowledge of the mechanics of writing: spelling, capitalization, punctuation, and other writing conventions.
- Mastery of the most frequent rules governing the structure of sentences.
- Ability of combining sentences to build an effective paragraph and combining them to produce essays.
- Formalization with transitions to achieve coherence.

Furthermore, based on the definitions above, it can be stated that writing skill is a complex and a sophisticated activity because it contains certain steps and rules which need to be followed by learners to produce a qualified writing.

Undoubtedly, writing skill plays a crucial role in learning the English language. It fosters the student's ability to communicate, explain, and express their ideas with clarity and ease to the reader. Also, it helps the learners to be able to write essays, CV, reports, and the other types of writing.

### **1.1.2. The Writing Process**

Writing process affected by three elements which are the content of writing, types of writing and the medium it is written in. It comprises four stages planning, drafting, editing, and the final version(Harmer, 2004)

#### **1.1.2.1. Planning (prewriting)**

It is the first stage the writer engages in. During this stage the writer plans what he is going to write through thinking and gathering information. (Harmer, 2004, P. 4) stated that:

“Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they

are going to say. For some writers this may involve make detailed notes ... but they will have planned.”

He also stated that when planning writers have to consider about three main issues. First, the purpose which influences the type of the text, the language they use, and the information they choose to include. Second, the audience they are writing for. This issues influence both the shape of writing and the choice of language. Third, the content structure of the piece of writing (Harmer, 2004).

According to Zemach and Rumisek (2003) planning stage comprises three stages which are choosing and narrowing a topic, gathering ideas and making an audience.

1/ Choosing and narrowing a topic: In this phase either the teacher or the students think about the theme or the idea that they are going to write about.

2/ Gathering ideas: At this stage, after the selection of the topic the writer start collecting as many ideas and information related to the topic as possible.

3/ organizing an outline: This stage is about the organization of the gathered ideas. The writer choose which idea to talk about first, which to talk about next, which to talk about last.

These activities help students in gathering ideas and support them to start writing in a formal way. They can be easily done in a classroom without consuming much time. D'Aust (1986) explained the importance role of planning activities “pre-writing activities, generate ideas, they encourage a free flow of thoughts and help students to say it on paper. In other words, pre-writing activities facilitate the planning of both the product and the process” (cited in Ouskourt 2008, p. 94)

### **1.1.2.2. Drafting**

It is often referred to as writing. It is the use of the gathered ideas in the planning stage. To write a rough piece of a written text, or more technically, a draft. Harmer (2004)

referred to a draft as “the first version of a piece of writing” (p.5). Kane (1988, p. 34) stated that “A draft is an early version of a piece of writing. Most of us cannot compose anything well at the first try. We must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft the better the results”

### **1.1.2.3. Revising**

Kane (1988) explained both drafting and revising are creative, but they differ in emphasis. Drafting is more spontaneous and active revision, more thoughtful and critical. To put it differently, drafting is about putting down the ideas that the writer already gathered while revising is about criticizing these drafts by making some changes. After the writer produce his drafts he then see whether they work or not and if there are some gaps, miss organizing of ideas, ambiguity or confusion in some points, and adding or omitting information (Harmer, 2004).

To sum up clearly, this stage aims at polishing the written work and improvement in terms of omission, addition, clarification, and rearrangement ideas.

### **1.1.2.4. Final Version (Editing)**

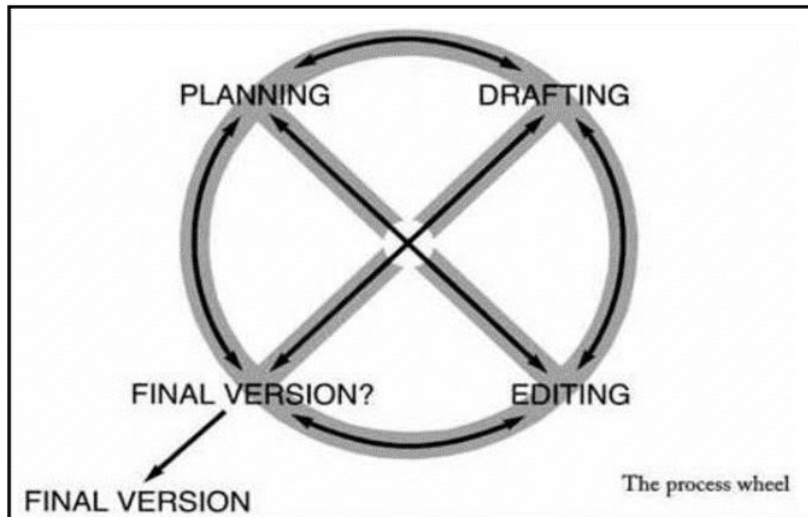
It is the last stage of the writing process. Harmer (2004, p. 6) claimed that:

“Once writer have edited their drafts, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience”.

To put it differently, in this phase the writer reads his final draft to look out for accuracy in terms of spelling, grammar, punctuation errors before he shares his work to the audience.

**Figure 1.1**

*The process of writing (Harmer, 2004, p6)*



### 1.1.3. The Components of the Writing Skill

#### 1.1.3.1. Clarity

In any academic context the learner's objective in writing is to transmit information (Starkey, 2004). Clarity is one of the essential elements of writing that the learner should be skilled at in order to make his writing comprehensible and readable. A competent writer is the one who can switch his complex ideas to simple and clear words that the reader can understand. Muray and Hughes (2008, p. 86) emphasized the importance of clarity as a fundamental element in making one's writing easy to be read and assessable. According to them, the key to achieve clarity is to make sentences short and to the point. By clarity is meant to avoid ambiguous words and sentences. The writer should make every word count, use simpler words and try not to express more than one idea in each sentence. In order to make any piece of writing clear and easy to understood, according to Starkey (2004, p. 9-12) the learner should:

- Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation. The learner should focus on what he means and keep away from any language structure that could mislead the reader.
- Use powerful and precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs.
- Be concise, this means getting right to the point. Starkey (2004, p.15) saw that “wordiness is boring and it takes up valuable time and space ... There are two equally important approaches to more concise writing by eliminating unnecessary words and phrases and using active voice whenever possible”.

#### **1.1.3.2. Organization**

It refers to setting a framework for writing. It is the structure of the writing piece and how it is presented. It can be said to a work is organized, if it can be easily comprehended by the intended reader, Organization is a very helpful step for both the writer and the reader. Organization is a helpful stage for both the writer and the reader. It allows the writer to organize his or her ideas and thoughts in a clear way. On the other hand, it helps the reader to believe what you are saying and to willingly follow your lead. (Starkey, 2004) stated that:

“By following [an organized method of writing] you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis...when you begin your essay with organization, you will have guidance and direction through the writing process, especially if you are in a timid situation. Organization lets you see how your many developing ideas fit within a framework and clearly maps out any type of essay you are required to write”(p. 1-2)

To put it differently, organization is an essential element in writing because it allows the writer to see the general shape of his piece of writing and to produce an organized and a clear work.



### **1.1.3.3. Coherence**

It is an important and an essential element in any piece of writing. It refers to the systematic order, so the reader can follow and understand the composition easily. Brostoff (1981) explained that “coherence exists in a sequence of words, sentences and paragraphs in which the reader can perceive connections ...to produce a coherent stretch of discourse, writers use basic thought patterns, in both simple and complex ways”. The success or failure of one’s writing work is depending on how clearly the learner has managed to communicate his or her ideas (Muray and Hughes,2008). Creme and Lea (2008) defined coherence as the act of arranging and linking ideas in a way that any composition of writing can be easily understood by the intended reader.

Muray and Hughes (2008, p. 45) noticed that “a good writer is the one who sticks his ideas together as link in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the arguments structure breaks down”. In this technical sense, coherence is frequently achieved by the way the writer links his ideas in a logical way, so that the reader may easily follow the development of these ideas. However, if any links are missing consequently the reader will get confused and there will be a misunderstanding of the text.

### **1.1.3.4. Cohesion**

It refers to the use of vocabulary, grammatical structures, and linking devices to make connection between the sentences and ideas within a written text. It is helpful in making writing work clear and understandable for the audience. Bailey (2003) argued that cohesion is to link a text together with reference words and conjunctions in order to make the entire text clear. There are different types of the reference and linking words that the writers use to achieve cohesion:

- Linking words: they are number of words and phrases (conjunctions) used to join ideas and sentences as however, therefore, nevertheless ...etc.
- Referring backward: they are pronouns, demonstrative, articles, and adverbs that are used as a cohesive tool to avoid repetition.

### **1.1.3.5. Word Choice**

The best for the learner to accurately convey his ideas and his points of arguments is to choose the written words. Doing so, will give clarity, moods, likes and dislikes, evoke feeling and create a vivid picture in the reader's mind. In addition, the reader will understand what the writer is really writing about. According to Starkey (2004), there are two aspects the learner should consider while choosing the words to be used; denotation and connotation.

- Denotation: is the basic or literal meaning of a word. Learners should make sure their words are correct, as sometimes confusion can arise from words that sound or look similar (but have very different meanings), words and usages that sound correct (but are not actually considered standard English), or Words that are so often misused that their use is deemed appropriate.
- Connotation: "is the implied meaning of a word, involving emotion, cultural assumptions, and suggestion" (Starkey, 2004, p. 21) The learner should confirm that each word used denotes exactly what they intend by it. Accounting for connotation requires the learner to think beyond the dictionary of what might be implied or inferred by their writing.

### **1.1.3.6. Mechanics**

Writing is a creative skill which requires enough time and practice to be developed. Starkey (2004, p. 39) argued that "no matter how original an idea comes up with, the inability

to express yourself clearly and accurately through the written word will hinder the success of your essay". The success or failure of one's writing is related directly to how clearly and accurately he or she expressed his or her ideas. In order to produce a good piece of writing, numbers of rules which commonly known as mechanics of writing, should be followed. Before getting involved in these mechanics .Mechanics refers to the appearance of words and how they are spelled or arranged on paper such as the indentation of a word at the beginning of a paragraph and the use of capitalization (Kane, 1988).

#### **1.1.3.6.1. Grammar**

In studying any language skill, grammar is a subject that should be studied in depth. It is the use of correct grammatical forms and syntactic patterns. According to Richard and Schmidt (2010) "grammar is the description of the structure of a language and how language units such as words and phrases are formed into sentences" (p. 251-252). Moreover, Harmer (2007) defined grammar as the description of how words and phrases are joined together. Grammar plays a vital role in writing; it enables learners to focus on its rules when writing in order to avoid breaking or disrupting the basic units of language structure and to produce a correct and effective piece of writing.

Learning grammar is a difficult and unattractive subject for many students. According to Ellis (2009), the difficulty in learning grammar can be found in three areas, namely the difficulties associated environmental factors of language which are about how the input obtained from the environment. Difficulties with language factors, which are about the nature of the language grammar. Difficulties with psychological factors, which are about the ability to learn. According to Harmer (2007) teaching grammar in a classroom goes through different and contrasted approaches deductive and inductive. In the former, the learners will firstly learn the grammar rule, and then they will practice on it. In the later, it is the opposite.

The learners start learn by example of the rule. Then from these examples, they will try to find the formulas of the grammar rule.

#### **1.1.3.6.2. Capitalization**

Undoubtedly, capitalization has an important role in any kind of writing. Capitalization in writing refers to the use of capital or upper-caste letters. "A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make more favorable impression on your reader " (Muray and Huges, 2008, p.185). Capital letters are important signals for the reader. They have three major purposes: to let the reader know the beginning of the sentence, to show important words in a title and to signal proper names and official titles (SUNY Empire College, 2022). In addition, Harmer (2004, p. 49) argued that "If capital letters are not used correctly this can not only makes a negative impression, but also make a text difficult to understand ".

#### **1.1.3.6.3. Punctuation**

Punctuation marks are integral and an interesting part of written English. Learning how to use them clearly and accurately is greatly help the student to improve his or her writing. It also plays a powerful role in helping the audience to clearly understand what the writer meant in his piece of writing. Oshina and Hugue(2006) stated that the correct and accurate use of punctuation in a given writing structure is important to convey meaning to the reader just like words do. In the same context, Starkey (2004) stated that “with proper punctuation your writing will be more polished and technically correct and will convey more directly” (p. 48).

There are different punctuation marks:

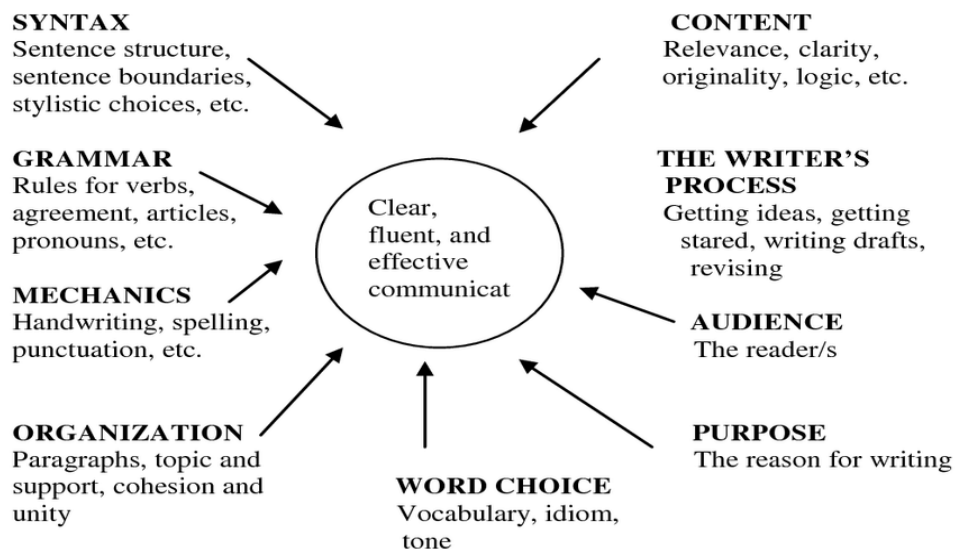
- Full stop: It is known also as a "period". It is used to indicate the end of a sentence. Full stop is used to separate sentences that have complete meanings. It also indicates abbreviations.
- Colon: It is often precedes an explanation. It introduces a list of things. Colon introduces a dependent clause that helps to emphasize, or illustrate the idea in the preceding clause.
- Semi-colon: It is a symbol which commonly used to link two independent clauses. It is also links sentences that use words such as otherwise, however, therefore as connectors.
- Question mark: It is also known as "interrogative point ".It is always placed at the end of a sentence to point out a direct question.
- Exclamation mark: It is used to show emphasis or to express strong feeling or emotions such as shock, surprise or a raised voice. It is usually placed after an exclamation or an interjection.
- Quotation mark: It is a type of punctuation that is used to represent the work of another writer. It is also used to show a direct speech.

#### **1.1.3.6.4. Spelling**

Spelling is one of the factors that the EFL teachers focus on when they assess their student's writings. Therefore, students should take it into account when dealing with writing. According to the Oxford Learner's Pocket Dictionary (2008) "spelling is the act of forming words correctly from individual letters" (p. 427). Misspelling some words in one's writings might be seen a small mistake, but it can reflect very poorly on him.

**Figure 1.2**

*Producing a piece of writing (Raimes, 1983, p.11)*



#### 1.1.4. The Importance of Writing Skill

The main goal of teaching a FL is to enable learners to communicate effectively. This communication based on four skills; speaking, listening, reading, and writing. The latter is considered as the basic skill. It refers to the ability to write clear and meaningful messages that can be easily understood by the reader. It is considered as a perfect way of communication for EFL learners to identify themselves by expressing their ideas, thoughts, and knowledge. Furthermore, it considered as one of the most significant skills in teaching English for the EFL classes.

Some ideas have been proposed, in an article, by Chappell (2011) to explain the significance of teaching writing in EFL classes. He argued that writing is essential and important skill needs to be learnt by the learners because of its contribution in:

- Express one's personality
- Foster communication

- Develop thinking skills
- Make persuasive arguments
- Give a person an opportunity to re-evaluate his ideas later
- Provide and receive feedback

Moreover, in the same sense Harmer (2004) agreed that writing needs to be learnt because it could not be naturally acquired like speaking, though, he suggested more reasons to teach writing for EFL learners. (Harmer, 1998, p. 79) illustrated mainly four reasons for teaching writing which are: reinforcement, language development, learning style, and writing as a skill.

- Reinforcement: some learners acquired language in a purely oral /aural way, but most of them benefit greatly from seeing the language written down.
- Language development: the mental activity that the learners go through ignored to construct proper written texts is all part of the ongoing learning experience.
- Learning style: almost learners appreciate producing language in a slow manner. Writing is more useful than face to face communication because it provides time and ease for learners.
- Writing as a skill: learners need to know how to write effectively essays and reports (for example, in terms of conventions as punctuation, and paragraph construction) just as they need to know how to pronounce language appropriately.

Therefore, Barras (2005) stated another four different reasons for encouraging learners to write, which are: remembering, thinking, observing, and communicating.

- Remembering: writing helps learners to remember what they want to remember in the class as any important information. Note taking is a very excellent example for writing to remembering. It is a helpful way for learners to organize their ideas and the most important information in the class to remember them whenever necessary.
- Observing: observation plays an important role in the field of education, especially in the descriptive or narrative style of writing. Since students in writing composition attempt to describe people, places, objects or an event.
- Thinking: there is a close relation between thinking and writing. Writing is a process of recording what is in the mind. It enables learners to express their thoughts whenever there are important ideas. That is to say, good writing is related to good thinking. Hodge (2010) claimed that “writing compels students to focus and organize their ideas, and cultivate their ability to summarize, analyze, and criticize” (p. 64). In other words, writing enables learners to organize their thinking through planning, in addition to enhancing their mental skills as analyzing and criticizing.
- Communicating: writing can help in the communication. USO–Juan (2006) noted that “the skill of writing plays a crucial role in facilitating the acquisition of communication competence “(p. 390).

