

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University - Mila



Institute of Letters and Languages
Department of Foreign Languages
Section: English

**Students' and Teachers' Perceptions of Teaching Writing to
Large Classes**
**A Case Study of Third Year EFL Students at the University
Center of Mila**

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

Presented by:

- 1) BOULADJINE Hala
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Supervisor:

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Chairman: Dr. Rima HADEF
Supervisor: Prof. Leila BELLOUR
Examiner: Ms, Amina AGGOUNE

2024

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Dedication

All praise is due to Allah, whose guidance and blessing have enabled me to complete this work.

To me, here's to the journey, the challenges, and the victories that shaped me along the way.

To the pillars that holds me up-my ever-supportive parents, my beloved husband, my wonderful brothers and sisters, and my dearest friends. This work is a testament to your unwavering belief in me.

To my little angles: Zinoba, Hammoda, Ishak and Minona whose fascinating loughs and eyes fill my heart with joy and happiness.

To my departed grandpa, whose wisdom and guidance continue to illuminate my path.

To all those who lent a helping hand along this journey, yours contributions have been invaluable.

Hala

Dedication

In the name of Allah and praise be to Him, who guided us to this, and we not have been guided had Allah not guided us.

First and foremost, I must express my deepest thanks to my dear parents, may Allah preserve them.

With sincerely appreciation, I dedicate this work to my father who sacrificed the most precious things he had for me. I say thank you, for teaching me the true meaning of loyalty, sincerity, satisfaction, wisdom, and resilience. You have always been my role model in patience, you are always my refuge and my safe heaven, dad you have always been my guardian angel with whom I face life.

To my mother, this dedication is a small token of my profound gratitude for the countless ways you have shaped and enriched my journey. Thank you for being my guiding light and my greatest inspiration. Thank you for teaching me the meaning of love, sacrifice, diligence, and hard work. You taught me that I must always be successful in all domains because I am only worthy to be of high esteem. Your sincere prayers were a light that illuminates my life, and your precious advice was a compass that guided me to learn more and more.

I dedicate this success to you today mom and dad , which you both deserve since you have been my support and pillar in every step I take, and I am nothing but the fruit of your efforts.

I am very grateful for Prof Leila Bellour for the support she has provided, her suggestions which have improved the quality of the research, insightful comments, and her assistance all throughout our research journey.

Hala my research partner, thank you for helping me, and being loyal.

My sister Asma, my two brothers Islam and Abd El Basset, I hope to see you in the highest ranks.

My uncle badr al-dine whom I have always followed in seeking knowledge. Without forgetting my other uncles , aunts, my friends and all who encourage and inspire me all throughout my learning journey

To my grandfather Boukarrita Rabeh, and to the soul of my grandfather Mohammed Belaib who passed away. To my grandmother Noira, and to the soul of my grandma Fatima.

Marwa

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A special thank you goes to the third-year EFL students of Mila University Center, who have answered our questionnaire.

We owe a profound debt of gratitude to the teachers who answered our interview and provided us with their valuable time and knowledge.

Abstract

English is the language of choice for international communication, and mastering writing skills is crucial for professional expression in an EFL context. However, the process of teaching and learning writing is often hindered by the "large class phenomenon," where the sheer number of students per classroom poses significant challenges. This research aims to uncover the perceptions of both students and teachers regarding the teaching of writing in large classes at Mila University Center focusing on the challenges they face and how to overcome them. To achieve this, a questionnaire was administered to eighty-two EFL students, and interviews were conducted with three teachers of written expression. The findings reveal that large class sizes negatively impact both students and teachers during the learning process. Additionally, the study suggests several effective teaching strategies to improve the situation.

Key words: teaching writing, large classes, perceptions, teaching strategies, EFL (English as a foreign language) context.

ملخص:

اللغة الإنجليزية هي لغة التواصل الدولي، وإتقان مهارات الكتابة أمر بالغ الأهمية للتعبير المهني في سياق تعلم اللغة الإنجليزية كلغة أجنبية. ومع ذلك، غالباً ما تعيق عملية تدريس وتعلم الكتابة ظاهرة "الفصول الكبيرة"، حيث يشكل العدد الكبير للطلاب في الفصل تحديات كبيرة. تهدف هذه الدراسة إلى كشف وجهات نظر كل من الطلاب والمعلمين حول تدريس الكتابة في الفصول الكبيرة في المركز الجامعي-ميلة، مع التركيز على التحديات التي يواجهونها وكيفية التغلب عليها. لتحقيق ذلك، تم توزيع استبيان على اثنين وثمانين طالباً يدرسون اللغة الإنجليزية كلغة أجنبية، وأجريت مقابلات مع ثلاثة معلمين للتعبير الكتابي. تكشف النتائج أن حجم الفصول الكبير يؤثر سلباً على الطلاب والمعلمين أثناء عملية التعلم. بالإضافة إلى ذلك، تقترح الدراسة عدة استراتيجيات تعليمية فعالة لتحسين الوضع.

الكلمات المفتاحية: تدريس الكتابة، الفصول الكبيرة، وجهات النظر، استراتيجيات التدريس، سياق تعلم اللغة الإنجليزية

كلغة أجنبية

Résumé

L'anglais est la langue de choix pour la communication internationale, et maîtriser les compétences en écriture est crucial pour l'expression professionnelle dans un contexte EFL (anglais langue étrangère). Cependant, le processus d'enseignement et d'apprentissage de l'écriture est souvent entravé par le "phénomène des grandes classes", où le nombre élevé d'élèves par classe pose des défis significatifs. Cette recherche vise à découvrir les perceptions des étudiants et des enseignants concernant l'enseignement de l'écriture dans les grandes classes au Centre Universitaire de Mila, en se concentrant sur les défis auxquels ils sont confrontés et comment les surmonter. Pour ce faire, un questionnaire a été administré à quatre-vingt-deux étudiants en EFL, et des entretiens ont été menés avec trois enseignants d'expression écrite. Les résultats révèlent que la taille des classes a un impact négatif sur les étudiants et les enseignants pendant le processus d'apprentissage. De plus, l'étude propose plusieurs stratégies d'enseignement efficaces pour améliorer la situation.