### **1.1.5. The Styles of Writing**

A writer will choose his writing style depending on what he wishes to accomplish, what sort of materials are to be used and what kind of effect he wants to have on the reader. In more clear words, the audience and the purpose of writing will determine the writing style.

General speaking, there are four main writing styles which are: narrative, descriptive, argumentative, and expository.



### **1.1.5.1. Narrative Writing**

Narrative writing can be broadly defined as a storytelling which includes characters, conflicts and settings. It is mostly personal and imaginative. It takes different shapes like a short story, a play script and comic. Also, it is not necessarily be fictional as it can be a description of real-life incidents from the author's life.

### **1.1.5.2. Descriptive Writing**

Descriptive writing style is used to describe imagery in order to create a clear picture of words in the reader's mind about how a person, a thing, or a place looks like, feels like, sounds like, or smells like in order to make the reader feel as if he actually present there. According to Zemach and Rumisek (2003), "a descriptive writing explains how someone or something looks or feels"(p.25). This style helps the reader to become more connected to the writing by appealing to his senses. Moreover, in this style there are plenty of literary techniques as metaphors, adjectives and adverbs are used in order to engage the audience.

### **1.1.5.3. Argumentative Writing**

It is also known as "persuasive writing". It is one of the most common writing styles used in the university level. The argumentative writing tries to persuade the reader of the authenticity of certain points. This style of writing is subjective in nature because the author uses his personal feelings, ideas and thoughts to further convince the reader.

### **1.1.5.4. Expository Writing**

It is one of the common types of writing styles which exists to explain a concept, a subject, or to inform a specific topic. The main purpose of it is to teach the reader something. It can be developed through several different techniques such as examples, definitions, cause /effect, and comparison/contrast. Moreover, it is considered as an objective writing style

because there no personal opinions of the author are included, rather it provides evidences, statistics, or results and focuses on the facts of certain topic .

### **1.1.6. The Types of Writing Skill**

#### **1.1.6.1. Creative Writing**

A good piece of writing should be enjoyable to read. Creating a good piece of writing in any FL is a hard work, especially when it comes to write in EL. Creative writing is one of the different types of writing skill. It is made up of two parts; creativity and writing. The former refers to the ability to think in imaginative way. As Boden (2001) argued that creativity is the capacity to come up with new ideas that are surprising, intelligible, and valuable in some way. The latter refers to the interpretation of one's ideas, thoughts, and feelings into written words. Creative writing is viewed by many scholars as an imaginative and an artistic way of writing. Ramet (2007, p.11) defined creative writing as “a way for students to express themselves in new and exciting ways”. This quote illustrates that creative writing denotes the notion of communicating ones' ideas in a manner attracts the reader’s mind and feelings.

Writing in a creative way is not an easy task for the EFL learners, no matter what point or stage the writer reached, he/she always considered as a trainer. It requires the writer to know what to write and to whom he/she is writing. In addition to know the purpose behind his writings. The power to be creative, as stated by Thomas (2010), is within each student but the challenge is to open themselves up to it.

Teaching this type of writing for EFL learners is substantial for its significance in improving both cognitive and communicative skills. Harmer (2004) argued that “creative writing is an opportunity for the EFL learners to use their linguistics abilities and go deeper

and further to express more personal thoughts” (p. 67). In more clearly words, creative writing is very helpful for the learning process. It encourages learners to express their ideas thoughts, and feelings freely by using their imagination .Moreover, it gives them opportunity to choose their own writing’s topics and method of writing. Also, it helps them to develop their level on all aspects of the language as grammar, vocabulary, phonology, and discourse.

#### **1.1.6.2. Academic Writing**

Academic writing is one of the most interesting types of writing skill. Bailey (2003) defined academic writing as a flexible activity that can be practiced by students to master their studies. In more simple words, academic writing is a formal type of writing which used in schools and universities in an academic context. Probably, this type of writing is distinct from the other types because it is characterized by several characteristics. Heady (2007) stated that, a good academic writing is characterized by:

- It includes good mechanical skills as grammar, spelling and punctuation
- It is well organized, with the main ideas.
- It is coherent and unified
- It is free from filler phrases ,and space-wasters
- It is aware of its audience

Using the academic writing type by the students in their educational environment helps them gaining many advantages. It helps them to determine their own spot to stand up and conveying their messages, ideas and thoughts. In addition to that, it allows for them to contribute in different academic debates. According to Bailey (2003):

“Academic writing has mainly four purposes. Firstly, it is used to report on a piece of research the writer has contacted. Secondly, it is used to answer a question the writer has been given or chosen. Thirdly, it is used to discuss a subject of common interest and give the writer’s point of view. Finally, it is used to synthesis research done by others on a topic” (p. 3-4).

To put it differently, the academic writing is very important for EFL learners. It helps them to be more formal and clear in their work. It does not matter what a writer is trying to convey, but he just needs to write in an academic way to be as much as formal and objective with evidence as possible.

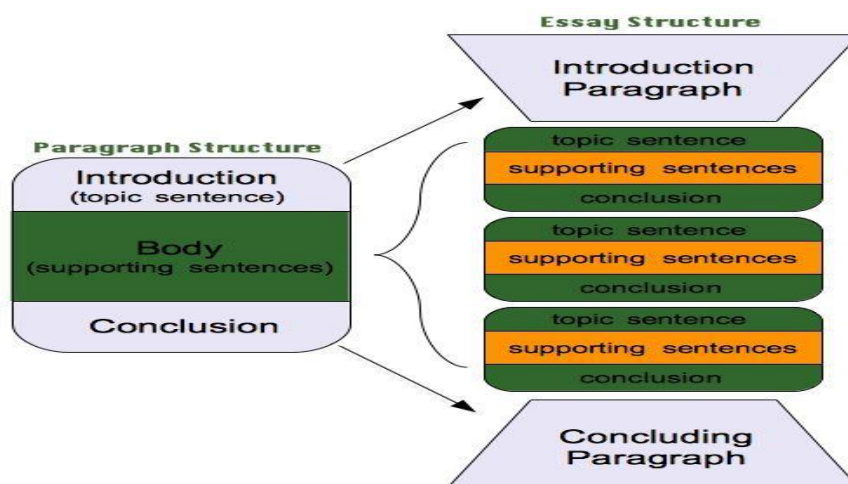
The academic writing can be presented in different assignments which are; paragraph, essay, report, and dissertation.

- Paragraph: it is the basic building block of academic writing. It is a set of related sentences which discuss one main idea about a single topic. According to Oshina and Hogue (2007) “a paragraph is a group of related statements that a writer develops about a subject” (p, 3). A paragraph should be well structured and well organized in order to help the reader to understand the topic more easily. As Oshina and Hogue (2007) stated, the paragraph should contain three main parts; a topic sentence, supporting sentences and concluding sentence. A topic sentence is usually the first sentence in a paragraph that introduces the topic of it and states the core idea. It should be neither too general nor too specific. Supporting sentences come after the topic sentence to provide explanation, support, illustration or development of the main idea. Concluding sentence is usually the last sentence of a paragraph. It indicates the end and reminds the reader of the main idea in a different way.
- Essay: It is a formal writing and an academic document which tends to discuss a single topic. It is given to students either to assess their knowledge about a given subject or to help them to enhance their writing skill. “Writing an essay is not hard

then writing a paragraph. An essay is just longer, so you have to plan it more carefully” Oshina and Hogue (2007,p.147). In this sense, an essay is much longer than a paragraph in which contains at least more than five paragraphs, but still organized similarly to it. An academic essay should be well organized in a specific structure to convey clear and meaningful ideas. It is divided into three parts, an introductory paragraph, the body paragraphs, and the concluding paragraph (Oshina and Hogue, 2007). Therefore, an essay has significance for EFL learners. It allows them to demonstrate an in-depth knowledge of a topic. Also it aids them to develop their writing skill. In addition, it helps them to develop their critical thinking.

**Figure 1.3**

*The correspondence between the paragraph and essay (Oshina and Hogue, 2007, p.147)*



- Report: An academic report is a piece of informative writing, an act of communication and an account of investigation (Reid, 2012). It needs to be organized in a plan, and some structures that should be taken into consideration such as the title page, the name of the research, and the population to whom the report is directed. Additionally, it should be followed by the table of contents and the introduction of the whole work

- **Dissertation:** It is a long piece of scholar work based on an original research done at an academic level by a researcher, in order to give solutions to particular problem or to find out new knowledge for further studies. It is organized in a specific organization including certain component such as title, acknowledgment, literature review...etc. The aim of it is to test the independent research skill students have acquired during their educational journey.

### **1.1.7. Approaches to Teach Writing in the Classroom**

In the early 1960s, writing was neglected. It was argued that language is most important in its spoken form rather than the written form. For that reason, writing was not given much attention. When writing was first included in teaching curricula, it was viewed as a simple reinforcement of what students learned to say (Rivers, 1968, p. 51). Moreover, with the advance of applied linguistics writing gained importance and become a central skill in language that students should master. Almost learners consider writing as a very difficult skill and completed activity to do, because it requires the writer to do several activities at once. The writer needs to think about the appropriate vocabulary, the style, the mechanics ...etc. The complicity of this skill makes students' writing performance somehow unsatisfied. For that reason, many approaches have been developed in teaching the writing skill in the classroom in order to facilitate it and develop learners' writing Performance.

#### **1.1.7.1 The Controlled to Free Approach**

The combination of the audio- lingual approaches on the LL2 in the 1950s and early 1960s led to the emergence of the controlled to free approach. In this approach, writing was taught only to reinforce speech where speech was considered primary in learning the language. Furthermore, the controlled to free approach sees writing as a product constructed from the writer's mastery of grammatical and lexical knowledge. In other words, writing was

regarded as an extension of grammar and means of reinforcing language patterns through guided composition. Leki (1992) argued that in the controlled to free approach, students are not required to create their own texts; they just need to write grammar exercises. In the same vein, Raimes (1983, p. 6) stated that "The controlled to free approach is sequential: students are first given sentences then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statement, or present to past".

In more concise words, this approach is about building and reinforcing language patterns by providing EFL learners by examples as paragraphs and text to copy it and learn from it.

Moreover, this approach aims at training students to write frequently and giving them opportunities to produce their own writings without errors (Hyland, 2003). According to Hyland (2003, p. 3-4) the controlled to free approach is made up of four main stages:

1. Familiarization, in which learners are taught certain grammar and vocabulary through text.
2. Controlled writing, in which learners manipulate fixed patterns often from substitution tables.
3. Guide writing, in here learners imitate model texts.
4. Free writing, in which learners use the patterns they have developed to write.

#### **1.1.7.2. The Free Writing Approach**

The free writing approach is ultimately based on the belief that when the students write freely and frequently, their ability in that language will be improved. According to Raimes (1983), free writing means that the students write without teachers' intervention, and they are encouraged to focus on fluency and content rather than accuracy. Thus, they are

fostered to write as much and quickly as possible without worrying about grammar and spelling mistakes.

Contrary to the controlled-to free approach, in this approach the teacher's role is limited because he gives only some instructions to his students at the beginning of the exercise, then he lets them write freely without taking into consideration grammatical and spelling rules. Hence, they try to avoid imposing their views, offering models, or suggesting responses to topics (Weigle, 2002). Moreover, in this approach the students' pieces of writing will not be corrected by their teacher, but he just reads them and probably gives some comments on their ideas (Raimes, 1983).

Accordingly, the free writing approach is so helpful for the students in their learning process. As Elbow (1998) stated, it increases the flow of ideas and reduces the chance of writing good topics and ideas. Also it helps in increasing fluency of the students to produce written language easily.

### **1.1.7.3. The Product Orientated Approach**

A product oriented approach, as the title indicates, is focusing on the students' final production of the writing process (Nunan, 1991). It is also known as "Text-focused approach" because it is based on the behaviorism theory which focuses on imitation. For that reason, this approach emphasizes on imitation and adopting a model text by the students to produce a well-organized piece of writing. For instance, in the writing classroom the teacher provides examples or a model text for his students, and basing on this model the students will produce a similar text.

According to White (1988), the model text is always taken as a starting point. It is studied and analyzed from all language patterns, such as the structure of grammar, content,



sentences, and organization. The role of it is so crucial in the sense that it leads students from a point of departure to an end with a task to replicate.

Therefore, Steel (2004) stated that in order to apply the product approach in the EFL writing sessions, there are four steps to adhere. First, students need to read the model composition and take notes on the distinctive features of it. Second, students perform controlled practices to exercises the elements outlined in the model text. Third, students attempt to mimic the model essay by organizing a collection of pre-set thoughts to suit the model. Finally, students perform the task by using their skills in order to compose the anticipated composition.

Furthermore, accuracy, grammatical features and the organization of the text are the focus of the product approach, in which the teacher's assessment is based on how the students are correct in Grammar, spelling, and punctuation rather than assessing their ideas (Ngubane, 2018). In this respect Nunan (1989,p. 36) stated:

“The product to write focuses on the end result of the act of composition. The writing teacher who subscribed to the product approach will be connected to see that the end product is readable, grammatically correct, and obeys discourse conventions relating to main points, supporting details and so on”.

This quote illustrates that the teacher's role is limited in monitoring and correcting students' errors in their draft, and to make sure that they produce a readable piece of writing by following the provided model text which gives them a clear idea about the necessary language features.

#### **1.1.7.4. The Process Oriented Approach**

In the few past decades, the teaching of writing skill was based on the idea of controlled composition, and the most writing studies were about the final written product.

The writing process was dominated by the product approach. In the mid of 1970s, there was a dissatisfaction with the use of the traditional approach, the product approach, because most of the teachers found that the controlled composition was not enough for both ESL and EFL learners. Later on in the early 1980s, as a reaction, a great shift occurred from the product oriented approach to a new one, called the process oriented approach. This approach shifted the attention from the traditional view of looking at writing purely as a product to give a great emphasize to the process approach. Thus, students need to realize that what is first written down on paper is not the final product, it is just the beginning. This approach is based on giving the students time to express their ideas and manage them by moving through some processes. In other words, giving them time to work on what they want to write, going from pre- writing activities to the final draft. According to Nemouchi (2014), the major aim of the process approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, and draft to produce a final written paper. In this sense, Applebbe (1986, as cited in Onozawa, 2010) argued that “the process approach provides a way to think about writing in terms of how the writer does (planning, drafting, revising ...etc) instead of, in terms of what the final production looks like in content” (p. 96).

To put it differently, the attention in this approach has turned from what to write, the content, to how to write, the process.

Adopting this approach enable students to improve and enhance their writing abilities. It also promotes their creativity, where it helps them to feel free when expressing their abilities, thoughts, and knowledge to convey their own ideas either with the cooperation of the teacher or with other students. For that reason, the process approach seems as a dynamic approach which works primarily on the learners’ specific needs, goals, objectives, knowledge, expectations, learning styles, and skills. In this view, Raimes (1983) stated that the process approaches focuses more on the different stages of the writing skill rather than the

finished product. In doing so, students need to write their first draft which is based on the appropriate correction and feedback given by their teacher in order to discover their errors, and new ideas and forms to write an acceptable composition at the end.

#### **1.1.7.5. The Genre Oriented Approach**

During the mid 1980s, as a reaction for the short comings of the process approach, the genre approach has gained popularity as another teaching approach to develop the EFL learners' writing skill. It was firstly defined, as a “term “, by Swales (1990) as “a class of communication events, the member of which share some set of communicative purposes “(p.58). On the other hand, Richard (2010) defined it, as an approach to teaching, as “ a more focused approach on getting students into a new discourse community use language to fulfill particular communicative purposes in recurring situation” (p.183). This approach, as the name indicates, concerns on teaching certain genres that students need controlled of in order to success in particular situations. This, indeed, leads to a great emphasis on the social context in which the writing is produced (Nemouchi, 2014).

Moreover, the genre approach characterized by some certain principles, as Rahaman (2011) argues. First, language used in this approach is functional in which it is used only to achieve certain goals. Also, this language cannot be separated from the context of use where it is created. Second, the genre approach controls a set of communicative purposes within social situation. Each genre has its specific structure and lexis to achieve certain communicative purposes. That is to say, there is a link between communicative purposes and structural features which are: organization structures and linguistics features. Therefore, in this approach the emphasis is placed on the understanding and production of selected genres of texts. This pedagogy often involves three stages. First, the teachers give students examples from a specific genre. Second, teachers use these examples as models to provide their

learners with systematic guiding principles about how to produce clear and meaningful passages. Finally, learners construct a first draft, imitating the elements that characterized the sample text (Derewinka, 2003).

### **1.1.8. Learner's Problems in Writing Performance:**

Teaching writing has become a big part of every student's learning journey from the simplest content to the complex piece of writing. At this point, students are asked to create different types of essays, research papers and other types of writing assignments. Unfortunately, most of the EFL learners failed in developing their writing skill and in producing a correct piece of writing because of many challenges and problems they may face in their writing learning process. Grammar as one of the most controversial issues in EFL, many students still make errors in it when write such as in tenses, misuse of punctuation marks, and mistakes in the basic sentence structures. Likewise, vocabulary which considered as a lifelong activity for EFL learners searching for new words. It represents a problematic issue for them when they write, because they found it difficult to express their ideas with new words. This problem can be arise specially if they write while thinking in their mother language because the interference of the ML and the TL may cause difficulties in finding the suitable synonyms of the words to express ideas.

Moreover, spelling is another challenge for learners in writing. EFL learners used to spell words according to their pronunciation which leads them to commit lots of spelling errors in their writings. Further, punctuation marks are the most common problems for the majority of learners. They face problem in the place where to punctuate correctly while writing, especially in the use of comma, colon, and semicolon. Even if the rules are clear and simple, learners still mix thing up. Furthermore, the majority of students are creative in writing, but they have problem in content and paragraph organization. They found difficulties

to organize their ideas and to express them in a meaningful and comprehensible manner. Thus, they may forget the main ideas or may write a lot of sentences with same idea which lead to producing a messy paragraph.

### **1.1.9. Feedback in Teaching Writing:**

Feedback is one of the crucial elements in both language teaching and learning, and it is a fundamental element of the process approach of writing. Drown (2009) argues that feedback is a response to the learners' production; either it is produced in an oral or in a written language, and a signal of how successfully the objective of the teaching learning activity has been achieved. In the same vein, Harmer (2001, p. 106) states that

"Correction is usually made up of two distinct stages. In the first, teachers show students that a mistake has been made, and in the second, necessary, they help the students to do something about it. The first set of techniques we need to be aware of, then, is devoted to showing incorrectness, these techniques are only really beneficial for what we are assuming to be language slips rather than embedded errors. The students are being expected to be able to correct themselves once the problem has been pointed out. If they cannot do this, however, we need to move on alternative technique."

To put it differently, the teacher's feedback enables learners to discover their weaknesses in the writing performance and to correct them. If they cannot do so, the teacher should give other techniques. According to Harmer (2001) there are two different techniques teacher can use to provide his feedback to students:

- **Responding:**

One way of considering feedback is to think of it as responding to students work rather than assessing what that they have done. In responding technique, the teacher provides his feedback in a form of comments on student's first draft either in the margin of their work

or in a separate piece of paper. This type of feedback takes time, but it can be more useful and beneficial for the students rather than a draft covered in correction marks.

Another constructive way of responding is instead of giving comments; the teacher might reformulate the students' written work. This technique is called coding.

#### •Coding:

It is about putting symbols in students' mistakes, either in the body of writing itself or in corresponding margin. This technique is more helpful than random marks and comments.

### **Section Two: Crowded Classrooms**

#### **1.2.1. Definition of Crowded Classroom:**

The concept of classroom refers to a group of learners met together for instructional purposes. Each learner has different goals, needs, interests, and attainments. Hayes claimed that the classification of large and small classes are distinctive based on the classroom nature. A normal class is said to be crowded when its learner's number is more than thirty (1997, as cited in Carpenter, 2006,p.1). So, the abnormal increase in the number of learners leads to the phenomenon of crowding.

Crowded classroom is a universal phenomenon and a major problem that educational sector suffers from. Different institutions and authors give different definitions to crowded classroom. The National Center for Education Statistic (NCES) (2000) argued that a crowded classroom refers to a class where the number of learners is larger than the number that the classroom is designed for. Khan and Iqbal (2012) stated that a classroom is crowded one when the number of learners is more than the possible level, and this situation ended with distinct problems in TL processes. Likewise, Kiçukler and Codal (2018) claimed that the large class size happens when the number of learners exceeds the normal number of

classroom. Moreover, Bachman and Bogers (1990, cited in Khan and Iqbal, 2012) view that a class can be seen as crowded when traditional teaching techniques are no longer workable a new ones must be tried.

In short, a classroom can be said is crowded when the number of learners exceeds the optimum level which arises from one situation to another causing hindrance in both teaching and learning processes, as well as, it causes problems for teachers and learners.

**Table 1.1**

*Some minimum sizes of large classes*

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

### 1.2.2. The Reasons of a Crowded Classroom Phenomenon

A crowded classroom is a universal phenomenon that affects the field of education. It is the situation where the number of learners in one class exceeded the capacity for which the class is designed. This phenomenon has aroused because of different reasons, which are complex and context-depend. In this sense, Shamim and Coleman (2018) listed some common reasons can be found in any situation:

1. **Physical capacity of classroom:** The classrooms have often been designed based on the normal appropriate number of learners for particular level of education, and then it will be not enough for all the learners.
2. **Availability of teachers:** In some situations the number of teachers is not enough for teaching all the classes in the school. So, the classes usually have been combined together to be equal with the number of teachers which lead to a large size of the class.
3. **Reputation of individual institutions and teachers:** In some cases, the most popular schools and universities, usually have higher enrolment of students rather than the others. This may lead to have crowding phenomenon.
4. **Educational institutions location:** The schools and universities with a good location as in a urban areas usually have larger classes than those in rural areas.
5. **Students' repetition of years:** In some educational systems, the failed learners each year will be added to the new classes. This leads to the increase of the number of students in the classes.

### 1.2.3. General Problems of Crowded Classrooms

Since 1920s, scientists, teachers, and experts, in the field of education have been concerned with the factors, the problems, and the issues involved in teaching and learning processes. One of the prominent issues is the crowded classrooms phenomenon. This phenomenon represents a big challenge which is hard to overcome. Due to this phenomenon the TFL is in a constant decline. Carlson (2000, as cited in, Khan and Iqbal, 2012) states that the good quality of learning is not possible when huge number of learners are combined together in one classroom. The decline in the quality of learning is because of the surrounded problems in this type of classrooms.



The nature of these problems ranges between learners, teachers, and the environment of the study. Own and Stoffels (2005) listed some problems that arise in a crowded classroom:

- Lack of physical space for moving around the classroom.
- Lack of time.
- Give chances for all learners to participate actively in the learning process.
- The personalizing of teaching.
- Limited opportunities to meet all individual learners needs.

Moreover, there are certain problems which can be found in all the large size English teaching classes and cannot be ignored at any time.

#### **1.2.3.1. Discipline Issues**

The disciplined class is an ideal class for all teachers to deliver knowledge. In order to have a disciplined class, the strength of a class should be normal, however, in a crowded classroom is impossible to be maintained. Crowding causes several problems in terms of discipline such as conflicts, chaos and noise in the class. Noise as an example increased naturally when learners asked to engage in some tasks like discussion. Hayes (1997) stated that "...it is noisy, some students who aren't interested in class will disturb others... when we have the activities in class, it will be difficult to control or to solve problem"(p. 109).

#### **1.2.3.2. Discomfort**

The Oxford English Dictionary offers two sets of definitions of the discomfort. First, the discomfort is the "absence of deprivation of happiness"(1a) and "that cause distress, troubles and sorrow" (1b). Second, the discomfort is "something that makes a person feel mentally

and physically uncomfortable, a hardship”(4a) and “ the state, condition, or fact of being mentally and physically uncomfortable and uneasiness” (4b). In that sense, discomfort can be simply defined as having the potential to be both the experience and the cause of being uncomfortable.

In a crowded classroom, both teacher and learners may find themselves uncomfortable during their TL processes. In such classes, the teacher find it hard task for him to keep eye contact with all the large number of learners while delivering his lecture. This problem often leads him to the increase of stress and burnout. Furthermore, he can not engage all of the learners in the different learning activities. This challenge leads him to lose control and get nervous.

Therefore, the teaching and learning processes will not be carried out in a normal manner. Consequently, both the teacher and learners' performance will be affected. Hayes (1997) argues that, " large size class makes me frustrated, tired and I feel hopeless to manage the classroom successfully"(p. 109).

### **1.2.3.3. Individual Attention**

In EFL teaching and learning, it is quite important for teachers to give some attention to all their learners in the classroom. This can be done by giving them opportunities to participate, giving feedback on their performance, and giving some notes and comments on their practices, in order to motivate them and make them involved in the lecture. Unfortunately, in the CC due to the large number of learners as well as the short time, teachers cannot pay attention to every individual learner. Thus, the majority of learners, especially the weak and the shy ones, get ignored. This problem considered to be one of the major reasons in the learners' subsidence and failure. Ur (1996) argues that “I can't get to know and follow the progress of all the individuals in class; they are too many of them, and they are also so

different”(p. 303). Moreover, experienced teachers and scholars asserted that it is unattainable and hard to focus on all learners. This becomes a quite difficult to make all of them understand each point in the lecture, as some participants in Al-Jarf (2006) study commented that “due to the size of the class they do not have enough time to pay attention to each one and give every student a chance to speak and participate “ (p. 24).

#### **1.2.3.4. Assessment of the Learners Progress**

Assessment refers to a related set of measures used to determine a complicated attribute of an individual or group of individuals. This encompasses gathering and interpreting information about the learners’ level of attainment of the learning goals (Brown, 1990). He also adheres two major functions can be pointed out for classroom assessment: one is to know whether or not the learning process has been successfully done, and the other one is to illustrate the teachers' anticipations from the students.

As it is known, assessment plays a crucial and important role in the EFL teaching and learning. It is used to identify the learners’ strengths and weaknesses, and help them to solve their weaknesses. In the CC with the large number of learners, teacher considers it very challenging task to assess and give suitable feedback to all learners. Checking, noticing, marking, and assessing their assignments in such type of classes is quite impossible for the teacher in term of time and effort.

In the same context, Hadi and Arante (2015) proposed other challenges that the teacher faced in teaching English in large classes. The first challenge is “reduced interest (motivation to learn)” that covers the teacher's difficulty in dealing with a students' lack of attention, and desire in learning. The second challenge is "the use of local language" which involves teacher's difficulty in controlling the students' use of formal and informal language in the teaching-learning process. The third challenge is "engaging students to the lesson"

which includes the teacher's lack of interaction with learners during the session. The final challenge is "learning effectiveness and learning outcomes" which involves teacher's failure in achieving the learning objectives.

**Figure 1.4**

*Hadi and Arante (2015) teaching challenges in large classes*



#### 1.2.4. The Relation between Class Size and the Method of Instruction

Methods of instructions means the planned process through which teacher and students interact with a selected environment and content (cited in Methods of Instruction Definition website). In order to achieve the learning objectives, the teacher needs to choose the appropriate instructional method, since it plays a vital role in teaching-learning process; and it has a great impact on the learners' outcomes.

Almost researchers agree on the fact that teaching in small size classes is much better than teaching in the large ones; because in small size classes learning goes through a normal and a proper manner. The teacher has enough time for different tasks and activities. Further, he can choose the appropriate method of instruction and changes it depending on the

learners' needs and objectives. In a report published by The New York State Teachers' Association (1959), it was suggested that teachers support smaller size classes rather than the large ones because with them they have enough time to try, use, and experiment different methods of instruction. So, the quality of teaching and learning will be increasing. In contrast, in large classes, with limited time and big number of students, the teacher find himself forced to use routine methods such as lecture method, moreover, the teacher can feels that the learning environment is uncomfortable; and he may lose confidence in himself and in his capacities. Blatchford et al (2002) stated that crowded classes hinder the teachers' abilities and affect negatively their self-confidence. Consequently, the attention will be focused on achieving a group of norms instead of motivating learners to progress accordingly to their capability (Teachers Association, 1959).

#### **1.2.5. The Management of the Crowded Classroom**

Classroom management refers to the use of various techniques in order to keep learners focused, organized, interested, ordered, and academically productive during the teaching-learning process. Since, it is an important aspect in the field of education many authors define it from different perspectives. According to Everston and Weinstein, the classroom management is "tasks needed in forming a strong environment of teaching. They take into consideration academic knowledge, social and emotional state of the students" (2006, cited in Korpershoek et al, 2014, p.11). Scrivener (2012) claimed that CM refers to the teacher's attitudes in monitoring classrooms' atmosphere in order to facilitate the learning process. Further, Tahir, et al (2019) stated that "Classroom management is an approach in which a teacher controls student behavior and interaction. With it, teaching is most effective. It affects educational objectives and decides a set of moral and behavioral norms for them. Teachers frequently used the term management with reference to the process during which lessons are not disturbed by students' behavior"(p.137)

### **1.2.5.1. The Importance of Classroom Management**

In order to establish a healthy and a comfortable classroom and to achieve the learning objectives, teachers should take into account the classroom management because it is an essential part in teaching- learning process. According to Kratochwill et al (2022), there are many reasons why CM is really important for the basics of teaching generally:

- It sets up an organized environment in the classroom.
- It increases meaningful academic learning and facilitate the teaching-learning process.
- It decreases negative student's behaviors.

In this vein, Wubbles argued that CM is crucial in maintaining a formal organization of the classroom, and creating a healthy environment for the students which helps in the development of the learning process (2011, cited in Praveen G. and Alex, 2018, p. 8092). In like manner, Dasaradhi et al (2016) stated the reason why CM is important. He argued that "teachers emphasize on classroom management in order to make learning easier by facilitating the achievement of two different cognitive areas; the first one is an academic area that involves a good understanding of information. The second one is social domain that helps to develop students' competences"(p. 535). In addition, classroom management has also benefits on the teacher which helps him to develop better teaching competences.

### **1.2.5.2. Challenges in the Crowded Classroom Management**

The crowding phenomenon results an increase in the rate of absenteeism. Some students benefit from this phenomenon and escape from the lecture. They just photocopy lecture notes from their colleges instead of attending themselves (Corcoran, as cited in Akhtar et al. 2012, p. 367). In this case, many researchers and educators agreed upon the fact that

CM is considered as a serious problem for many teachers and student which needs to be overcome. According to Praveen and Alex (2017), the difficulties of classroom management encompasses all the challenges in the large size classes that hinder student to learn such as; the bad attitudes of students, and the unsuccessful teaching strategies. Moreover, Wilhelm (2006) gave some summarized difficulties that an EL teacher can face in managing a crowded class:

- **Having no enough space in the class:** It is one of the problems the teacher face in the crowded classroom. The insufficient space prevents him to move freely around the learners to check out their work.
- **Having too many students in the class:** It causes a problem for the teacher to manage the large number of students and teach his lessons at the same time.
- **Different students' level:** It is a hard task for the teacher to fits all the different students 'needs.
- **The need to cover the curriculum:** Teachers should complete the whole syllabus, so it becomes a big challenge for him how he can prepare and do the activities under such conditions.
- **Having no time:** In addition to al the mentioned problems teacher have limited time to solve them which considered a big problem in its self.

### **1.2.5.3. Managing Students' Behavior in Crowded Classrooms**

The behavior of the learners reflects the interaction of their ancestral personalities, life experiences and the specificity of each learner's environment. Therefore, it is impossible to determine the rate of each one of these elements. Although, it is hard to change a student

personality, nevertheless it is possible to change some of his behaviors (Joshi et al, 2012).

Carbon (1998, p. 75) listed the major behavior problems in large classes as following:

- Side -talking during the lecture, especially in the back of the lecture hall
- Arriving late
- Living early
- Causing a commotion during the final few minutes of class by putting away papers an zipping backpacks
- Skipping class, except exam days
- Side-talking during class discussions (lack of respect for what fellow students have to say)
- Reading the newspaper during the lecture
- Lack of respect for professors, for the class time, and for fellow students
- Detachment and anonymity between the professor and students, which makes students more willing to engage in rude behavior

Without appropriate behavior management, classroom can become disorganized and chaotic. This creates unhealthy and unsuitable environment for the teaching-learning process. Consequently, teachers must balance between teaching and managing the students' behaviors. Carbon (1998, p. 83) suggested some possible solutions for managing students' behaviors in crowded classes:

- **Side-talking:** The most effective method to get a crowded classroom to quite down the teacher can stand at the podium, look at the class, and raise his hand. This gesture



lets students know that he is ready to start and that if they do not quite down they will pay the price: He will not start and they will not get the material covered. In addition, the teacher could shout out at students

- **Arriving late:** Collect homework before the beginning of class and close the homework box a minute or two after class begins. In addition, the teacher lock the doors a few minutes after he enters the class
- **Leaving early:** The teacher collects the homework at the end of class. He also can ask that students who must leave early sit in the back of the lecture hall in order to minimize disruptions.
- **Skiping class:** In this case, teacher attendance quizzes. these are quizzes on the lecture content with essay answers for anyone he has been sitting in the lecture hall. If students are presents, they will probably get five out five points; if they are absent they receive a zero.

### **1.2.6. Strategies of Teaching Crowded Classrooms**

Almost researchers and teachers agree on the fact that teaching small size classes is much easier, enjoyable, and less time consuming than teaching large classes. Unlikely, in many schools teachers found themselves obliged to teach a large groups with a hard conditions. The following strategies can help EFL teachers to teach crowded class.

#### **1.2.6.1. Managing Pair and Group Work**

One of the effective strategies a teacher can use to decrease the discipline issues level and to manage the student's behavior in a crowded class is getting them to work and perform their tasks in pairs and groups. As it is well known that large classes prevent teachers to teach effectively, using different strategies, and interact with his students due to the limited amount

of time. Using pair and group work strategies help to solve at least some of these problems by engaging students in different activities and tasks. Further, through these techniques the teacher can maximize participants, give clear instruction and provide feedback. Furthermore, they help the learners to promote their autonomy, make them less dependent to the teacher and they help them to develop their oral fluency. Lindsay and knight (2006) stated that it is a good idea to put students together, let them work in pairs and groups because it helps them to practice speaking skill effectively.

1. **Pair work:** Is an activity where two learners work together. According to Harmer (2001), in pair work students can practice together. It allows them to interact freely without the need of the teacher's guide. It also increases the amount of speaking skill. In addition, it makes the class more organized and managed, and gives opportunity for the teacher to provide his students with feedback.
2. **Group work:** Is an activity in which students are divided into small groups of four or five students. According to Harmer (2001), group work is similar to a pair work increases the amount of speaking skill. It ensures a high level of interaction between students. Unlike pair work and group work provide opportunities to share and exchange different amount of opinions and ideas.