Mots clés : enseignement de l'écriture, grandes classes, perceptions, stratégies d'enseignement, contexte EFL (anglais langue étrangère)

List of abbreviations

EFL: English as a Foreign Language

ESP: English for Specific Purposes

LC: Large Classes

ESL: English as a Second Language

L2: Second Language

List of tables

Table01: The reasons behind large class phenomenon according to Shamim and Coleman (2018).....	30
Table02: students' difficulties toward learning in large classes.....	55

List of figures

Figure01: elements of the writing syllabus.....	22
Figure 02: rating students' English levels.....	47
Figure 03: the mastered skills by students.....	48
Figure 04: students' perceptions of their writing class size.....	49
Figure 05: description of students' writing skill.....	50
Figure 06: students' engagement frequency in writing activities outside of class.....	51
Figure 07: The Language Aspects.....	52
Figure 08: students' learning styles.....	53
Figure 09: students' perspectives about studying in large classes.....	54
Figure10: Factors affecting the quality of learning experience.....	58
Figure11: other factors that influence class size.....	59
Figure 12: opportunities for active participation in learning activities in large classroom environments.....	60
Figure13: strategies to cope with the challenges of large classes.....	61
Figure 14: description of learners' learning outcomes in large classes.....	62
Figure 15: challenges of learning writing to large classes.....	64
Figure 16: students' frequency of writing essays in class.....	65
Figure17: students' frequency of writing essays outside of class.....	66

Figure 19: effective strategies for improving students' writing skill in large classes.....	67
Figure 18: teachers' frequency of correcting student's essays.....	68
Figure 20: the role of writing assignments in enhancing students' overall learning experience in large classes.....	69

Table of Contents

Dedication.....	2
Acknowledgments	4
Abstract.....	5
ملخص	6
Résumé	7
List of Abbreviations	8
List of Tables	9
List of Figures.....	10
Table of Contents	12

General Introduction

Statement of the Problem.....	15
Aims of the Study	17
Significance of the study.....	17
Research questions	18
Research Means.....	18
Structure of the Study	18
 Chapter one: Teaching Writing to Large Classes	
Introduction	19
Section One: Teaching Writing	19
1. The Concept Of Writing And Teaching Writing	19
1.1. Writing.....	19
1.2. Teaching Writing	20
2. Syllabus Design And Lesson Planning.....	21

2.1. Elements Of The Writing Syllabus.....	21
2.2. Planning A Writing Course	22
3. Pedagogical Approches To Teaching Writing.....	24
3.1. Process Approach	24
3.2. Product Approach	26
3.3. Genre Approach	26
Section Two: Large Class Dynamics	28
1. Definitions.....	28
2. Factors Influencing Class Sizes	29
3. General Problems Of Large Classes	30
Section Three: Challenges and Strategies in Teaching Writing to Large Classes.....	31
1. Problems Faced By Teachers	31
1.1. Classroom Managements	31
1.2. Providing Feedback	32
1.3. Assessing Writing.....	33
1.4. Engaging Students.....	33
2. Problems Faced By Learners.....	34
2.1. Limited Individualized Attention	34
2.2. Distraction And Noise	35
2.3. Lack Of Participation Opportunities.....	35
2.4. Demotivation	36
3. Strategies For Teaching Writing To Large Classes	37
3.1. Effective Activities	37
3.1.1. Out-Of-Class Writing.....	37
3.1.2. Using Technology Tools.....	37
3.1.3. Tying Assignments To Teamwork.....	38
3.1.4. Low-Stakes Writing.....	38
3.1.5. High-Stakes Writing.....	40
3.2. Responding To Students Writing	41
3.2.1. Teacher Written Feedback	41
3.2.2. Peer Feedback	41
3.3. Writing Assessment Strategies	41

Conclusion	43
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Chapter 2: Research Methodology, Findings and Discussion

Introduction	45
1. Research Methodology	45
1.1.Sampling	45
1.2. Description Of The Instruments	45
2. Results & analysis	46
2.1. Analysis of the questionnaire	46
2.2. Analysis of the interview	71
Conclusion	79
Limitations of the Study	79
Suggestions and Recommendations	80
General Conclusion.....	83
List of References	84
Appendices	90

General Introduction

Statement of the Problem

As the world becomes increasingly interconnected, the demand for English language proficiency has skyrocketed across various domains, including academia, business, and international relations. English has solidified its position as a global lingua franca, serving as a bridge that facilitates communication and collaboration among individuals from diverse linguistic backgrounds. In Algeria, this trend has led to a significant surge in the number of students pursuing English as a foreign language (EFL) education. However, the rapid increase in student enrollment has posed considerable challenges for Algerian universities, particularly in teaching writing skills. With the increasing demand for English language learning in universities, overcrowding in English language classes has become a pressing issue, raising concerns about maintaining instructional quality and effectively meeting the individual needs of learners.

The topic of class size and its impact on teaching and learning has been extensively researched. Existing literature suggests that smaller class sizes are generally associated with better academic performance, increased student engagement, and more opportunities for individualized attention (Ehrenberg et al., 2001). However, the issue of large class sizes is a prevalent reality in many educational settings, particularly in developing countries and resource-constrained environments (Shamim, 2012).

Teaching writing skills in large classes presents unique challenges for instructors. Providing individualized feedback on writing assignments becomes increasingly difficult as the number of students grows (Ferris, 1997). Assessing writing fairly and consistently also becomes more challenging, as the workload associated with grading and providing feedback

increases (Hyland, 2003). Furthermore, maintaining student engagement and active participation in large writing classes can be a daunting task

Despite these challenges, researchers have proposed various strategies and approaches to enhance the effectiveness of writing instruction in large classes. These include incorporating technology tools (Herrington & Moran, 2001), encouraging peer feedback and collaboration utilizing low-stakes writing assignments and implementing effective assessment strategies (Elkhoury, 2021).

While extensive research has been conducted on the general effects of class size on teaching and learning, there is a noticeable gap in the literature specifically overcoming the challenges and finding the most effective solutions associated with teaching writing skills in large classes within the Algerian context. The increasing demand for English language proficiency necessitates a focused exploration on how these factors influence writing instruction. Specifically, there is a need to explore the perspectives of both students and instructors at Mila University Center, where large class sizes are a growing concern.

Writing instruction demands a high degree of personalized attention and critical feedback to support students' development and mastery of this crucial skill. Many educators fear that the growing class size may result in a decline in the quality of writing instruction, as instructors struggle to provide tailored guidance, timely feedback, and meaningful interactions with each student. In this context, the need to develop and implement effective pedagogical strategies for teaching writing in large class settings has emerged as an urgent challenge. Instructors must navigate the complexities of catering to diverse learning styles, proficiency levels, and individual needs while managing logistical constraints and fostering an engaging and inclusive learning environment.

This study, focusing on third-year EFL students at the University Center of Mila, intends to determine the viewpoints and experiences of both instructors and students regarding writing instruction in large class settings. By delving into the nuanced perspectives of these key stakeholders involved in the teaching and learning process, this study hopes to shed light on the intricate dynamics at work and identify practical tactics and pedagogical methodologies that have the potential to improve the effectiveness of writing instruction in larger class settings.

Aim of the Study

This study aims to explore the perceptions of instructors and third-year EFL students at the university center of Mila regarding writing instruction in large class settings. It seeks to identify challenges, assess instructional effectiveness, propose enhancements, and contribute to EFL pedagogy discourse.

The Significance of the Study

This study holds significant importance as it addresses a prevalent Challenges in academia: teaching writing to large class setting. It seeks to offer useful suggestions for improving writing and education in larger class setting by exploring the perspectives and experiences of teachers and students at Mila university center, thereby influencing students' academic success. Additionally, by using effective method approach, this study adds to the body of literature by improving the validity of the data gathered and the uniqueness of research itself. Furthermore, It's broadens the focus of previous studies by examining the complexities outside of writing teaching, providing A thorough grasp of opportunities and difficulties in EFL education.