Teachers should decide how to organize students into pairs and groups because it is very essential task to have an interactive learning. Harmer (2001) proposed some principles that the teachers can based on when creating pair and group work.

- **Friendship:** When grouping learners, teacher should pay attention to put friends together in one group, rather than putting them with others whom they find it hard to interact with them.

- **Streaming:** It refers to mixture the students when dividing them according to their abilities. The group of students should contain both the weak and strong students. In such groups the more able students can help the less fluent or knowledgeable one. In addition, streaming will help the strong students to understand more about the language; and the weaker students will benefit from the help they get.
- **Chance:** In this case, teacher can groups his learners by chance without any reason of friendship or ability which considered the easiest way of using pair and group work strategy.
- **Changing groups:** This strategy is based on regrouping the first groups, as it is not necessarily for the group members to stay in the same group.

#### **1.2.6.2. Managing Discipline**

In recent years, it becomes more evident that crowded classrooms have an effect on teaching- learning process. Therefore, teaching crowded classes is a serious challenge, especially when it comes to manage discipline. Managing discipline in crowded classes is not an easy task, it demands efforts and some clear rules. Kunkan et al. (2007) stated that it should proclaim a clear set of rules of conduct that learners understand; for example they have to work quietly, they may talk, but not loudly, and the students who have finished the lesson tasks can read a book to keep them busy. In addition, teachers need to deal with collaborative and cooperative with their learners and try to create a healthy and enjoyable learning atmosphere. Hess (2001) argued that in large class working together is needed; many students value the 'safe' learning atmosphere in large classes. Therefore, teachers of large classes should take advantage of this and setting up a collaborative and vivid learning atmosphere.

Wisconsin Education Association Council (2022) suggested a various methods of classroom discipline which the teacher can use to promote good discipline in the classroom:

- Know school guidelines for discipline procedures.
- Be faire, positive and consistent.
- Keep your classroom organized.
- Get to know your students.
- Let the students know you care about their opinions and ideas.
- Treat the students with the same respect you expect from them; keep confidences.
- Begin class on time and in a professional manner.
- Make learning fun, interesting and relevant to the students' life.
- Praise good work, good responses and good behavior.
- Do not threaten or use sarcasm.

#### **1.2.6.3. Personalizing the Large Class**

One of the biggest problems with large classes, students report is that the impersonal atmosphere makes them feel anonymous, lost, and out of place, and these feelings lead to decrease the motivation (Ward & Jenkins, 1992; Wulff, Nyquist,& Abbott, 1987. cited in Carbone, 1998). Carbone (1998, p.8-12) suggested a set of efficient ways to make large classes more personal and suitable for learning:

- 1. Act as if the class was small:** Maryllen (1986) advised teachers of large classes to use some of the same communication behaviors as do teachers of small classes. Come in ear-

ly and chat informally with a few students. Move around the room as you lecture. When a student asks a question, move closer to that student as you answer the question. Join teaching assistants in distributing handouts. Stay after class to briefly discuss the lecture and answer questions for students who are interested. Rather than allow the podium to separate you from your class, engage the students in the same way you would students in your small classes. This can do a lot to show students that you are interested in them and you are accessible (p, 8-9).

- 2. Learn students' names:** Calling students with their names is an effective way to get them engage in the class, motivated, and excited to learn. Robyn Munsy (History), stated that "If students see you making an effort to get to know them, they feel you care and that it's worth coming to see you during your office hours." Learn the names of big number of students it may seem impossible, but many large- class's faculty members work to achieve that goal. Robyn Munsy (History) proposed an effective way to remember the students names. Each time when students ask a question they state their name. This helps her remember at least some of their names and lets all of her students know that she is trying to know them (p, 9).
- 3. Personalize feedback:** "No aspect of the large class is as demanding of instructors' time or a likely to pressure them to adopt impersonal evaluation methods as are the challenges of grading and giving feedback" (Lomaman, 1987, p.78). Feedback as it is one of the most important aspects needed in the learning- teaching process, it is also a challenge task to do in the large classes. Teachers find it difficult to provide feedback to students in large classes, due to their large number and the limited time. Gleason (1986) suggested two strategies that help the teacher to provide feedback to a large class. The first strategy is "choosing 20 papers each time an exam or assignment is given and adding a few personal comments. In this way, by the end of the semester you probably will have given

feedback to a fairly large portion of the class. The second strategy is called "one-minute paper" it can be a very valuable tool to create a kind of dialogue with students. Ask them to take out a sheet of paper, at the end of the class, and give them kind of input about the class. They may write one or two main points they heard in the lecture, jot down one area they are still confused about, or to pose a question they have about the topic you have conveying. These "papers" will be very brief and will not take a great deal of time to read through" (p, 10).

**4. Invite input from students:** Communication between the teacher and his learners is very important especially in EFL classes. Improved communication always begins with listening. However, in large classes it is hard for the teacher to give opportunity to all students to speak. One way to listen to students in a large class is to ask for their input through a brief survey or questionnaire. Good questions to ask might include the following:

- What elements in the class have been most helpful?
- In what areas are you having difficulty?
- What suggestions do you have for ways to improve the class?

Another way to use these questionnaires is to gather such personal information as "What activities do you participate in?" this information can be used, anonymously in the form of statistics, to give the class some personality. This will be helpful for students to feel a sense of identity (p, 11).

**5. Be available:** Students in large classes do not always feel comfortable coming to office hours. The distance that is created between the podium and the rows of seats makes them feel intimidated by the thought of meeting individually with the professor. Faculty members who

plan ways to make themselves more approachable find that this encourages students to attend their office hours and partake of the extra learning that this more personal contact provides. In classes with large numbers of students, personal contact with each student may well be impossible. But, with some effort, it is possible to help students feel less anonymous and more valued as individuals (p, 12).

#### **1.2.6.4. Using Technology**

The large number of students in a crowded classroom limits the teaching- learning process and makes it harder for the teacher to teach effectively. It also prevents teachers to employ different teaching methods that attract learners' attention and requires various classroom management techniques. Lectures are often the only instructional strategy used for the large classes because of the conditions under which the teacher teach. Many researchers found that students in large classes get bored from this strategy in which they just receive information without any engagement or participating. Consequently, in order to activate the teaching- learning process in these classes and make students active with their teacher, researchers and scholars suggested many strategies for the teachers to use. One of them is using technology. The area of 21st century is often regarded as an area of technology. Technology plays a vital role in our lives, especially in the field of education. A big portion of learning and teaching is executed with the help of technology. The use of technology in education helps both teachers and learners into a great extent. It makes the learners more engaged with the material they are learning, motivated and active in the classroom. And it provides the teacher with more tools to support students and to facilitate the input for them. Raja & Nagasubramani (2018, p.33) stated that "the importance of technology in schools cannot be ignored. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all more enjoyable. Teachers in a crowded classroom can

use a variety of digital tools to teach. Ur (2012) proposed the Interactive White Board (IWB) and data projectors as one of the widely used teaching tools in the large classes that have various tasks such as texts, pictures, videos, and presentations. It is also an attractive and easy tool to use, just a touch by the finger and the student will be able to erase and write in the same time. Moreover, email is another technological tool that allows for much personalized between either students or teacher and students. Via email, students can submit their written assignments to the teacher who will review, return and grade them in turn.

### **1.2.7. The Interaction in the Crowded Classrooms**

#### **1.2.7.1 Classroom Interaction**

In the field of second language acquisition, interaction has long been deemed substantial in language learning. Classroom interaction refers to the act of communication that occurs every day among teacher and his students. Wagner (1994, p. 8) defined the concept of interaction as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another". Thence, interaction must be occur between two individuals or more, because there must be mutual influence through conveying and receiving messages between them in order to achieve communication. Ellis (1990) argued that interaction is meaning- focused and carried out to make the exchange of information goes smoothly and prevent communication breakdowns.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a mutual impact on each other (Brown, 2000).Undoubtedly, classroom interaction is an interesting part in teaching- learning process, since it plays a crucial role in achieving learning objectives.

#### **1.2.7.2. Types of Interaction**

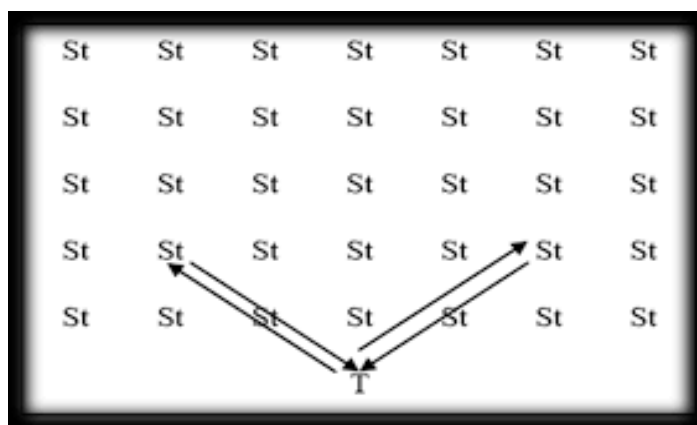
##### **1.2.7.2.1. Teacher- Learner Interaction**



This type occurs among teacher and his students. The teacher has an important role in this type of interaction by giving questions to his students and discuss with them different topics, to help them increase their speaking English capacity. Goulthard (1977) stated that, teacher- learner interaction happens between the teacher and one or more students by giving them instructions and directions, asking questions, adopting their ideas, as well as, negotiate with them the content of the course. During this type, according to Harmer (2009), the teacher should concentrate on three factors. Firstly, he should use an easy and comprehensible language with his students to clarify things for them and to be suitable with their level. Secondly, he should have sufficient background knowledge to talk with his students because they consider his information as a confident resource. Thirdly, he should identify the way by which he will speak such as voice, tone and intonation. Therefore, Teacher- learner interaction is considered as a very interested aspect in the classroom. It received a great deal from many researchers and institutions for various reasons. Scrivener (2005,p.85) proposed a diagram that identifies this type of interaction clearly:

**Figure 1.5**

*Scrivener (2005) teacher-students interaction*

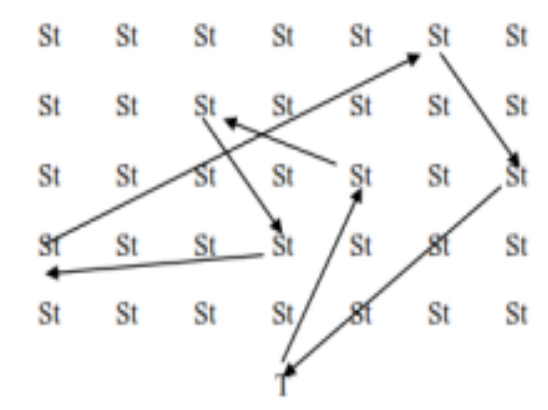


#### 1.2.7.2.2. Learner-Learner Interaction

This type of interaction occurs between the learners themselves, between two or more learners in an educational environment. They communicate with each other, exchange ideas and share knowledge. Many learning theories confirm that knowledge is actively constructed and skills improved through interaction between learners. Johnson (1995) stated that the well managed learner- learner interaction can be a beneficial factor for the learners' cognitive development, educational achievement. It also helps them to develop their capacities through collaborative works. In the same vein, Naegle (2002, p. 128) added that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learnt". For that reason, teacher's role here is to encourage and motivate students to communicate and talk in the classroom. Also, he should a learning atmosphere for the learners can participate, offer responses and exchange ideas. In the same context, Scrivener (2005, p. 86) gave a clear diagram to identify the learner- learner interaction.

**Figure 1.6:**

*Scrivener (2005) student's interaction*



### **1.2.7.3. The Effect of Large Class on the Classroom Interaction**

Teaching and learning in large size classrooms is quite different from other types because many aspects like teachers implementation of the course content, instructional pedagogy and technology used in the classroom are greatly influenced by this kind of classes. Classroom interaction is one of these aspects that can be affected by large size of the class. Blatchford et al (2007) explained that, limited physical space because of large classes leads to an increase in students' misbehavior, increase in safety issues, and decrease in interactional activity variety. Regarding the studies about how the interaction between teachers and students is affected by the size of the class. Many researchers and scholars argued that teachers are able to interact more with students in small classes because they are easy to be managed in a specific way. In contrast with large classes, which contain higher noise levels, higher discipline issues level and required more management, the teacher spends much time in the organization and management, and decreases the amount of time to interact with his students. As Erdogan et al. (2010) argued that in large classes teachers are not able to build the relationships that they are able to build in small classes. Thus, the crowded classroom affects the relation between teacher and students, and keeps a big gap between them which leads to the lack of interaction during the learning- teaching process.

### **Conclusion**

The present chapter of the current study is divided into two sections. In the first section, the nature and the components of the writing skill were explored, different approaches were highlighted. It also spotted light on the importance of writing, its styles and types, as well as, it discussed the problems that the learners face in writing. The section ends up with the feedback that the teacher provide for his students when teaching writing. The second section, the notion of crowded classes, the reasons behind it and the different problems caused by it were highlighted. It also has discussed the relationship between large

size classes and the methods and strategies used to teach this kind of classes. The section concludes with the interaction inside the crowded classes.

## **CHAPTER TWO**

### **PRACTICAL WORK**

#### **Introduction**

Whilst the previous chapter has attempted to present a theoretical background on the two variables of this research, the second chapter takes a different direction. It is practical work as it mainly focused on the research investigation. It aims at addressing the research problem, answering on the questions and achieving the research' aims.

This chapter starts with describing the research design, before it engages in the description and analysis of both teachers and students questionnaires. After that it discusses the main research findings and introduces the solutions of the research problems. Then it ends up with different suggestions about pedagogical recommendations for both teachers and students.

#### **Research Design**

##### **1. The Aim of the Research**

The present research aims at investigating the teachers and learners perception on how crowded classrooms affect the development of the students' writing performance.

##### **2. The Participants**

The present study is carried out in Mila University Centre, Institute of Letters and Language, Department of Foreign Languages. The population in our research includes EFL learners. They are master one student of English in their academic year 2021/2022. The population of this study is 250 students. Forty (40) of the students are the sample. The reason behind choosing master one students instead of first, second or third years students is because

of the pandemic of COVID-19 which requires from the administration to put at least twenty (20) students in one group. Thus, they have not experienced study in crowded classrooms. In contrast, the master one students have already studied in such classrooms. In addition, the master one students are more competent in writing paragraphs, essays and reports, as well as, they have built larger baggage of English vocabulary.

### **3. Data Collection Instrument**

The data gathered in this research were collected through students and teachers questionnaires. The collected data in the questionnaires can be about the respondent's views, thoughts and expectations. The questionnaire is considered as the most important method in quantitative data collection. It has been defined by many researchers. Nunan (1992, p.231), it is " an instrument for the collecting data, usually in written form, consisting of open and / or closed questions and other probes requiring a response from subjects". For Brown (2001, p.6) "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers".

The questionnaire is the most commonly means used in collecting data. It allows researchers to gather a huge amount of data in a relatively short period of time. Moreover, it allows them to target as many participants as possible. In addition, it extracts information that cannot be easily gained through observation such as personal opinions and attitudes. The questionnaire, usually, contains three types of questions: close-ended, open-ended and multiple-choice questions.

#### **2.1. One: The Analysis of the Questionnaires**

##### **2.1. 1. Students' Questionnaire**

###### **2.1. 1.1 Description of the Students' Questionnaire**

To understand more fully whether crowded classrooms has an effect on the development of students' writing performance, a short questionnaire was designed to gather views and the experiences of forty (40) student chosen randomly from Department of English at Mila University Centre. The students were informed that the questionnaire was anonymous and voluntary, and they were kindly requested to answer the questionnaire sincerely. They also were promised that their responses would be used only for research purposes.

The questions are a mixture of close-ended and multiple-choice questions. It consists of twelve (12) questions divided into three sections. The first section entitled " Writing skill", the second section entitled " Crowded classrooms", and the last section entitled " The effects of crowded classrooms on the development of students' writing performance".

The first section is made up of three questions. It aims at collecting participants' background in writing. In Q1 students are asked about their writing level if it is excellent, average or bad. In Q2 students are asked about their motivation to write in a crowded classroom. The Q3 students are asked about the errors they commit the most when they write (grammar, spelling, punctuation, coherence, and cohesion).

The second section is made up of three questions. It aims at ingathering participants' experience in learning writing in crowded classrooms. In Q1 students are asked about the number of students in their class. In Q2 students are asked whether their classroom is comfortable or not. In Q3 students are asked if the teacher gives attention to the front zone students, the back zone student or to the whole class.

The third section is made up of six questions. It aims at investigating to which extent the crowded classrooms affect the development of the students' writing performance. In Q1, the students are asked if they are agree/strongly agree or disagree/strongly disagree with the following statements: crowded classes decrease the students-teacher interaction, crowding

increases classrooms discipline issues, teachers have difficulties in assessing all students' work including (papers, paragraphs and essays), crowded classrooms increase students comprehension and understanding of the lectures, and students' concentration with their teacher increases in the crowded classroom. In Q2, students are asked about the most useful teaching method for them in the written expression session (lecture, individual work, pair work, group work, discussions, and presentations). In Q3, the students asked about the difficulties they face when they write in a crowded classroom (lack of vocabulary, lack of writing rules, lack of information about the subject, lack of time, and get scattered because of chaos and noise). In Q4, students are asked if the teacher of written expression goes around and check their writing work; and if he provides them with feedback or not. In Q5, students are asked if they practice the writing tasks and activities in the classroom or at home. In Q6, they are asked about how their crowded classroom affects their writing performance development.

### **2.1. 1.2. Analysis of the Students' Questionnaire**

#### **2.2. Section One: Writing Skill**

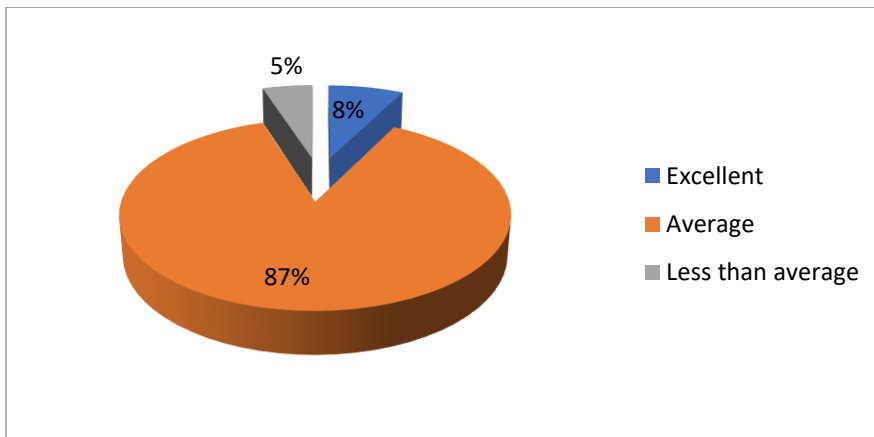
##### **Q1. How do you describe your writing level?**

- a. Excellent**
- b. Average**
- c. Less than average**

#### **Figure 2.7**

*Students' writing level*





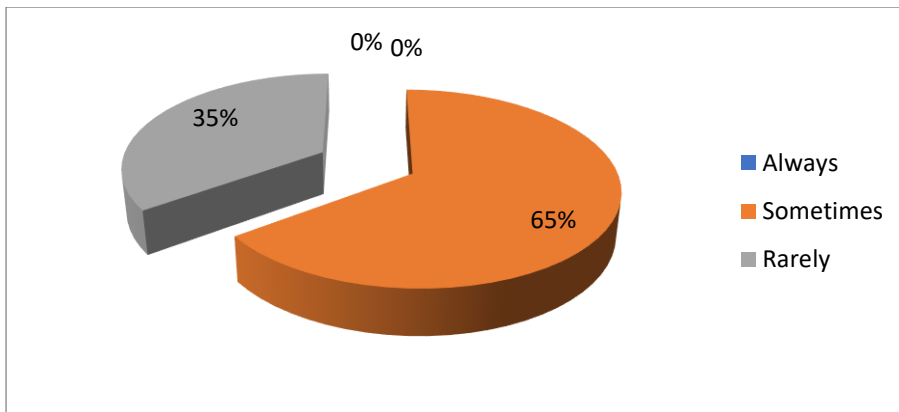
This question aimed at exploring the students' level in writing. It can be seen from the graph above 87.5%, representing thirty five students, opted for the 'average' option. On the other hand, 7.5%, representing three students, opted for the 'excellent' option. The remaining two students which represent 5% opted for the third option which is 'less than average'. Apparently, most of students have an average level in writing. This because of for almost students writing skill is not an easy task to do, especially in the crowded classes with lack of practice, uncomfortable atmosphere, and the absence of feedback.

**Q2. Are you motivated to write in a crowded classroom?**

- a. Always**
- b. Sometimes**
- c. Rarely**

**Figure 2.8**

*Students motivation in the crowded classrooms.*



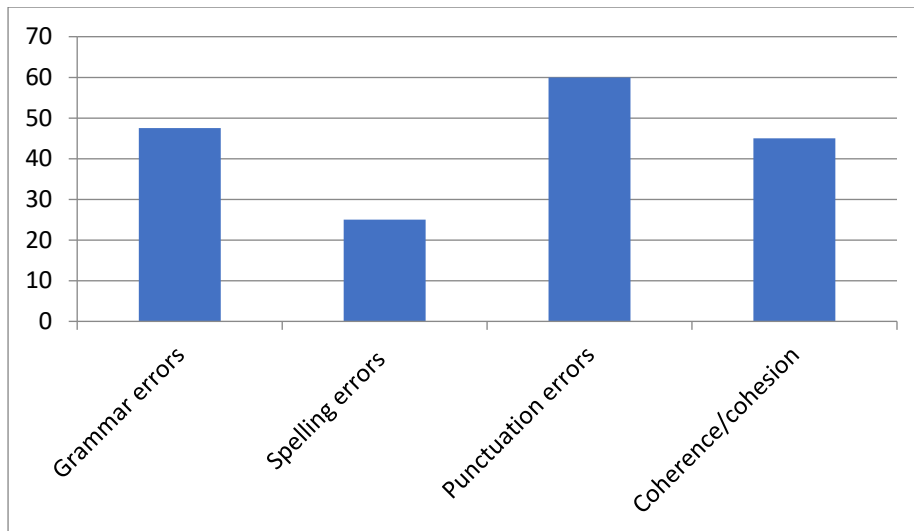
This question aimed at knowing how much the students are motivated to write in a crowded classroom. It can be seen from the graph that the majority of respondents 65%, which represent twenty six students were sometimes be motivated in their crowded class. while, the remaining fourteen respondents 35% said that they are rarely be motivated to write in a crowded classroom. It is obvious that the majority of students are sometimes be motivated to write. This may come back to different reasons, as lack of interaction with the teacher and boring teaching strategies.

**Q3. What are the types of errors you commit mostly when you write? ( you can choose more than one)**

- a. Grammar errors**
- b. Spelling errors**
- c. Punctuation errors**
- d. Coherence/cohesion**

**Figure 2.9**

*Students writing errors*



This question aimed at knowing the different difficulties and challenges faced by students when writing. From the graph above, it is obvious that the most common errors committed by the respondents are 'punctuation errors' with a frequency of twenty four students, representing 60%. 'Grammar errors' classed second, by receiving nineteen ticks from the respondents representing 47.5%. Then, 'coherence/cohesion' comes to take third position by eighteen respondents that represents 45%. 'Spelling' constitutes the least errors committed by the respondents, which stated by ten students representing 25%. Seemingly, the students commit all the types of errors in their writings which is considered as the main reason for their bad writing performance level. This may come back to the misunderstanding of writing rules and lack of the teacher assessment.

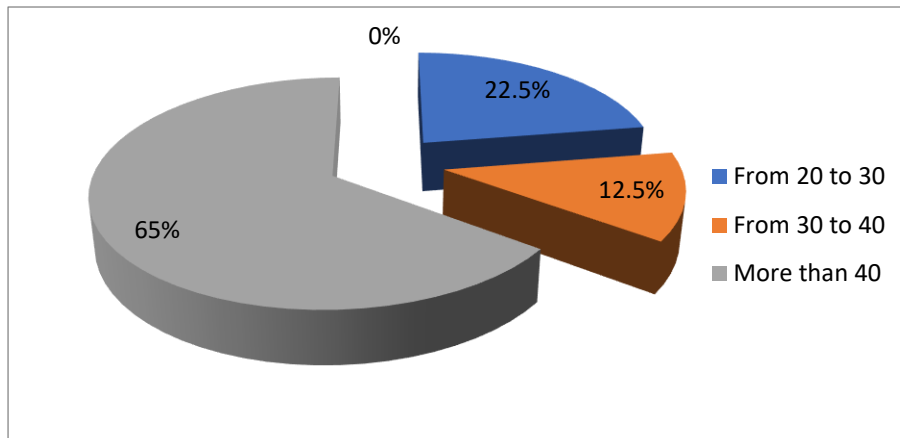
## Section Two: Crowded Classrooms

**Q4. How many students were there in your classroom?**

- a. From 20 to 30**
- b. From 30 to 40**
- c. More than 40**

**Figure 2.10**

*Number of students in the classroom.*



This question aimed at knowing the number of students in master one classes. As the result in the graph above demonstrates most of respondents 65% represent twenty six students said that their classroom was consisted of more than forty students. Nine students, accounting for 22.5% declared that their classroom was made up from twenty to thirty students. The remaining five students which symbolize 12.5% stated that their classroom was contained from thirty to forty students. Obviously, the master one EFL classes are crowded because they exceed the natural level of a normal class.

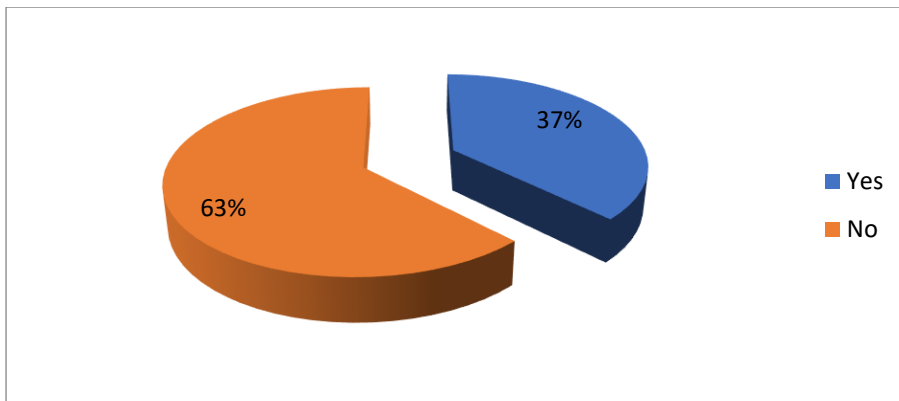
**Q5. Do you find that your classroom is comfortable enough to study in?**

**a. Yes**

**b. No**

**Figure 2.11**

*Students attitudes on crowded classrooms*



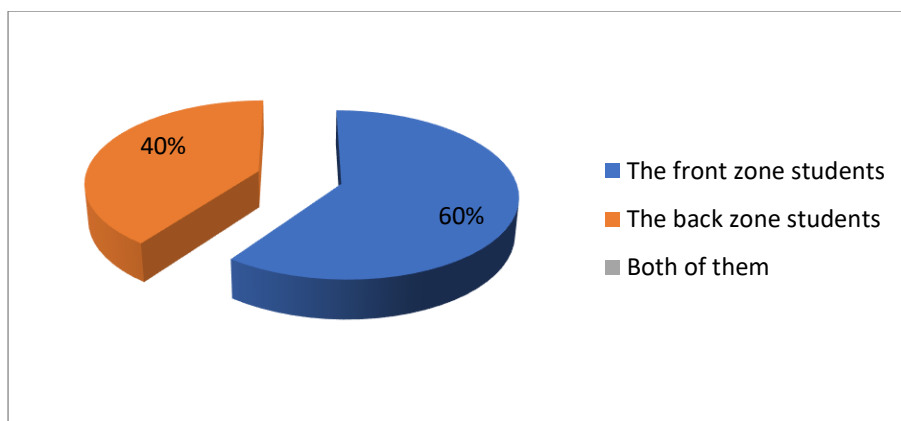
This question aimed at exploring whether the students are comfortable or not in a crowded classroom. The graph above revealed that the overwhelming majority of respondents 62.5%, which represents twenty five students out of the total, did not feel comfortable when they learn in a crowded classroom. Whereas, a minority 37.5% representing fifteen students felt comfortable in this kind of classes. This may come back to the noise, chaos and the absence of teacher's control on the class because of the huge number of students.

**Q6. In a crowded classroom, the teacher gives attention only to:**

- a. The front zone students**
- b. The back zone students**
- c. Both of them**

**Figure 2.12**

*Students' opinions on teacher's attention in a crowded classroom*



The aim of this question is to know whether the teacher pay attention to the whole class or not. 60% of the respondents, which is equivalent to twenty four students said that the teacher gives attention only to the front zone while 40% of the respondents representing sixteen students claimed that both front and back zone are under the teacher's attention, whereas none of the respondents said that the teacher gives attention only to the back zone. This maybe because there are many students in the class, he could not learn all the students' names, as well as, he could not interact with all of them.

### Section Three: The Effects of Crowded Classrooms on the Development of Students' Writing Performance

**Q7. Tick the answer that you agree with most.**

**Figure 2.13**

*Students' degree of agreement*

Options	Agree	Strongly agree	Disagree	Strongly disagree
a. Crowded classes decrease the students-teacher interaction.	<b>55%</b>	<b>40%</b>	<b>2.5%</b>	<b>2.5%</b>

b. Crowding increases classrooms' discipline issues.	<b>47.5%</b>	<b>42.5%</b>	<b>10%</b>	<b>0%</b>
c. Teachers have difficulties in accessing all students writing work, including papers, paragraphs and essays.	<b>55%</b>	<b>37.5%</b>	<b>7.5%</b>	<b>0%</b>
d. Crowded classrooms increase students' comprehension of the lecture.	<b>17.5%</b>	<b>22.5%</b>	<b>47.5%</b>	<b>12.5%</b>
d. Students' concentration with their teacher increase in the crowded classroom.	<b>17.5%</b>	<b>10%</b>	<b>45%</b>	<b>27.5%</b>

This question aimed at investigating the effects of crowded classes on the teaching-learning Writing process from different aspects, which are interaction, discipline issues, feedback, and learners' comprehension and concentration.

The first statement in this question revealed that 55% of the respondents, representing twenty two students agree that crowded classes decrease the students-teacher interaction. In addition, 40% which represents sixteen respondents also strongly agree with it.

The second statement showed that most of the respondents 47.5%, equivalent to nineteen students agree that large classes have more discipline problems. 42.5% of the respondents, representing seventeen students also strongly agree with it. In contrast, the remaining four respondents 10% disagree.

The third statement indicated that the most of the participants 55%, representing twenty two students agree that teachers have difficulties in assessing all students writing work. Moreover 37.5% of the participants, equivalent to fifteen students claim that they strongly agree with it. Only three participants 7.5% disagree.

The fourth statement detected that 47.5% of the respondents representing nineteen students disagree that crowded classrooms increase students' comprehension of the lectures. Five students representing 12.5% also disagree. In contrast, 22.5% of participants which represents nine students strongly agree with it. Further, 17.5% of respondent equivalent to seven students agree too.

The last statement detected that the large number of participants 45% representing eighteen students disagree that crowded classes increase students' concentration with their teacher. Further, 27.5% of respondents, i.e. eleven students strongly disagree. On the other hand, 17.5% of respondents, equivalent to seven students agree with it. The remaining four students 10% strongly agree too. The results obtained from this question show that the crowded classrooms affects negatively the different classroom aspects as interaction, feedback and discipline. This may revert to a large number of students gathered together in one place with different personalities, abilities, needs, objectives, and efforts.

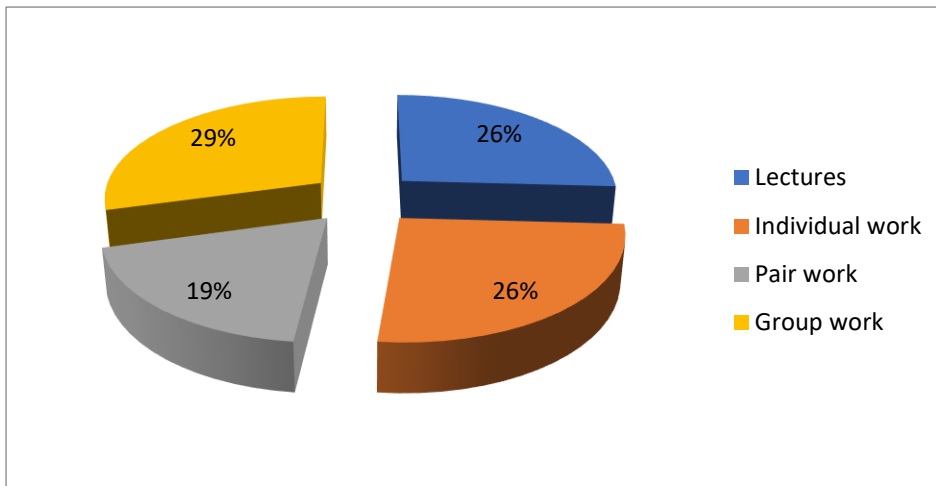
**Q8. In a crowded classroom, which teaching technique is more useful in written expression session? (You can choose more than one)**

- a. Lectures**
- b. Individual work**
- c. Pair work**
- d. Group work**

**Figure 2.14**

*Students' opinions about teaching techniques used in the written expression session*





This question aimed to know the most useful teaching strategies for students to learn writing. One can noticed from the results shown in the graph above that 29% of respondents said that group work is the most useful technique. On the other hand, 26% of respondents choose both lectures and individual work as the most useful teaching technique. The lower number of students 19% viewed that pair work is the most useful technique to teach writing in the crowded class. From the findings of this question, it is obvious that there is a variation among students in choosing a useful teaching technique. Most of them see that discussion, pair and group work are the most useful ones to learn writing in a crowded classroom, which means that they achieve the learning goals and produce good outcomes through collaborative and cooperative work.