Research Questions

This study seeks to answer the following questions:

- I. What are the perceptions of third-year EFL students at the University Center of Mila regarding the teaching of writing in large classes?
- II. How do teachers perceive teaching writing to large classes in the EFL context?

Research Hypothesis

- I. The University Center of Mila's third-year EFL students encounter numerous challenges that prevent them from mastering the writing skill in large class settings.
- II. Teachers view teaching writing to large classes as a hard trial that requires customized approaches and strategies.

Research Means

The study is based on case study research. A questionnaire is administered to third-year EFL students at the Mila University Center to acquire information on their perceptions of writing training in large class settings. Interviews with teachers who instruct writing skills will be conducted for this study. Both quantitative and qualitative data will be collected and analyzed using statistical and thematic analysis. This design is chosen to make sure the issue at hand is looked at from different perspectives and for the data to be more credible.

Structure of the Study

This dissertation is composed of two chapters: the first is the theoretical part, while the second covers the practical part of the research. The first chapter delves into the main elements of teaching writing to large classes, focusing on the common challenges of the issue and providing effective strategies to overcome the difficulties faced by both students and teachers. On the other hand, the practical part focuses on analyzing and interpreting student

and teacher responses and, by the end, providing a set of recommendations that hopefully will contribute to making the teaching and learning processes more effective.

Chapter One: Teaching Writing to Large Classes

Introduction

This chapter provides an in-depth review of the literature on the two research variables: teaching writing to large classes. It consists of three sections. First, we look at writing instruction, starting with the fundamental ideas of writing and writing instruction. Then it covers the components of lesson planning and syllabus design in addition to an examination of various pedagogical approaches like the process, product, and genre approaches. In our second section, we explore the dynamics of large classes, giving definitions and outlining the factors that affect class sizes. We also talk about the general issues that come with overseeing large classes. Finally, we address the unique difficulties associated with teaching writing in large classes, emphasizing the issues that both teachers and students must deal with. Additionally, this section offers effective strategies and activities to address these problems, such as productive teaching techniques, techniques for providing feedback, and strategies for assessment

Section One: Teaching Writing:

1. The Concept of Writing and Teaching Writing

1.1 Writing. Writing is a means of interpersonal communication in which the writer shares his ideas and thoughts through written words, making necessary adjustments structure, and evaluate his work. Being fluent in expressing yourself in EFL requires mastering specifically the writing skill; it is therefore, the most formal productive skill to realize speakers' words. The writing skill is viewed as deceptively complex and deceptively different from the other skills; it is difficult to be mastered since it requires using proper grammar and receiving feedback for improvement. Esmeralda (2013) said that it is not only hard for those

learning English as a foreign language or second language; it is difficult for the native speakers as well.

1.2. Teaching Writing .Teaching writing predominantly involves developing learners' skills in producing fixed patterns, and responding to writing means, identifying and correcting problems in the student's control of the language system (Jack C. Richards. 2003). Teaching writing entails guiding learners in understanding language structures, text functions, topics to write about, writing techniques, genres, context of writing; moreover, the main concerns of a teaching writing classroom are developing assignments, creating writing resources, utilizing technology, providing feedback, and assessing students' writing.

The ability to write effectively is something that needs extensive and specialized instruction; it requires therefore a skillful, reflective, and expert teacher. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her thoughts on student writing (Brown, 2000, p. 340).

Brookes and Grundy (1998) claimed that, for a long time, writing was a neglected area in language teaching as a result of concentration on spoken language which was seen as important and writing as being of secondary importance; however, writing is now an essential component in language teaching. Writing is essential for language learners since it is central to their classroom experiences, research projects, and final exams. Broker (2007) argues that writing, in particular, is a skill that is required in many contexts through life. The influence of writing training on students' professional performance is substantial

2. Syllabus Design and Lesson Planning

2.1 Elements of the Writing Syllabus. The primary responsibilities of a writing instructor are course conception, planning, and delivery; in other words, teaching writing is the application of practical professional knowledge in the classroom with different strategies. Thus, writing instruction is a developmental process. The course units should be organized from the easy to the difficult, from simple to complex, since the learner cannot learn everything at once, but at different levels. The Teacher then, creates an organized plan that outlines what to teach and how to teach it. i.e., to devise a syllabus and a plan based on this syllabus. This later is a coherent plan for a course of study, providing a map for both teachers and learners which specify the work to be accomplished by students based on explicit objectives. (Jack C. Richards, 2003, 54).

When preparing a syllabus, teachers should constantly ask themselves if the design of a writing course is similar to the other English language teaching courses. Moreover , by analyzing learner needs , teachers can determine what is required to be learnt in accordance with those needs, structure the components in a way that promotes learning, Give learners the opportunity to write, and guide them through assessing their works . Syllabus directs and organizes all of the teacher's actions in the classroom, including his methods, materials, and tasks. The next stage in designing the writing syllabus is to determine the content, tasks, and assignments for the teaching course.

Depending on the level and focus of the course, the elements or the components of a writing syllabus can change, but generally speaking, they cover topics like: sentence construction, research techniques, paragraph development, essay organization, grammar, punctuation, and revision techniques. Each element is usually broken down into specific learning objectives and activities throughout the course.

Designing a successful syllabus is based on understanding how those elements interact. More specifically, in order to teach writing effectively, it is necessary to understand the context (duration, relationships with other courses) in which it occurs and linking it to the particular students.

To determine the elements of a writing syllabus, according to Hutchison and Waters(1987), the teacher should focus on the actual learning situation of the learners including their abilities and attitudes toward the language, and focusing much more on the constraints that hindering them from achieving proficiency. From the other side, the teacher should identify the target situation i.e. what writing skills should be mastered this could help him in designing the syllabus and choosing the materials for effective teaching process, and then confirm its success by evaluation.