**Q9. What are the difficulties you face when you writ in a crowded classroom? (You can choose more than one)**

**a. Lack of vocabulary**

**b. Lack of writing rules**

**c. Lack of information about the subject**

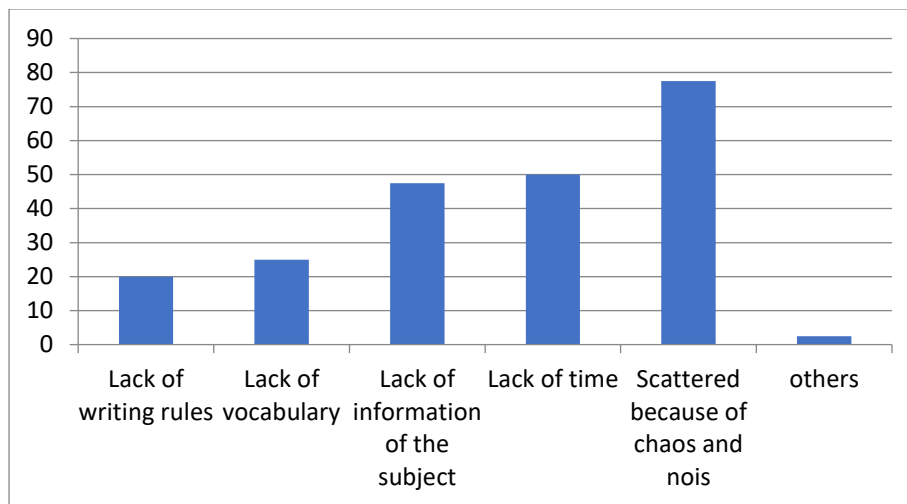
**d. Lack of time**

**e. Scattered because of chaos and noise**

**f. Others**

**Figure 2.15**

*Students' writing difficulties in the crowded classroom*



This question aimed at exploring the difficulties the students faced in writing in a crowded class. It can be seen from the graph 77.5% of participants, i.e. thirty one students, asserted that in a crowded classroom what makes writing a hard task for them is chaos and noise which make them scattered. Whereas, 50% of participants, i.e. twenty students, found that lack of time is the difficulty they face in writing. 47.5% of participants, i.e. nineteen students, claimed that in a crowded class, they find difficulty in the information that they should employ in their writing. While 25% of participants, i.e. ten students, said that lack of vocabulary is one of the prominent difficulties they face when they writing in a crowded classroom. For 20% of participants, i.e. eight students, said that when they write in a crowded class, they find difficulty in employing the writing rules. The rest participant stated that he/she found that the pression inside the classroom is one of the difficulties he/she faced in writing in a crowded classroom. Seemingly, the recurrent difficulty that the students found in writing is getting scattered when they write in a crowded classroom, this means that the

atmosphere is not suitable for learning. This may come back to the large number of students, lack of teacher's control and lack of classroom management. Moreover, the limited time in such classes prevents students to receive the input. This leads them to have a lack of writing rules, vocabulary and grammar. Thus, they could not write effectively.

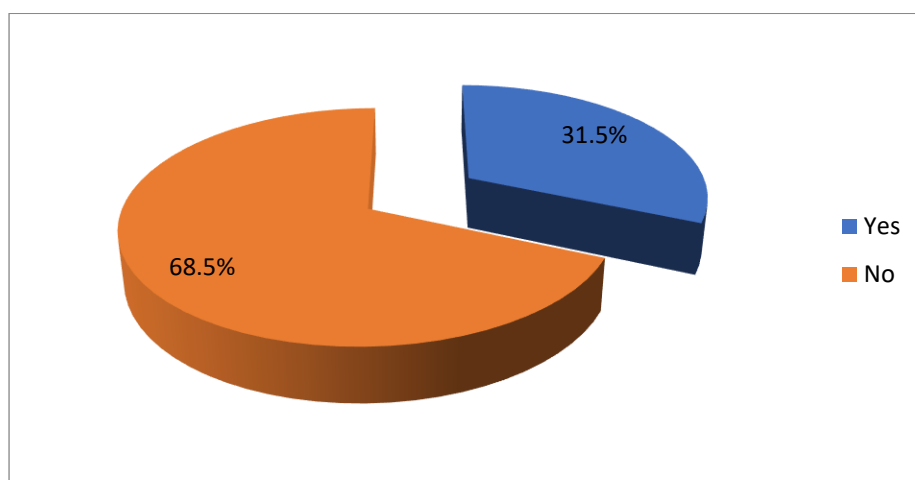
**Q10. In a crowded classroom, does the teacher of written expression go around and check your writing work and provide you with feedback?**

**a. Yes**

**b. No**

**Figure 2.16**

*Students' perceptions on teacher's feedback*



This question aimed at investigating the teacher's feedback in the crowded class. The results of the graph above presented that, 68.5% of the participants, i.e. twenty seven students asserted that the teacher of Written expression did not go around and check their writing work during the session. In contrast, the rest twelve students, 31.5% said that the teacher do that. It can be observed from the result of this question that the teacher has a problem in

providing his feedback to students. This may come back to different reasons such as time is not enough to check all students' assignments.

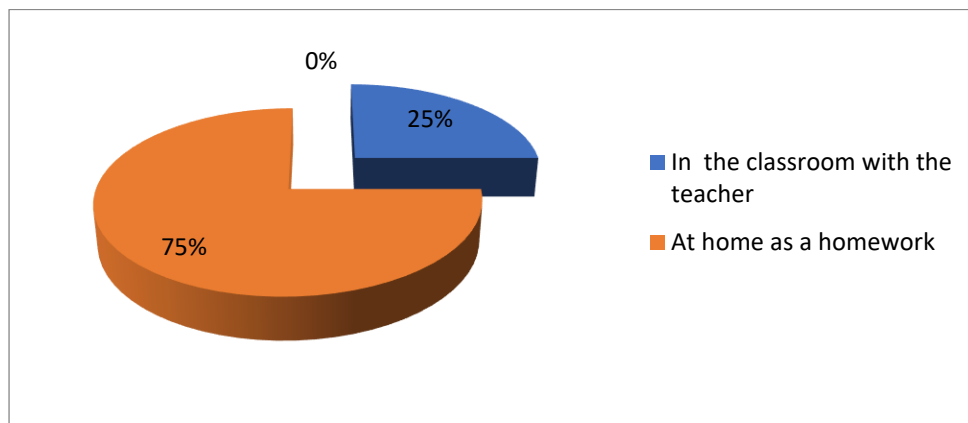
**Q11. In a crowded classroom, do you practice your writing tasks and activities:**

**a. In the classroom with the teacher**

**b. at home as a homework**

**Figure 2.17**

*Students' practice of the writing tasks*



This question aimed at exploring the students' practice of the writing tasks. The graph above reveals that the majority of participants 75% , equivalent to thirty students claimed that they practice the writing tasks and activities at home as a homework, whereas, the remaining participants 25% equivalent to ten students said that they practice the writing tasks and activities in the classroom with the teacher. The results of this question show that the majority of students have lack of practice the writing tasks in the crowded classroom. That may be explained by the lack of time which makes the teacher obliged to give them tasks as homework.

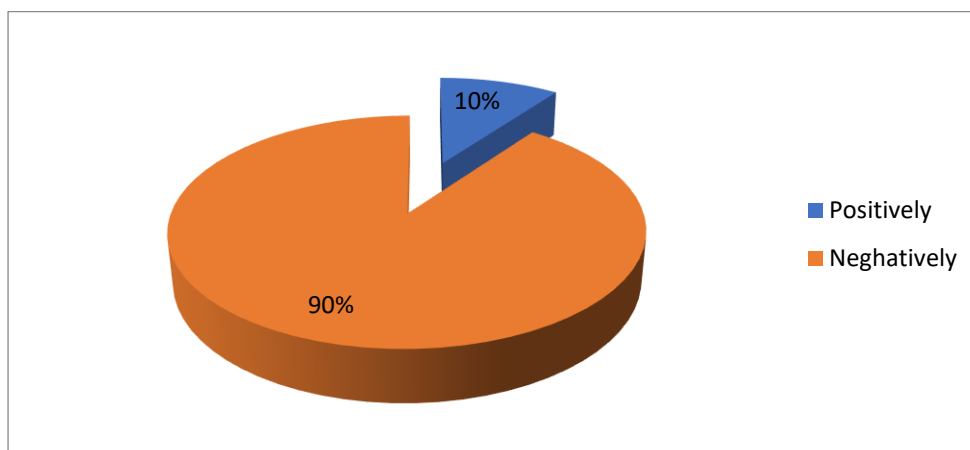
**Q12. How does crowded classroom affect the development of your writing performance?**

**a. Positively**

**b. Negatively**

**Figure 2.18**

*The effects of the crowded classrooms on the development of the students' writing performance*



This question aimed at knowing the effects of the crowded classrooms on the development of the students' writing performance. As the results in the graph above demonstrated, the overwhelming majority of participants (90%), equivalent to thirty six students asserted that the crowded classroom has a negative effects on the development of their writing performance, whilst, a minority of participants (10%), i.e. four students, stated that the crowded classroom affect the developments of their writing performance positively. Apparently from the analysis of this question, the crowded classrooms affect negatively the students' writing performance. This may come back to several reasons, students do not understand the writing lectures, they do not practice enough on writing tasks, they are demotivated to learn, and they may do not receive an effective feedback.

## **2.1. 2. Teachers' Questionnaire**

### **2.1. 2.1. Description of Teachers' Questionnaire**

To understand more fully about the effects of the crowded classroom on the development of students' writing performance, a short questionnaire was designed to gather the teachers' views and experiences in teaching the writing skill in a crowded classroom. Indeed, this questionnaire holds fifteen questions given to ten written expression teachers from the Department of English at Mila University Centre. The teachers were informed that the questionnaire was anonymous and voluntary, and they were kindly requested to answer the questionnaire sincerely. They also were promised that their responses will be used only for research purposes.

The questions are a mixture of close-ended, open-ended and multiple choice questions. It consists of fourteen (14) questions divided into three sections. The first section entitled "Writing skill", the second section entitled "Crowded classrooms", and the last section entitled "The effects of crowded classroom on the developments of students' writing performance".

The first section is consisted of four questions. It aims at gathering information about the teachers' experience in teaching writing skill in crowded classrooms. In Q1, teachers are asked about whether teaching writing in a crowded classroom is a difficult task or not. In Q2, teachers are asked about the approaches they adopt in teaching writing skill in a crowded classroom. In Q3, teachers are asked about the prominent students' writing performance problems in a crowded classroom. In the last question teachers are asked about the roles they perform in teaching large classes.

The second section is consisted of four questions. It aims at gathering information about the teachers' management of the crowded classrooms. In Q1, teachers are asked if they feel comfortable when they teach large classes. In Q2, teachers are asked about their control on the large classes. In Q3, teachers are asked about the influence of the crowded classrooms on

the choice of the teaching methods. In the last question, teachers are asked about the influence of crowding on the classroom discipline issues.

The third section is consisted of seven questions. It aims at exploring the effects of crowded classrooms on the development of students' writing performance. In Q1, teachers are asked about the most useful and effective techniques for the students to perform the writing tasks in the crowded classes. In Q2, teachers are asked about the influence of the crowded classes on the teacher- students' interaction and the students' participation in the written expression sessions. In Q3, teachers are asked about the influence of the crowded classes on the students' comprehension of the writing lecture. In Q4, teachers are asked about the time if it is enough for the students to perform their writing tasks or not. In Q5, teachers are asked about their feedback. In Q6, teachers are asked to give their opinions about the effects of crowded classes on the development of the students' writing performance. In the last question, teachers are asked about the strategies that they use to help their students give a good writing performance in a crowded classroom.

#### **2.1.2.2. Analysis of Teachers' Questionnaire**

##### **Section One: Writing Skill**

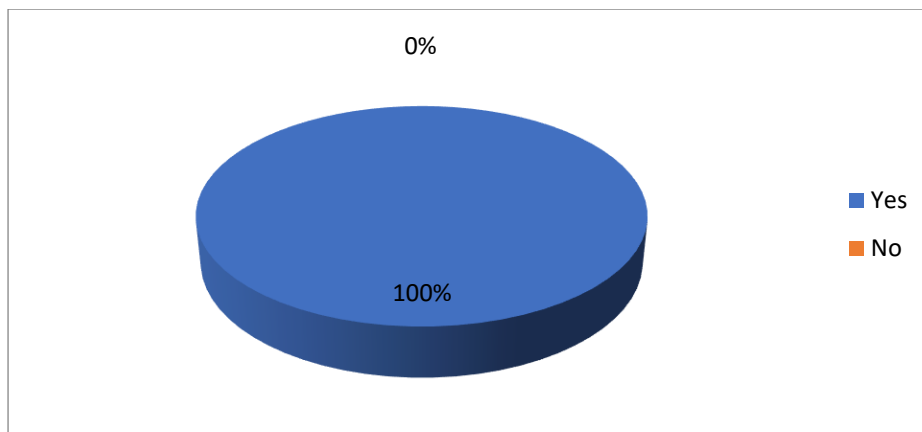
**Q1. Is teaching the writing skill in crowded classrooms a difficult matter?**

**a. Yes**

**b. No**

#### **Figure 2.19**

*Teachers' opinion on teaching the writing skill in the crowded classes*



This question attempted to know the teachers' opinions on teaching the Writing skill in the crowded classes. The findings in the graph above revealed that, all the participants (nine teachers) agree on that teaching the writing skill in a crowded classroom is a difficult matter. It is noticed that the majority of teachers had difficulties in teaching writing in this kind of classes which may come back to the complexity of this skill itself because it requires from learners attention and a lots of practice to master it. In addition, it may come back to the unsuitable conditions of limited time and the large number of students that prevent teachers to teach effectively.

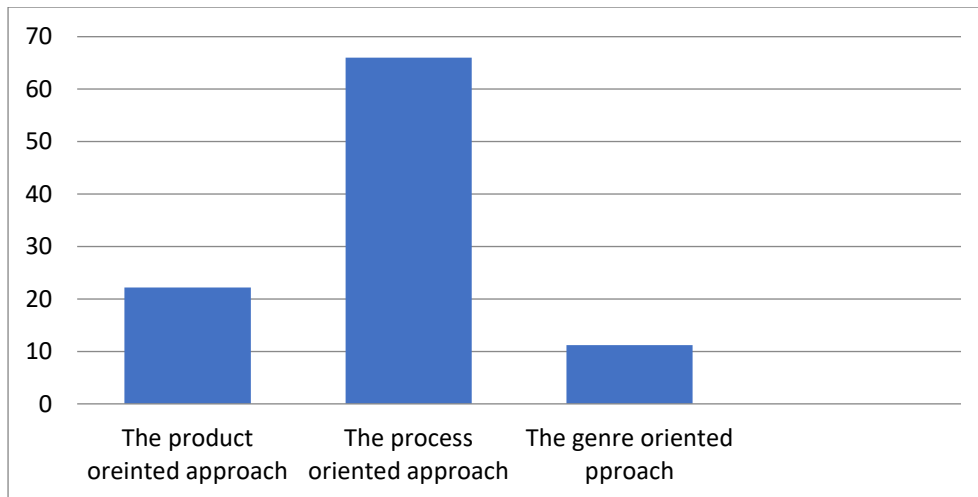
**Q2. Which approach of the following do you adopt when teaching writing in a crowded classroom?**

- a. The product oriented approach**
- b. The process oriented approach**
- c. The genre oriented approach**

**Figure 2.20**

*The approaches used to teach writing in the crowded classrooms*





This question intended to examine the approaches used to teach writing in the crowded classroom. It can be seen from the graph above that, the majority of participants 66% representing six teachers said that the process oriented approach is the suitable approach to teach writing in crowded classes. Whereas, 22.2% representing two teachers saw that the product oriented approach is the most useful one. Only one teacher said that he/she adopt the genre approach to teach large classes. Seemingly, the most useful writing teaching approach among teachers is the process approach because it allows students to write freely, to express their ideas and thoughts, and to be familiar with the process of writing.

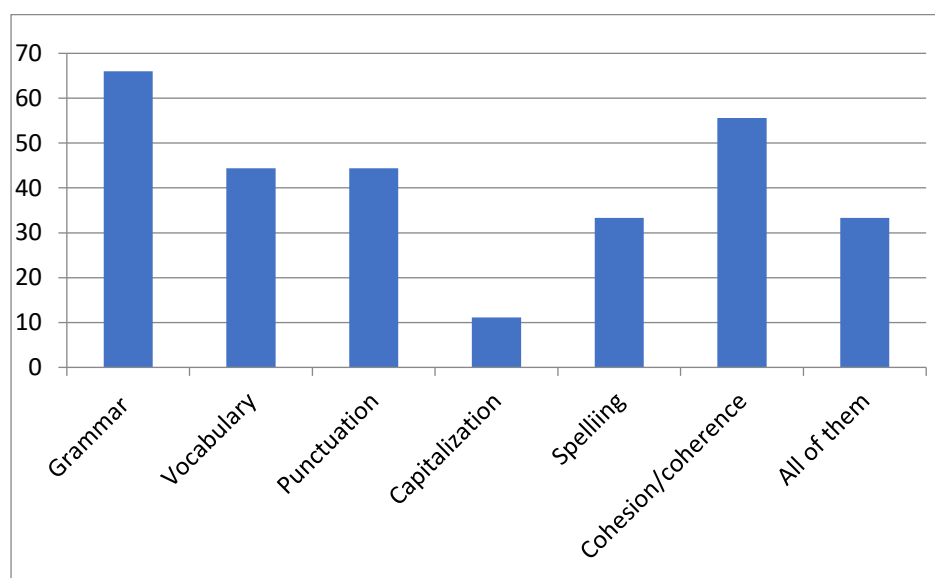
**Q3. What are the most recurrent problems you notice in your students' writing performance in the crowded classroom?**

- a. Grammar**
- b. Vocabulary**
- c. Punctuation**
- d. Capitalization**
- e. Spelling**
- f. Cohesion/coherence**

**g. All of them**

**Figure 2.21**

*The teachers' opinions about the most recurrent problems in students' writing performance in large classes*



This question aimed at exploring the most recurrent problems in the learners' writing performance. From the results above, it can be observed that the majority of participants 66%, i.e. six teachers, indicated that grammar is the most common errors noticed among students' writing performance. Coherence and cohesion set to be the second one by 55.6% of the participants representing five teachers. While 44.4% of participants, i.e. four teachers say that vocabulary and punctuation errors are the most recurrent problems they noticed in their writing performance. The obtained results of this question showed that the students suffered from several problems in their writings. These problems can be occurred because of different reasons as lack of understanding the writing strategies and the grammar rules, lack of practice, and lack of the teacher assessment and evaluation.

**Q4. As a written expression teacher, which role do you perform in a crowded classroom?**

**a. Manager**

**b. Assessor**

**c. Information provider**

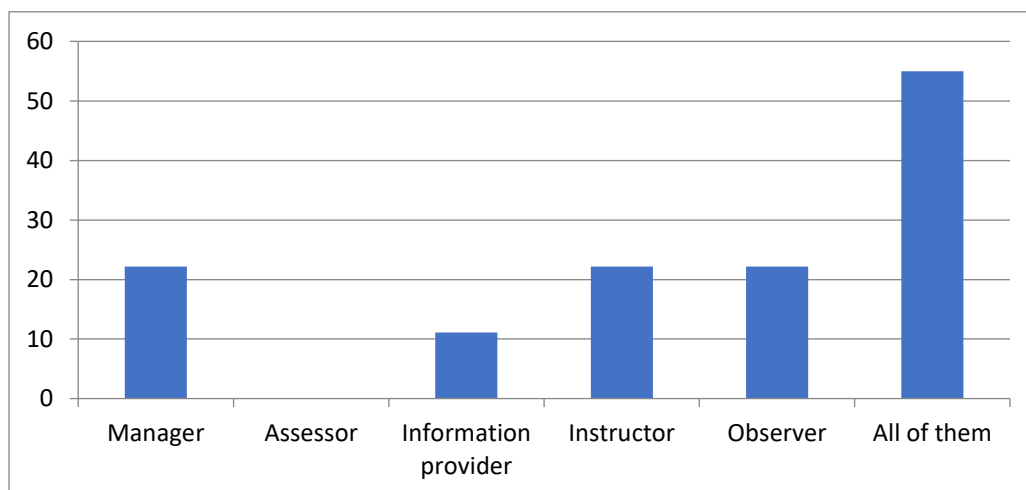
**e. Instructor**

**f. Observer**

**g. All of them**

**Figure 2.22**

*Teachers' role in the crowded classrooms*



This question looked at exploring the different teachers' roles in teaching large classes. When it came to see the different roles that each teacher performs in his crowded classroom, it can be found that the majority of teachers 55%, i.e. five teachers performed all the roles to teach such classes (manager, assessor, information provider, instructor, and observer). 22.2% of the participants, equivalent to two teachers said that they are managers in crowded classes, while two teachers they are instructors. Other two teachers said that they are observers. The rest participant claimed that in a large class his/her role is an information

provider. The results of this question showed that teachers perform different roles to teach crowded classes. This may depend on the teacher itself or on the learners' needs.

## Section Two: Crowded classrooms

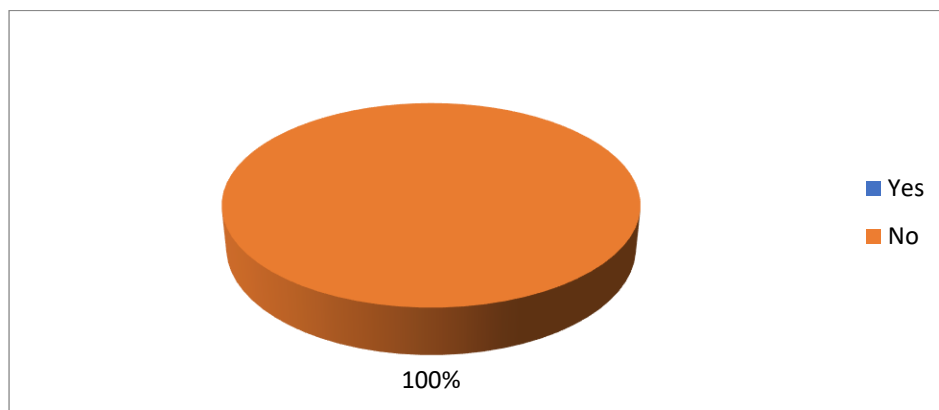
**Q5. Do you feel comfortable when you teach in a crowded classroom?**

a. Yes

b. No

**Figure 2.23**

*Teachers' attitudes on the crowded classrooms*



This question aimed at knowing the teachers' attitudes on the crowded classrooms. The graph above revealed that all participants 100%, i.e. nine teachers never felt comfortable while teaching large classes. This may come back to the several reasons as the large number of students in the class, which makes the teachers unable to manage and control the class.

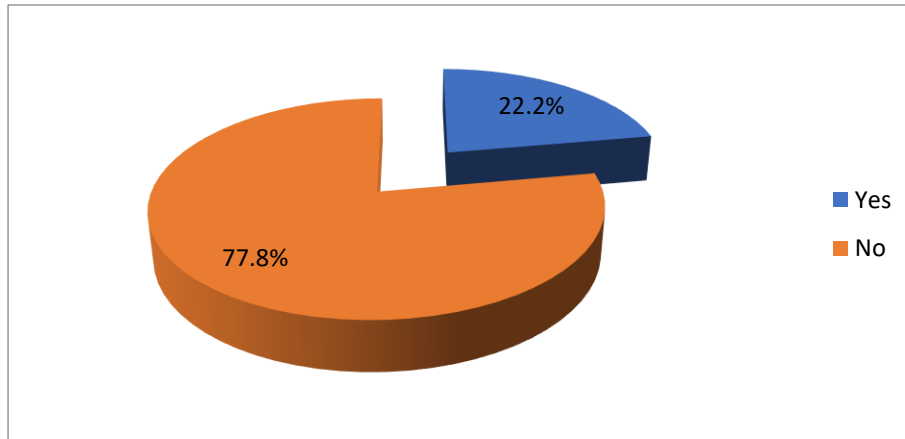
**Q6. In crowded classes, do you exert full control on the whole class?**

a. Yes

b No

**Figure 2.24**

*Teachers' opinion on controlling the crowded classrooms*



This question aimed at exploring the teachers' opinions on their control on the crowded classes. As the findings in the graph above displayed, 77.8% of respondents, representing seven teachers could not exert full control on the whole class. Whereas, the rest two teachers 22.2% argued that they can exert full control on the whole class. The results showed that the majority of teachers cannot control their crowded classes. This may revert to the huge number of students or the teachers do not have sufficient experience to teach such classes.

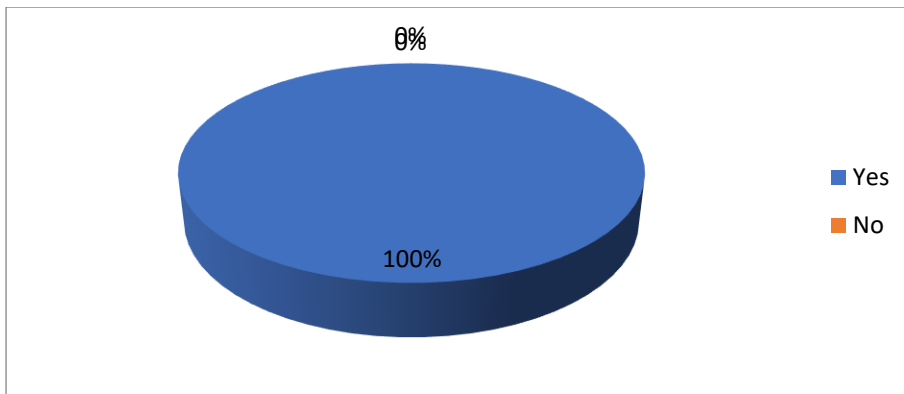
**Q7. Do crowded classrooms influence your choice of the teaching method?**

**a. Yes**

**b. No**

**Figure 2.25**

*Teachers' agreement with the crowded classes and the method of instruction*



This question aimed at exploring to which extent the crowded classes influence the teachers choice of the teaching method. As illustrated in the graph, all participants 100%, i.e. nine teachers, asserted that the crowded classrooms influence their choice of the teaching method. In this case, the teachers are obliged to choose the method which suits the large classroom conditions.

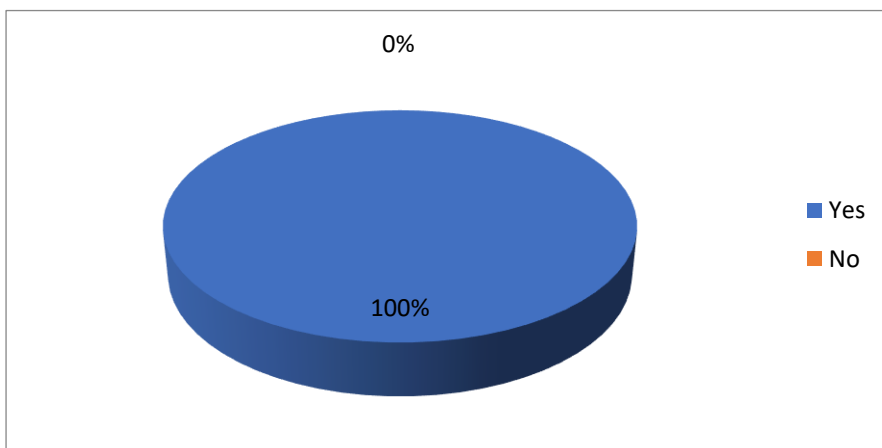
**Q8. Does crowding increase classroom discipline issues?**

**a. Yes**

**b. No**

**Figure 2.26**

*Teachers' attitudes on the students discipline in the crowded classes*



This question sought at investigating the teachers' attitudes on the students discipline in the crowded classes. The graph above asserts that all teachers 100%, i.e. nine teachers, agreed that the crowded classes increase the discipline issues among their students. This may go back to the huge number of students, disrespect of the internal law of the classroom, and the absence of the teachers' control.

**Q9. In crowded classrooms, which strategy is more useful and effective for the students to perform their writing tasks?**

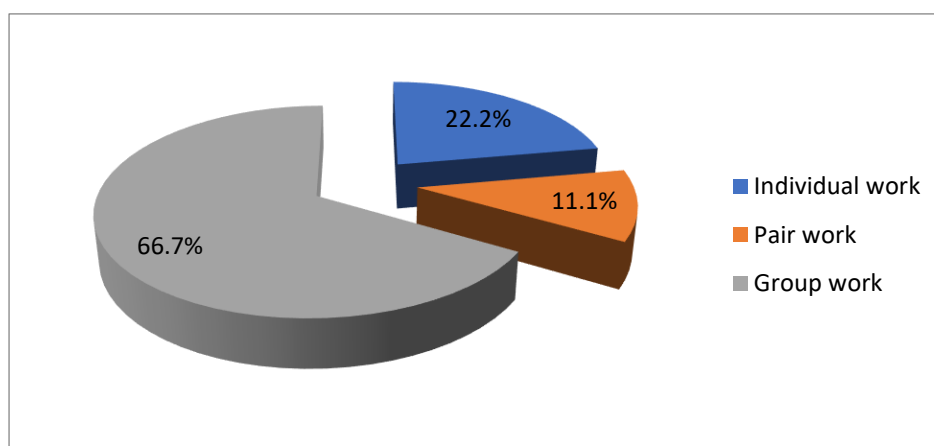
**a. Individual work**

**b. Pair work**

**c. Group work**

**Figure 2.27**

*Teachers' opinion on the effective teaching techniques used to teach large classes*



This question aimed at exploring the different strategies that can be useful for learners to perform their writing tasks in a crowded classrooms. It is obvious that group work was the most useful strategy with a frequency of 66.7%, equivalent to six teachers. For 22.2%

of participants, i.e. two teachers argued that individual work is the most effective and useful strategy for learners. The rest teacher saw that pair work is the most useful one. Teachers prefer the collaborative and cooperative work because they are useful strategies for them to deliver the input, give instructions and assess the students.

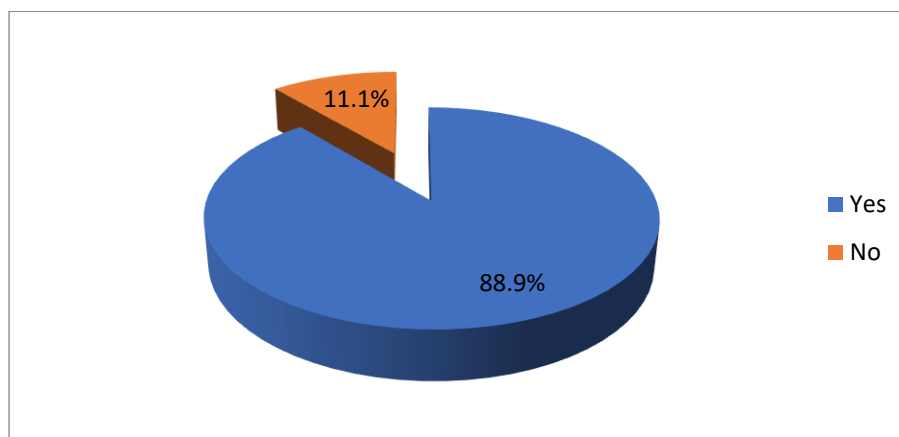
**Q10. Does crowded classroom decrease teacher-students interaction and students' participation in the written expression session?**

a. Yes

b. No

**Figure 2.28**

*Teachers' opinion on the effects of crowded classes on the teacher-students interaction*



This question aimed at exploring the influence of crowded classrooms on the teacher-students interaction and students' participation in the written Expression session. It can be noticed that the overwhelming majority of respondents 88.9% representing eight teachers agree that crowded classes decrease the teacher-students interaction while, the remaining respondent says that crowded classes have no effect on the classroom interaction. This may revert to the huge number of students in the class and lack of time.



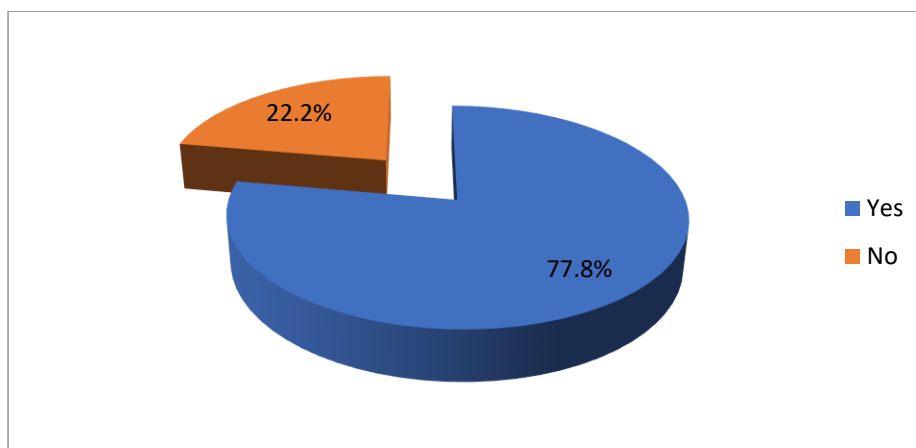
**Q11. Does crowded classroom decrease the students' comprehension of the writing lecture?**

**a. Yes**

**b. No**

**Figure 2.29**

*Teachers' opinions on the effects of crowded classes on the students' comprehension of writing lecture*



This question intended to know the teachers' opinions on the effects of crowded classes on the students' comprehension of writing lecture. The results in the graph above showed that most of participants 77.8% which represent seven teachers agree that students' comprehension of the writing lectures in a crowded class decreases. In contrast, with the remaining two teachers 22.2%, saw that there is no effect of the crowded class on the students' comprehension. This may revert to the lack of interaction with the teacher and to the noisy atmosphere.

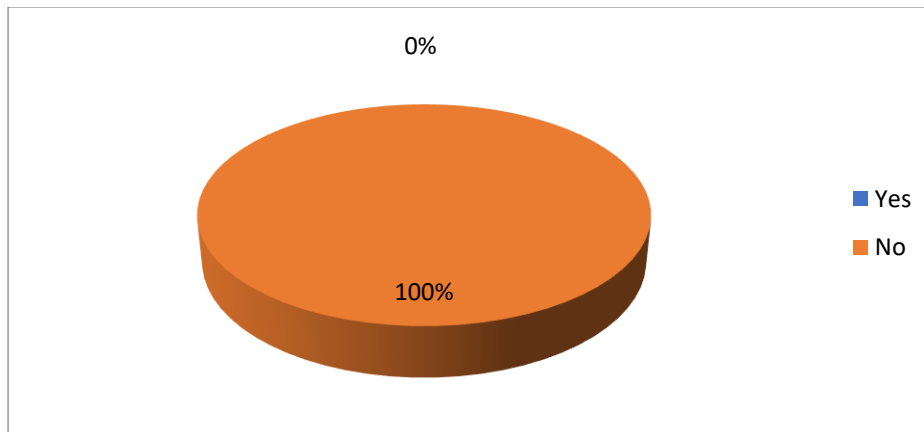
**Q12. In crowded classes, do you have enough time for your students to perform their writing tasks?**

**a. Yes**

**b. No**

**Figure 2.30**

*Teachers' opinion on the effects of crowded classes on the timeline of the writing tasks*



This question aimed at knowing the teachers' opinions on the effects of crowded classes on the timeline of the writing tasks. From the findings in the graph above, it can be seen that all the respondents 100%, i.e. nine teachers claimed that they do not have enough time for their students to perform the writing tasks and activities. This may turn back to wasting time in managing the class, or the attempt of teachers to deliver the input to as many students as possible.