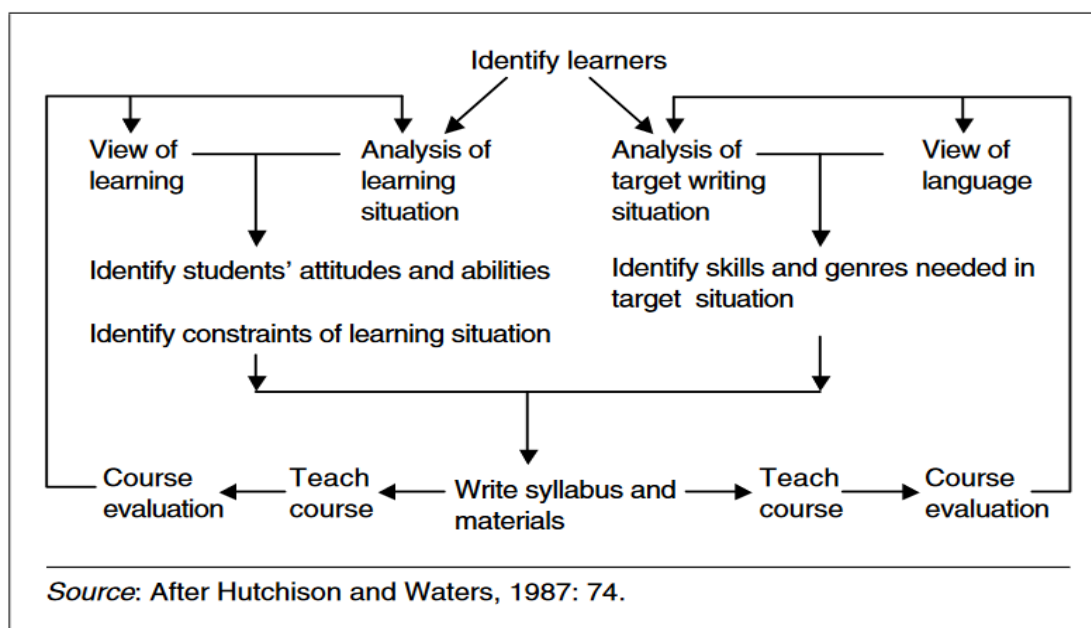


Figure01: Elements of the Writing Syllabus

2.2 Planning a Writing Course. The teacher's designed syllabus serves as a foundational framework for the teaching process, yet it necessitates adaptation into work units

and separate lessons to effectively facilitate learning. When establishing the course's scope, considerations must be made regarding the students' proficiency levels, the availability of time and resources, and the content to be covered. Work units, which serve as cohesive blocks of instruction focusing on particular skills such as grammar, argumentation, and research techniques, are organized under different themes or topics like persuasive writing or narrative writing and play a pivotal role in this adaptation. These units typically encompass assignments such as essays and research papers, along with materials like readings and exercises, and assessment methods including quizzes, and drafts evaluation. Through this structured approach, work units enable the comprehensive coverage of the curriculum within set time frames, ensuring an effective teaching and learning process.

Lesson planning involves the systematic process through which teachers outline and organize instructional activities, resources, and assessments to achieve specific learning objectives within a single session of teaching. It encompasses the careful selection and sequencing of content, strategies, and materials to effectively engage students and facilitate meaningful learning experiences.

To align objective with the overarching identified through needs analysis, the course will be structured into manageable units focusing on various writing elements such as topics, genres, processes, and language points. Each unit will begin by selecting a core element, followed by careful text selection to support the chosen focus.

Activities will be strategically designed to scaffold learning, progressing from teacher-supported tasks to empowering learners to gain control over writing aspects. Diagnostic and achievement assessments will be integrated within each unit to measure learner progress accurately, while ongoing course monitoring will facilitate continuous evaluation and refinement to meet evolving student needs and optimize learning outcomes.

This systematic and dynamic approach emphasizes holistic skill development and student engagement.

Lesson plans are not rigid directives but flexible frameworks; unforeseen challenges and unexpected outcomes may necessitate adaptability during teaching sessions. Anticipating every classroom occurrence is impractical, allowing room for dynamic adjustments is essential.

3. Pedagogical Approaches to Teaching Writing

Teaching writing skills comes with its own set of challenges, demanding a deep grasp of diverse teaching methods and models that can be tailored to suit the specific needs of such a setting. As highlighted by Elbeshier (2022), researchers have emphasized three key aspects in teaching writing: the focus on form, the focus on the writer, and the focus on the reader. This passage will explore the product approach, concentrating on form, alongside the process approach, which follows the writer's journey through writing stages. Additionally, it will touch upon the genre approach, spotlighting language use and functions to convey intended meaning to readers. Various methods have surfaced for enhancing writing skills, with the choice depending on our goals for learners: whether we aim to emphasize the outcome or the journey of writing, and whether we seek to cultivate proficient, and imaginative writers.

3.1. ***The Product- Oriented Approach.*** In writing classes, the product-oriented method focuses more on the finished piece, like essays, rather than the step-by-step writing process, aiming for well-presented works. . The product approach views writing as a process of mastering grammar, vocabulary, and linguistic elements to produce accurate and effective

written texts rather than skills processing such as text planning (Jones, 2018; Badger & White, 2000).

Within this approach, teachers provide clear explanations of grammatical rules and structures, helping students understand how to apply them correctly in their writing (Harmer, 2007; Celce-Murcia & Larsen-Freeman, 1999). The teacher's role also involves guiding instruction, advising on content and structure, giving feedback for enhancement, all while focusing on the end goal and nurturing individual progress.

This approach is applied in writing classes to assist students to produce refined written pieces. It involves structured tasks, peer evaluation, and feedback from instructors. It prioritizes accuracy over fluency through explicit grammar instruction, vocabulary building activities, error correction, and extensive practice drills. Vocabulary building techniques such as vocabulary lists, word banks, context-based activities, and the use of concordances are also emphasized (Thornbury, 2002; Nation, 2001; Lewis, 1997).

Students engage in drills, exercises, and controlled writing tasks to practice language forms in structured contexts, reinforcing their understanding and application of grammar and vocabulary (Scrivener, 2011; Ur, 1996). Students engage by focusing on crafting high-quality final products, such as essays through tasks and peer review.

Furthermore, error correction plays a crucial role in the product approach, as teachers identify and provide feedback on errors in students' writing, addressing issues related to grammar, vocabulary, punctuation, spelling, and other aspects of language use. This feedback helps learners improve their accuracy and develop a greater awareness of language norms and conventions (Ferris, 2010; Hyland & Hyland, 2006).

3.2. *The Process- Oriented Approach.* On the other hand, the process approach stems from a shift in focus from the final written product to the recursive process of writing itself. It focuses on the process that students undertake as they write rather than just the final product

This approach recognizes that writing is a complex process; it emphasizes the different stages of writing. It involves prewriting activities such as free writing, brainstorming, clustering, or outlining, which allow students to explore ideas, generate content, and plan their writing. During the drafting stage, students transform their prewriting ideas into coherent sentences and paragraphs, focusing on fluency and expression rather than accuracy. Revising is a crucial phase where students refine and enhance their drafts through rethinking content, organization, clarity, and making substantive changes, often with the help of peer feedback and self-assessment. The process approach emphasizes the importance of collaboration and peer review, as students provide and receive feedback on each other's work, fostering critical thinking and a deeper understanding of writing conventions (Hyland, 2003). Finally, editing and proofreading address surface-level issues such as grammar, punctuation, and spelling, ensuring that the final product meets linguistic standards and enhances readability (Hillocks Jr, 1986; Raimes, 1983).

The role of the teacher within the process approach is to guide learners through the writing process and strategies for generating, drafting, and refining ideas, often through techniques such as teacher-student conferences, problem-based assignments, journal writing, group discussions, or portfolio assessments (Hyland, 2003). Teacher's role is turned from a lecturer to being a guide who provides feedback to student at each stage.

3.3. *The Genre Approach.* Genres in teaching English as a foreign language refer to unique categories of texts each defined by specific purposes and structures. They encompass a variety of forms and styles tailored to different learning objectives and linguistic skills. This

genre helps learners to grasp and employ language appropriately in different contexts, enhancing their communicative competence. According to Swale (1990), the genres which share the same purposes belong to the same text-types. Traffis (2019) identified further four main genres according to their primary social purposes: (1) narratives: tell a story, usually to entertain; (2) descriptive: describe a scene or a person, (3) persuasive: explain an idea with evidence, (4) expository texts: present or argue a viewpoint. So the student study those genres to find out the vocabulary and grammar structures related to them.

This approach highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (BAZERMAN et al , 1997). Success in communicating within a specific English-language discourse community hinges on a student's ability to craft texts that meet the readers' expectations concerning grammar, organization, and content. Mastery of these elements is essential for effectively engaging with the intended audience and conveying ideas accurately. Therefore, proficiency in producing texts that align with the linguistic and contextual norms of the community is crucial for achieving communicative competence in English.

The teacher's role in this approach is viewed as authoritative rather than authoritarian . In the classroom, the teacher expertly guides students through activities aimed at mastering written genres, while also valuing their input in the learning process. Acting as a facilitator rather than an authoritarian figure, the teacher provides scaffolding through modeling, collaborative writing, and gradual release of responsibility, empowering students to navigate various text types with confidence and comprehend their social purposes.

In L2 contexts, collaboration more frequently involves a contribution by the subject specialists to the writing class, either through team teaching or advice on content (Dudley-Evans and St John, 1998). Perhaps most often there is a reciprocity between the two

specialists in “linked courses” where a specialist writing course is integrated with the activities of a specialist content course by jointly planning tasks and coordinating instruction (Benesch, 2001). Teachers usually use structural, functional, or process methods in the delivery of the course material, and they often use a genre focus to emphasize the rhetorical structure of written texts.

Genre orientation in teaching writing integrates discourse and contextual elements, crucial for both ESP and general English students. It fosters the creation of texts that are coherent, meaningful, and suitable for their intended audience, enhancing overall writing proficiency.

Section Two: Large Class Dynamics

1. Definitions

The term "class size" refers to the number of students a teacher or group of teachers instructs in a classroom setting. Adeyemi (2008) defined it as the typical number of students in a school's classes, while Ikolo (2011) expanded it to encompass a group with specified relationships, not limited to a gang but also including the setting where interaction occurs. Jacob, Olawuyi, and Jacob (2015) asserted that class size significantly influences students' socialization, academic performance, instructional quality, administration, and school budgets. They noted that teachers have limited control over class size as it's primarily an administrative decision. Imoke (2006) emphasized the necessity of reasonable class sizes for optimal efficiency in the school system and coordination of educational facilities with the available student numbers. Ogunyemi and Hassan (2011) cautioned that excessively large class sizes may hinder effective teaching and learning. However, technological advancements, such as virtual classes, may challenge the relevance of this concept, as they transcend traditional classroom environments.

Establishing a universal definition for what constitutes a "large" class size has proven elusive, as perceptions vary significantly across contexts and teaching situations (Hayes, 1997). Ur (1996) highlighted this relativity, noting "Large is of course a relative term; and what a large class is will vary from place to place...a group of twenty may be considered large; in my own teaching situation 40-50..." (p. 302). The Lancaster-Leeds Language Learning in Large Classes Research Project founded an average perception of a large class to be around 50 students (Coleman et al., 1995). However, Nolasco and Arthur (1988) contended that this threshold can shift further, stating "Teachers who are used to teaching groups of 12-14 students might find a group of 20 rather threatening. Others may be relieved when they have only 40" (p. 4). Cultural norms, classroom conditions, subject matter, and instructor experience level can all influence what is deemed a "large" class.

To encapsulate, although the significant influence of class size on educational outcomes as well as teaching practices remains subjectively conceptualized, educators define class size as 'large' according to their specific contexts of teaching, including factors such as cultural norms, classroom conditions, and the instructor's experience. Recognizing the multifaceted nature of class size is crucial for optimizing learning environments and fostering effective teaching strategies.

2. Factors Influencing Class Sizes

Large-size classes are ubiquitous around the world, in both under-resourced (Asia, Africa, Latin America) and well-resourced (Hong Kong, Japan, the United Kingdom, the United States, and Australia). These classes cover a variety of disciplines and educational levels. However, in well-resourced contexts such as the United Kingdom and North America, LC are uncommon in ESL/ESOL instruction, which tends to emphasis on personalized learning for minority and international students.

According to Shamim and Coleman (2018):” The reasons for classes having the number of learners that they do are complex and context-dependent”, the following table summarizes the reasons of large class phenomenon:

Table01.

The Reasons behind Large Class Phenomenon According to Shamim and Coleman (2018)

National development	Nations with « low » and « medium» human development face challenges to equip educational institutions and to train teachers.
Convention	Beliefs about the appropriate class sizes for each age group or specific subject are often followed, with these beliefs frequently lacking theoretical or empirical justification.
Physical capacity of classrooms	Classrooms created for a specific level of education may not be sufficient to accommodate all students.
Availability of teachers	In certain cases, there aren't enough teachers to teach all of the classes at the institution. So, the courses are frequently combined to equal the number of instructors, resulting in a huge class size.
Reputation of individual institutions and teachers	Popular institutions and universities typically enroll more students than others. This may result in a crowding phenomenon.
institutions enrolment	Larger classrooms typically exist in larger schools.
Institutions location	Schools and universities in desirable locations, such as urban areas, typically have larger classes than those in rural areas.
Students repeating years	Every year, unsuccessful students will be added to new classes. This increases the number of students in the classroom.
the demand for education	The demand for education frequently develops rapidly, resulting in huge class sizes; education systems require time to train and attract new instructors, as well as to establish new educational institutions.

3. General Problems of Large Classes

Listing every issue with large-scale ELT classrooms is really challenging. Nonetheless, there are some issues that, while seemingly minor from a broad perspective, might negatively influence the teaching-learning process. Undoubtedly, there exist specific issues associated with all large-scale English language instruction that cannot be disregarded at any point as stated by Benguega, (2012):

- Maintaining discipline in a large classroom.
- The discomfort experienced by students due to overcrowding.
- Providing individual attention to each student .
- Evaluating and assessing the progress of every student effectively .
- The teaching-learning process may suffer due to the constraints imposed by a large classroom environment.
- Adopting appropriate teaching methods that cater to the diverse needs of students.
- Accommodating the diverse backgrounds and learning styles of students in a large classroom.
- Effective classroom management becomes increasingly complex as the number of students in a class increases.