**Q13. In crowded classrooms, can you check all your students writing work and give them feedback?**

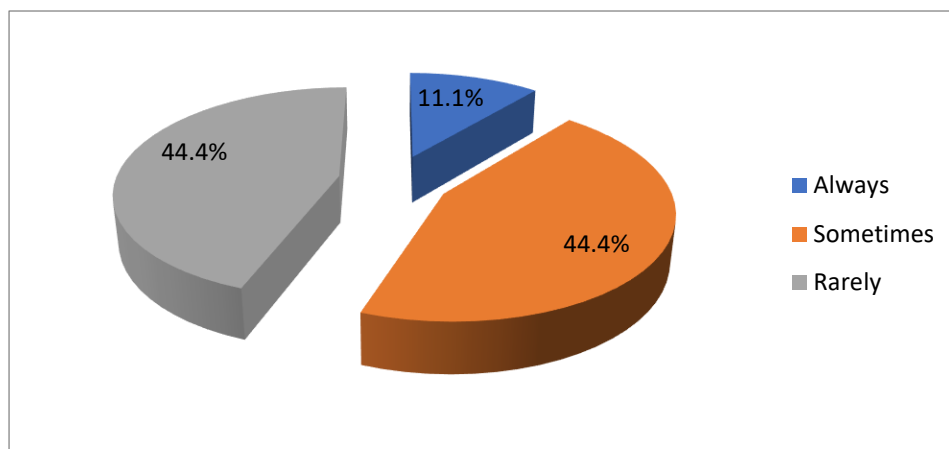
**a. Always**

**b. Sometimes**

**c. Rarely**

**Figure 2.31**

*Teachers' opinion on the effects of large class size on the feedback*



This question aimed to know the teachers' opinions on the effects of large classes on the feedback. As illustrated in the graph above, 11.1% of teachers answered that they always check all the students writing work and give them feedback. Thus, they are aware of its role in improving and enhancing students' writing skill. 44.4% of respondents i.e. four teachers stated that they sometimes gave students feedback. For the rest four teachers 44.4%, they argued that they rarely do so. The results obtained from this question show that the feedback provided to the students vary from teacher to another. This may depends on the timeline.

**Q14. As a written expression teacher, how do crowded classrooms affect the development of students' writing performance?**

This question invited teachers to give their views about the effects of the crowded classrooms on the students' writing performance. All the teachers' views met on that the crowded classrooms affect negatively the students' writing performance. Some of the teachers directly said that the crowded classrooms have a negative effect. Others claimed that crowded classrooms affect students' concentration and make them less able to write effectively and perfectly. Moreover, some of them indicated that crowded classes minimize the teacher-

student interaction which hinders the process of providing constructive feedback. In addition, others stated that in crowded classrooms teacher is unable to assess students' knowledge and he encounters management issue as well.

**Q15. What are the strategies that you follow to help your students give a good writing performance in a crowded classroom?**

This question aimed at getting some strategies from teachers they use to help their students give a good writing performance in a crowded classroom. Some of the teachers suggest that using group work strategy in a crowded classroom is an effective way to teach writing in this kind of classes. Others assert that reading and extensive reading are very useful and effective strategies that help students to give a good writing performance. Furthermore, some of teachers see that keeping students busy in a crowded classroom by give them plenty of writing tasks is also a useful and effective strategy. Others suggested that collaborative and cooperative writing assignments and extensive writing are strategies that help learners give a good writing performance in crowded classrooms.

**2.2. Section Two: Discussion of the Results and the Pedagogical Recommendations**

**2.2.1. Discussion of the Results**

The analysis of the teachers and students' questionnaires detect many facts about the development of students' writing performance inside the crowded classrooms. Upon the analysis of the students' questionnaire, it is noticed that the EFL classes in Mila University Centre contain more than forty students. Thus, we can deduce that this number is huge for an English class. This huge number of students created the crowding phenomenon which resulted many challenges in the teaching and learning process. The most prominent challenges of this phenomenon are the increase of discipline issues; noise, chaos and the disorganizing of seating arrangement that make students do not feel comfortable. Due to

these hard conditions, the teacher loses his attention on the whole class. As observed from the analysis, the teacher's attention is centered only on the front zone of the students and the back zone is neglected. Consequently, a large number of students cannot ask question, cannot share ideas and opinions, cannot understand the teacher's input, and feel anonymous. This leads to the lack of the proper interaction between the teacher and his students. Moreover, from the analysis of students' answers it is noticed that; in a crowded classroom it is hard for the teacher to check all his students writing assignments and provide them with feedback, however, it is important in fostering and empowering the teacher-student interaction as well as in developing the students' writing performance. Then, the teacher obliged to make the students practice their writing tasks at home as a home work, which make them still committing the same errors in their performance. This, indeed, demotivates the students and hinders them to develop their writing performance in such classes.

The analysis of the teachers' questionnaire, on the other hand, demonstrates that the development of students writing performance is really affected by the crowded classes. From the analysis of their responses, they assert that teaching writing skill in a crowded classroom is a difficult task, although, they did their best to make these crowded classes healthy atmosphere for teaching and learning process. They attempt to perform all the roles in their classes (managers, observers, instructors, information provider, and assessors), as well as using different methods and strategies to deliver a comprehensible input for their learners. Nevertheless, the large number of students and the lack of time in this kind of classes prevent teachers to manage the class, provide the appropriate feedback, and to help the students to develop their writing performance.

According to the results obtained from teachers and students questionnaires, we conclude that the crowded classrooms affect negatively the development of students' writing performance.

### **2.2.2. Pedagogical Recommendations**

Relying on the analysis of the obtained results, some recommendations and suggestions for both teachers and students are provided in this part:

#### **2.2.2.1. Recommendations for Students**

- Students need to be aware of using academic language in their writing, they have to differentiate between the formal and informal language.
- Students need to deepen their understanding of English writing rules, including grammar (tenses, articles, propositions) cohesion, coherence, spelling, and punctuation.
- Students should make lots of practice on the academic writing outside the classroom by applying the grammar rules and mechanics of writing that they have learnt in the class with the teacher.
- Students must respect the teacher and the internal law of the classroom.
- Students should have a good behavior in the classroom to keep it healthy and organized atmosphere, which makes the teaching-learning process goes through a natural manner.

#### **2.2.2.2. Recommendations for Teachers**

- Teachers who teach in a crowded classroom should recommend the administration to reduce the number of students in the classrooms in order to facilitate learning and increase achievement.
- Teachers must be exceptionally organized in term of timeline, for instance thirty minutes for warming up and presentation of the lecture and the remaining thirty minutes for practice and providing feedback. Further, they must be well prepared.

- Teachers should encourage the students' interaction inside the classroom either by pair or group work by giving opportunities for all learners to exchange knowledge and learn from each other.
- Teachers should know the characteristics of teaching English writing in a crowded class and use different methods and techniques in order to meet all the learners' needs and to facilitate the teaching-learning process.
- Teachers should focus on grouping the students. This will give room for monitoring the students' participation in the class, identifying the weak students, identifying the individual differences and enable them to provide feedback for all learners. Consequently, they will develop their writing performance.
- Teachers should give their students tasks to keep them busy. They will enhance their writing and keep the classroom calm.
- Teachers need to build writing habits in their learners from the beginning of the year.
- Teachers should raise awareness in their students of the errors they do in their writings to avoid them whenever they come to write. Thus, their writing performance will be developed.
- Teachers need to integrate technology into classroom context to promote effective learning.
- In EFL context, the less we have; the more we progress. This means teaching foreign languages should be carried out in small classes.

### **2.2.3. Limitation of the Study**

Through this research work, some obstacles were faced while conducting this study. Firstly, the research was planned to be conducted by using two methods, questionnaires and observation with second year students, but due to the circumstances resulted by COVID19.

we obliged to use only questionnaires because it is not workable to use observation in second year classes as they study in short size classes. Secondly, it was quite difficult to communicate with teachers and students for collecting data.

### **Conclusion**

According to the results of the statistical analysis, both of teachers and students questionnaires results agree that the crowded classrooms affect negatively the development of students' writing performance. Thus, the research hypothesis has been confirmed by the questionnaires.

Both teachers and students highlighted various problems and challenges they are facing in the crowded classes. From one hand, teachers find it a difficult task to teach writing skill in such classes. They find difficulty in management, individual attention, interaction with students, and providing feedback. From the other hand students find it very difficult to develop and progress their writing performance.



## **General Conclusion**

Crowded classrooms have been considered as one of the most challenging issues facing teaching and learning English as a foreign language. The low academic achievement of the students' writing performance is one of the problems that large classes may cause. In this research we have dealt with crowded classrooms and the writing skill as two main variables of the study. This study aims at investigating the development of the students' writing performance inside the crowded classrooms.

The first chapter of this dissertation is about the theoretical background of the two variables that aims at giving an overview for each one of them. It is divided into two sections; the first section is about the writing skill and the second one is about the crowded classrooms. In the second chapter, in order to validate our hypothesis, teachers and students questionnaires are used as gathering data tools. The analysis of the two questionnaires showed that most of the classes in English Department at Mila University Centre are crowded and most of them do not feel comfortable while teaching/learning. Further, the results gathered from the questionnaires assert that due to the huge number of student the class becomes unorganized and noisy. Therefore, the teacher cannot manage the classroom and provide an adequate feedback. Furthermore, the findings showed that for almost students, writing becomes a task which is difficult to develop. Thus, due to this phenomenon the students give bad outcomes in their writing performance.

The results obtained from the questionnaires confirm our second hypothesis which says that crowded classrooms may affect negatively the development of the students' writing performance.

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## Appendix A

### Students' questionnaire

Dear students,

You are kindly requested to fill in this questionnaire, which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about The Effects of The Crowded Classroom on The Development of The Students' Writing Performance. We would be so grateful and thankful for your help to answer the following questions. Be sure that the answers you provide will certainly remain confidentially and only be used for the research purposes.

#### Section one: crowded classroom

1. How many students are there in your classroom?

a. From 20 to 30

b. From 30 to 40

c. More than 40

2. Do you find that your classroom is comfortable enough to study in?

a. Yes

b. No

3. In a crowded classroom, the teacher gives his attention only to

a. The front zone students

b. The back zone students

c. Both of them

#### Section two: writing skill

1. How do you describe your writing level?

a. Excellent

b. Average

- c. Bad
2. Are you motivated to write in a crowded classroom?
- a. Always
- b. Sometimes
- c. Rarely
3. What are the type of errors you commit mostly when you write?
- a. Grammar
- b. Spelling
- c. Punctuation
- d. Coherent/ cohesion

**Section Three: the effects of crowded classroom on the development of the students' writing performance.**

1. Tick the answer that you agree with most :

Options	Agree	Strongly agree	Disagree	Strongly disagree
a. Crowded classes decrease the students-teacher interaction.				
b. Crowding increases classrooms' discipline issues.				
c. Teachers have difficulties in accessing all students writing work, including papers, paragraphs and essays.				

d. Crowded classrooms increase students' comprehension of the lecture.				
d. Students' concentration with their teacher increase in the crowded classroom.				

2. In a crowded classroom, which teaching technique is more useful in written expression session?

- a. Lecture
- b. Individual work
- c. Pair work
- d. Group work
- e. Discussion
- f. Presentations

3. What are the difficulties you face when you write in a crowded classroom?

- a. Lack of vocabulary
- b. Lack of writing rules
- c. Lack of information about the subject
- d. Lack of time
- e. scattered because of chaos and noise
- f. Others

4. In a crowded classroom, does the teacher of written expression go around and check your writing work and provide you with feedback?

- a. Yes
- b. No

5. In a crowded classroom, do you practice your writing tasks and activities :

- a. In the classroom with the teacher
  - b. At home as a home work
6. How does crowded classroom affect the development of your writing performance ?
- a. Positively
  - b. Negatively

## Appendix B

### Teachers' questionnaire

Dear Teachers,

You are kindly requested to fill in this questionnaire, which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about The Effects of The Crowded Classroom on The Development of The Students' Writing Performance. We would be so grateful and thankful for your help to answer the following questions. Be sure that the answers you provide will certainly remain confidently and only be used for the research purposes.

#### Section one: writing skill

1. Is teaching the writing skill in crowded classrooms a difficult matter?

a. Yes

b. No

2. Which approach of the following do you adopt when teaching writing in crowded classe?

a. Product approach

b. Process approach

c. Genre approach

3. What are the most recurrent problems you notice in your students' writing performance in the crowded classroom?

a. Grammar

b. Vocabulary

- c. Punctuation
- d. Capitalization
- e. Spelling
- f. Cohesion/coherence
- g. All of them

4. As a written expression teacher, which role do you perform in a crowded classroom?

- a. Manager
- b. Assessor
- c. Information provider
- d. Instructor
- e. Observer
- f. All of them

### **Section two: crowded classrooms**

1. Do you feel comfortable when you teach in crowded classroom?

- a. Yes
- b. No

2. In crowded classes do you exert full control on the whole class?

- a. Yes
- b. No

3. Do crowded classes influence your choice of the teaching method?



a. Yes

b. No

4. Do crowding increase classrooms discipline issues?

a. Yes

b. No

### **Section three: the effects of crowded classrooms on the development of students'**

#### **writing performance**

1. In crowded classrooms, which technique is more useful and effective for the students to perform their writing tasks?

a. Individual work

b. Pair work

c. Group work

2. Does crowded classroom decrease teacher- students interaction and students participation in the written expression session?

a. Yes

b. No

3. Does crowded classroom decrease the students' comprehension and of the writing lecture?

a. Yes

b. No

4. In crowded classes, do you have enough time for your students to perform their writing tasks?

a. Yes

b. No

5. In crowded classrooms, can you check all your students writing work and give them feedback?

a. Always

b. Sometimes

c. Rarely

6. As a written expression teacher, how do crowded classrooms affect the development of the students' writing performance?

7. What are the strategies that you follow to help your students give a good writing performance in a crowded classroom?

## Résumé

La salle de classe est l'unité de base de tout système éducatif, où se déroulent à la fois les processus d'enseignement et d'apprentissage. Ces dernières années, la taille des salles de classe, en particulier des classes EFL, est progressivement agrandie, ce qui conduit à l'apparition du phénomène de surpeuplement. Ce phénomène a un grand effet sur le processus d'enseignement-apprentissage. Comme il est bien connu, l'écriture est une compétence sophistiquée qui nécessite un effort de pratique de la part des enseignants et des apprenants. En fait, enseigner et apprendre cette compétence dans une classe bondée est une tâche difficile et stimulante. Pour cette raison, cette recherche est menée pour étudier les effets des salles de classe surpeuplées sur le développement de la performance en écriture des élèves. Il vise également à étudier les stratégies d'enseignement que les enseignants doivent adopter pour fournir un enseignement et un apprentissage efficaces dans leurs classes surpeuplées, ainsi qu'à aider leurs apprenants à améliorer leurs compétences en écriture. En effet, afin d'obtenir une réponse fiable au problème de recherche, trois questions périphériques sont imposées en se basant sur deux hypothèses. Afin de valider l'hypothèse de recherche, la présente étude a été menée en utilisant des questionnaires pour les enseignants et les apprenants. Un questionnaire a été soumis à quarante (40) étudiants en master 1 et un questionnaire a été soumis à neuf (9) professeurs d'expression écrite du département d'anglais du centre universitaire de Mila. Les résultats de l'instrument de recherche ont révélé que la salle de classe bondée a des effets négatifs sur le développement des performances d'écriture des élèves. Par conséquent, la deuxième hypothèse de cette recherche a été confirmée.

**Mots-clés:** salles de classe bondées, compétence en écriture, performance en écriture des élèves, effets, processus d'enseignement-apprentissage.

## المخلص

الفصل الدراسي هو الوحدة الأساسية في أي نظام تعليمي، حيث تتم عملية التدريس و التعلم. في السنوات الأخيرة، تم توسيع حجم الفصل الدراسي و خاصة فصول اللغة الانجليزية كلغة أجنبية بشكل تدريجي مما أدى إلى ظهور ظاهرة الازدحام. هذه الظاهرة لها تأثير كبير على عملية التعلم و التعليم. كما هو معروف، تعد الكتابة مهارة معقدة تتطلب جهد من المعلمين على حد سواء. في الواقع، يعد تدريس هذه المهارة و تعلمها في فصل مزدحم مهمة شاقة و صعبة. و لهذا الغرض، تم إجراء هذا البحث لبحث آثار اكتظاظ الفصول الدراسية على تطوير أداء الطلاب الكتابي. كما يهدف إلى التحقيق في استراتيجيات التدريس التي يجب على المعلمين تبنيها لتوفير تعليم و تعلم فعالين في فصولهم المزدحمة، كذلك مساعدة المتعلمين على تحسين مهاراتهم الكتابية. في الواقع، من أجل الحصول على إجابة موثوقة حول مشكلة البحث، تم فرض ثلاثة أسئلة تستند فرضيتين. من أجل التحقق من صحة فرضية البحث، أجريت الدراسة الحالية باستخدام استبيانات لكل من المعلمين و المتعلمين. تم تقديم استبيان إلى أربعين طالب ماجستير، و تسع مدرسين للتعبير الكتابي في قسم اللغة الانجليزية في المركز الجامعي ميله. كشفت نتائج أداة البحث أن حجرة الدراسة المزدحمة لها آثار سلبية على تطوير أداء الطلاب الكتابي. و بالتالي تم تأكيد الفرضية الثانية لهذا البحث.

الفصول الدراسية المزدحمة، مهارة الكتابة، أداء الطلاب الكتابي، التأثيرات، عملية التعليم و التدريس: الكلمات

## المفتاحية