Section Three: Challenges and Strategies in Teaching Writing to Large Classes

1. Problems Faced By Teachers

1.1. Classroom Management. In large writing classes with forty or more students, it becomes very difficult to maintain an orderly learning environment (Ur, 1996). According to him, "In a class of fifty, keeping everyone's attention focused on the lesson is an endless uphill struggle" (p. 304,). Easy tasks like getting students to pay attention or switching

between activities can spiral out of control, resulting in a mix of excessive noise, distracting side conversations, and general inattention (Hayes, 1997). With so many students crammed into a small area, Hayes (1997) noted that "any change of activity was seized upon as a signal to begin chatting and fooling around" (p. 108). It's difficult to regain control after interactive assignments, which disrupts the flow of learning and wastes important class time. Teachers face many difficulties when it comes to managing a large class. According to Brown (2004), keeping everyone on task and maintaining order becomes exponentially more complex with a greater number of students. Teachers need to learn how to deal with interruptions and stop students from being off task, which can happen more often in bigger classes. To maintain students' focus and productivity, effective classroom management necessitates clear rules, consistent enforcement, and engaging teaching strategies (Brown, 2004).

1.2. Providing Feedback. Giving each student personalized, helpful feedback on their writing assignments is nearly impossible when there are a lot of them (Hammed et al., 2010). It is stated that "The number of students affects the lecturer's ability to provide useful comments on written assignments" (p. 723) by Hammed et al. (2010). Higher-order concerns like content, organization, and development must take precedence over lower-order concerns like grammar, mechanics, and style for teachers (Ferris, 1997). Ferris (1997) discovered that "Teachers of L2 student writers tend to focus their feedback more on problems with ideas, while giving relatively little feedback about linguistic errors" (p. 330). In addition, Offering detailed, formative feedback is impractical due to the sheer volume, even though it has been shown to be beneficial for the development of effective writing skills (Bitchener & Ferris, 2012). Giving prompt and insightful feedback to students in large writing classes is one of the biggest challenges in teaching writing. According to Ferris (2003), "large class sizes make it extremely difficult for teachers to provide the type of feedback that has been shown to be most beneficial for improving student writing" (p. 51). In addition, the overwhelming amount

of work that needs to be reviewed frequently causes instructors stress, which can cause delays and flimsy remarks. as Bitchener and Ferris (2012) point out “Providing feedback on writing is extremely labor intensive and time consuming, especially when class sizes are large,” (p. 150). In-depth feedback is essential for students to advance their writing abilities, but getting it in large class sizes can be challenging.

1.3. Assessing Writing. It can be difficult to evaluate writing in a large class in a fair and consistent manner. It can be difficult and time-consuming to grade and provide feedback on a large number of student writing assignments, as Zacharias (2007) observes (p. 41). Due to time constraints, it is challenging to go over every student's work in detail, which raises the possibility of grading errors and inconsistencies being missed (Zacharias, 2007). For many students, handling the logistics of gathering, evaluating, giving feedback, and returning written assignments is time-consuming and difficult (Jawitz, 2022). Jawitz (2022) states that "Increasing class sizes place substantial demands on instructors in terms of managing assessment processes and providing quality feedback" (p. 2). Because writing evaluation is subjective, grading writing in large classes is problematic by nature. According to Hyland (2003), evaluating students' writing is a multifaceted process that entails evaluating their work according to a variety of standards (p. 177). Instructors have to strike a balance between the demands of time and workload and the need for comprehensive, individual assessment. The process can be streamlined with the aid of rubrics and standardized assessment criteria, but Hyland warns that they "may fail to capture the distinctive qualities of individuals' writing" (p. 179). Furthermore, grading a large number of assignments fast can cause inconsistencies and assessment errors (Hyland, 2003).

1.4. Engaging Students. It is very challenging to promote active learning and sustain engagement in crowded classrooms. According to Morell (2009), "Large lecture classes often result in passive learning environments where students are reluctant to participate actively"

(191). Since most students are reluctant to voice their opinions or ask questions, large lectures tend to encourage passive learning (Morell, 2009). Additionally, according to Morell, "Students reported feeling anonymous in the large classes and were hesitant to draw attention to themselves by asking questions" (p. 197). It is logistically challenging to plan interactive activities that involve every student. It takes work to establish rapport and connect with people (Walsh & Kefi, 2021). According to Walsh and Kefi, "In large classes, instructors struggled to establish meaningful relationships with students, which negatively impacted engagement levels" (p. 124). It's never easy to keep a large class of students interested and involved. Freeman et al. (2014) state that "in large classes, student engagement and motivation can be negatively impacted by factors such as the physical layout of the classroom, lack of personal interactions with the instructor, and the predominance of passive learning activities" (p. 8411). Large classroom layouts frequently discourage interaction, and students may feel alone and cut off from the teacher.

2. Problems Faced By Learners

2.1. Limited Individualized Attention. Large class sizes mean that students will always receive less individualized instruction, support, and feedback, and that their unique learning needs will frequently go unmet (Shamim, 2012). He said that, "it is difficult for teachers to attend to the individual needs of learners in large classes" (p. 89). One-size-fits-all teaching methods are used by teachers, which hinders students' development as writers (Milewski et al., 2001). According to him, "In large classes, instructors tend to resort to lecturing rather than providing opportunities for individualized support and feedback" (p. 15). Large class sizes often lead to students feeling underutilized and overlooked. Students in large classes frequently complain about the lack of individual attention and personalized feedback from the instructor as notes Carbone (1998). The teacher's limited opportunity for one-on-one interaction may impede students' academic and personal development. A student expressed

regret in Carbone's study, saying, "It seems as though the instructor is unaware of my identity. In that enormous lecture hall, I feel like a number" (p. 43). Without individualized instruction, students might find it difficult to comprehend difficult ideas or get the help they require to improve their writing abilities. For students who require extra assistance or have specific learning needs, this lack of individualized attention can be especially harmful (Carbone, 1998).

2.2. *Distraction and Noise.* In crowded classrooms, the din of noises, chaos, and side conversations seriously impairs focus and concentration. According to Hayes (1997) "Excessive noise and movement in large classes can make it difficult for students to concentrate and stay on task,"(p. 110). According to Benbow et al. (2007), the excessively noisy atmosphere is a factor in low engagement and poor retention. "It's really hard to pay attention when there's always someone whispering, dropping their books, or coming in late," a student commented in Benbow et al.'s study (p. 58). The noise levels in a large classroom can be distracting, making it difficult to focus and concentrate. Students in large classes are more likely to encounter interruptions and distractions that can impede their ability to learn, as Finn et al. (2003) clarify. When background noise and chatter are prevalent, it may be difficult for students to actively participate in discussions or engage with the material. One student interviewed by Finn et al. complained, "I can never hear what the professor is saying with all the side conversations going on. It's so frustrating" (p. 217). These interruptions have the potential to hinder learning and lower instruction's overall efficacy. To reduce disruptions, educators must set clear behavioral expectations and implement classroom management strategies (Finn et al., 2003).

2.3. *Lack of Participation Opportunities.* There are few opportunities for learners to actively participate with questions, ideas, or feedback because there are so many students (Walker, 2014). he added that "In large classes, individual students have fewer opportunities

to participate actively and receive personalized feedback," (p. 34). Most develop into inattentive listeners who hardly ever use writing tools or strategies. One student said to Walker that he feel like a faceless person in that enormous lecture hall. The majority of students just sit there taking notes while the professor calls on the same few individuals. In large classes, there are frequently few opportunities for meaningful interaction and active participation. Large lecture courses discourage students from participating in active learning activities like group projects, questioning, and idea sharing. In front of a large group of people, students might be reluctant to speak up or ask questions, which could result in passive learning and disengagement. One student explained to the researchers, "I get really anxious about raising my hand in that huge lecture class. I'm afraid I'll say something stupid in front of everyone" (Smith et al., 2005, p. 125). Students' inability to participate can impede their ability to understand the subject matter and develop their communication and critical thinking skills.

2.4. Demotivation. Students become extremely demotivated by the impersonal environment and lack of teacher-student interactions because they feel alone and detached from boring lectures. According to McKeachie (1980), "In large classes, students often feel like just another face in the crowd, which can lead to feelings of alienation and lack of motivation" (p. 26). To McKeachie, a student lamented, "I'm just a number to that professor. They don't know me or care if I'm struggling. It makes me not want to even try" (p. 27). Writing development is severely hampered by losing motivation. Students may feel alienated and demotivated as a result of large class sizes. According to Tinto's (1993) research, students in very large lectures felt more alienated and were more likely to fail the course or drop out.

Large class sizes can make students feel like just another number, which lowers their sense of community and drive to succeed. "In a class that big, you're just a nameless body," a student said to Tinto. It's simple to lose interest when there's no interaction with the instructor

or other students (p. 57). Reduced participation, attendance, and academic performance are some signs of this demotivation.

3. Strategies of Teaching Writing to Large Classes

3.1. Effective Activities to Teach Writing to Large Classes. Incorporating well designed activities into teaching writing can greatly boost student involvement, skill advancement, and overall educational achievements. Through integrating a diverse range of interactive activities tailored to different learning styles, instructors can foster dynamic learning experiences that stimulate creativity, foster critical thinking, and encourage collaboration among students. Handling large writing classes requires thorough planning and practical tactics that are tailored to the situation in order to make teaching large writing classes a successful venture (Jokhio et al., 2020).

3.1.1. Out –Of- Class Writing. Some educators claim that it should there incorporation of learning outside the classroom in the university to alleviate the overcrowded classes. Hadi et al. (2021)” indicate that students cannot properly enhance their writing skills if they continue to engage in conventional and boring classroom activities”. “Realizing activities outside the classroom for students in the writing class at the university is regarded as being more successful in their learning process and being able to foster student creativity and teacher innovation” as stated by Husni, 2019.

Engaging in writing tasks outside class enhances learning, fostering independence and reflection for students. These activities extend beyond classroom walls, benefiting both educators and learners.

Tasks like journals, reflective essays, and research projects can be done outside class, enabling students to explore at their own speed and delve into topics they find compelling. This flexibility fosters deeper engagement and understanding.

Out-of-class writing tasks offer numerous benefits. They empower students to independently manage their learning, delve deeper into topics, and apply concepts practically. Moreover, such activities foster critical thinking, communication, and creativity through meaningful reflection and analysis. By shifting some workload outside class, educators can enhance in-class engagement, collaboration, and feedback, optimizing teaching effectiveness in large groups.

3.1.2. Using Technology Tools. Online classroom strategies: Incorporate meaningful interactive communication into each class through discussions.

Technologies' rapid advancement encourages lecturers to incorporate it into the teaching and learning process. Technology based tools can help teachers overcome time, feedback, and correction issues; students can use technology tools to correct their writing .the use of digital technologies assisted by artificial intelligence in writing classes, such as Quilbot, Grammarly, and Facebook is trusted by students as a platform for evaluating their work and has numerous benefits that help improve student writing quality (Fithriani et al.,2019)

Integration of technology offers another avenue, as online tools and platforms such as learning management systems, collaborative writing tools, and virtual classrooms provide opportunities for streamlined feedback, interaction, and access to multimedia resources, allowing instructors to deliver timely comments and assessments to a larger number of students (Herrington & Moran, 2001).

3.1.3. Tying Assignment to Team Work. Incorporating team-based assignments promotes community building, peer learning, and collaboration in large writing classes. Through group brainstorming, planning, drafting, revising, and editing, this technique improves students' writing abilities (Barkley et al., 2014).

For example, a group project may require students to investigate different writing styles and work together to develop an extensive guide. Each team member might be in charge of a particular style, adding to the writing, research, and peer review (Graham & Perin, 2007).

Furthermore, cooperative writing activities can be incorporated into online or in-person workshops where students use Google Docs and other online collaboration tools to co-write essays, dialogue scenes, or short stories while receiving immediate feedback (Palloff & Pratt, 2013). Peer review processes, in which participants exchange drafts and offer comments, promote peer support and enhance writing abilities (Johnson et al., 2014).

In general, group projects in large classes foster the communication, critical thinking, and problem-solving abilities needed for good writing. Students improve their writing skills and acquire important interpersonal skills by cooperating to achieve common goals (Smith et al., 2005). To maintain accountability and focus, clearly defined guidelines, deadlines, and evaluation standards are helpful (Garrison & Vaughan, 2008).

3.1.4. Low-Stakes Writing. Low-stakes writing assignments are unofficial, ungraded assignments that promote frequent writing exploration and practice without the stress of tests at the end. Students gain confidence, develop their ideas, and enhance their writing abilities through these exercises (Elbow, 1997).

Examples of Activities

- Quick Writes: Short answers to questions or prompts pertaining to the course subject that encourage free-form writing and introspection.
- One-minute papers: These are condensed versions of the main ideas from a reading or lecture that promote comprehension and synthesis.
- Response journals: Frequently asked questions or reflections on the material covered in the course that promote participation and metacognition.
- Peer Review Worksheets: Formal peer review sessions for honing critical writing and reading abilities.
- Online discussion boards: These are asynchronous forums for discussing course material that encourage group learning and casual writing.
- Exercises in free writing: Unrestricted writing on stimuli or prompts to encourage original thought and idea exploration.

3.1.5. High-Stakes Writing. It is for high stakes entails formal, graded assignments that have a big influence on students' final grades. Students must exhibit content mastery, critical thinking, and writing ability in order to complete these assignments.

Techniques for applying high-stakes writing strategies in large classes include:

- Term papers and research essays are comprehensive assignments with precise instructions that call for synthesis, analysis, and research.
- Exam essay questions are used to gauge students' comprehension and ability to present arguments.
- Argumentative essays, also known as position papers, are persuasive pieces that are backed up by reliable sources and research.
- Critical analyses and literature reviews involve summarizing and assessing academic works.

- Capstone papers, also known as thesis projects, are culminating assignments that show a thorough comprehension and unique insights.

A fifteen -page research paper, essay tests, argumentative essays, literature reviews, and senior theses are a few examples. With clear expectations and opportunities for feedback, these assignments push students academically, evaluate learning objectives, and develop advanced writing abilities.

3.2. Responding to Student's Writing in Large Classes

Giving insightful feedback in large classes is difficult but necessary for students' development. Techniques that work well include technology-assisted tools, rubrics, and focused remarks

3.2.1 Teacher Written Feedback. Teacher-written feedback should focus on specific aspects like organization, clarity, argumentation, and grammar Setting higher-order issues as a priority aids in enhancing overall writing quality. According to Brookhart (2013), rubrics offer clear, consistent feedback that is in line with the goals of the course. Effective feedback is made possible by technological tools like online grading platforms, freeing up instructors to concentrate on more important topics.

3.2.3. Peer Feedback. Peer feedback encourages a diversity of viewpoints and cooperative learning by having students offer helpful criticism on each other's work.

3.3. Writing Assessment Strategies:

Effective evaluation of large classes necessitates a variety of approaches to handle the workload and give students insightful feedback. Elkhoury (2021) suggests that a number of strategies, including spreading exams throughout the semester, utilizing self and peer assessments, assessing groups rather than individuals, and leveraging technology

Rather than depending solely on two major exams, distributing smaller tests throughout the semester can reduce the workload associated with grading and offer ongoing feedback. These shorter tests, like brief written assignments, are easy to grade and have several advantages. They offer practice opportunities, encourage shy students to participate in class discussions, assist students in organizing their ideas, and assign grades fairly. These tests also provide students with a summary of the material covered in class and help them get ready for future lessons (Elkhoury, 2021).

Classroom Assessment Techniques (CAT) represent an additional useful instrument. These short class assessments examine students' attitudes, responses to teaching strategies, and knowledge related to the course. With CATs, teachers can get daily feedback, quickly clear up misunderstandings, and promote a positive learning environment with their students. Additionally, they lessen feelings of isolation in large classrooms by assisting students in critical thinking and self-evaluation. Choosing what to assess, selecting the best method, elucidating the purpose of the assessment to students, analyzing the results, and sharing the findings to increase student engagement are all necessary steps in putting CATs into practice (Elkhoury, 2021).

In-class Formative assessments are essential because they give students regular, low-stakes opportunities to put what they've learned into practice and get instant feedback. Strategies such as think-pair-share help students become involved, ask questions, clarify points of confusion, and broaden their education in important areas (Foster, 2023). According to research, formative assessments help students reflect on their understanding and pinpoint areas where they need to improve, which enhances learning outcomes (Black & Wiliam, 1998).

Diverse viewpoints and critical reflection are encouraged by both peer and self-assessments. In self-assessment, students use tools like checklists, rubrics, and self-grading to analyze their own work. In order to guarantee a successful outcome, educators ought to clarify the aim of the approach, establish a secure discourse space, and present the evaluation standards ahead of time (Elkhoury, 2021).

Peer evaluation, also known as peer assessment, gives students the chance to assess one another's work, providing constructive criticism and exposing them to a range of solutions. This approach assists students in viewing their work through the eyes of an assessor. Clear rubrics, calibrated peer assessment for training, and maintaining anonymity to preserve objectivity are all necessary for effective peer assessment. Prior to giving students high-stakes exams, it is imperative that they develop their peer assessment skills. It is imperative to cultivate an environment of evaluation, take into account a range of backgrounds, and confront any obstacles (Elkhoury, 2021). Peer evaluation, according to Nicol and Macfarlane-Dick (2006), can improve learning self-regulation by raising students' awareness of learning procedures and quality standards.

Gains from Using Technology in large classroom settings; Technology Enhanced Assessment (TEA) facilitates both the strategic and operational aspects of assessment. Technology can improve feedback mechanisms, simplify administrative tasks, and enable a variety of assessment techniques. Assessments are more effective and accessible for teachers and students when they use digital tools and platforms (Elkhoury, 2021). Technology can offer creative ways to assess, like online tests, e-portfolios, and automated feedback systems, which can save time and enhance the quality of feedback (JISC, 2010).

By implementing these techniques, large class assessments become more beneficial and manageable, offering ongoing feedback and encouraging student participation and

learning. Teachers don't have to assign grades for everything. In addition to providing you with information about students' writing abilities and performance, assessment exercises help students practice and reflect on their work. Enhancing writing skills should be the main goal of activities, and even if students' work is not graded, they are still learning.

Conclusion

This chapter has provided a comprehensive overview of the key aspects involved in teaching writing, particularly in the context of large classes. Teachers can better navigate the complexities of writing instruction by having a solid understanding of the fundamental ideas, a variety of pedagogical approaches, and the dynamics of large class environments. The goals of the suggested methods for overseeing large classes, involving students, and efficiently grading writing are to improve instruction and student performance. These findings will prove to be a useful foundation for creating inclusive and efficient writing teaching approaches in the future.

Chapter Two: Data Collection & Analysis of Findings

Introduction

While the previous chapter attempted to provide a theoretical framework for the two variables in this research, the second chapter is practical part of our research . The purpose of this study is to identify EFL students' and teachers' perceptions toward teaching writing to large classes and to examine the challenges they face and how they overcome them. To achieve this, data was collected from both students and teachers using a mixed-method approach. This section of the dissertation is dedicated to presenting the gathered data and interpreting it, trying to address the research problem, answer the questions, and achieve the research's objectives. By the end of this section, answers to the research questions will be obtained, and the previously stated hypotheses will be either confirmed or unconfirmed

1. Research Methodology

1.1.Sampling

This survey included 82 out of 196 third-year undergraduate students from Mila University's Institute of Foreign Languages. In addition, interviews were performed with three experienced teachers that used to teach the written expression on the same faculty.

1.2.Description of the Instruments

The quantitative research was done through a questionnaire that was handed to students in paper form. It comprises nineteen questions divided into four sections, each concentrating on a specific area of investigation. A mixture of seven multiple questions and ten single choice questions, two yes/no questions and two open ended questions . The first section (3questions) provides general information about the sample, including their English level, the skills they master efficiently as well as how they perceive the size of their writing class. The second section (4questions) deals with students' perspectives toward writing

instruction. The third section (5questions) tackles their viewpoints toward large classes .the final section (7questions) spots light on how learners see the process of learning writing in large classes.

Data from the questionnaire was statistically analyzed using Google Forms. Except for the open-ended questions, they were analyzed using a theme analysis method.

The qualitative research was done through semi-structured interviews with teachers, carried out in person at the department in a quiet place. The interviews consisted of 8 questions and they were recorded on a smartphone. The taped interviews were carefully transcribed for theme analysis.

The collected and analyzed data from both questionnaire and interviews are presented in the next section.

2. Results & Analysis

2.1. Analysis of the Questionnaire

Section One: General Information

Question01:

Question01:How would you rate your English level?

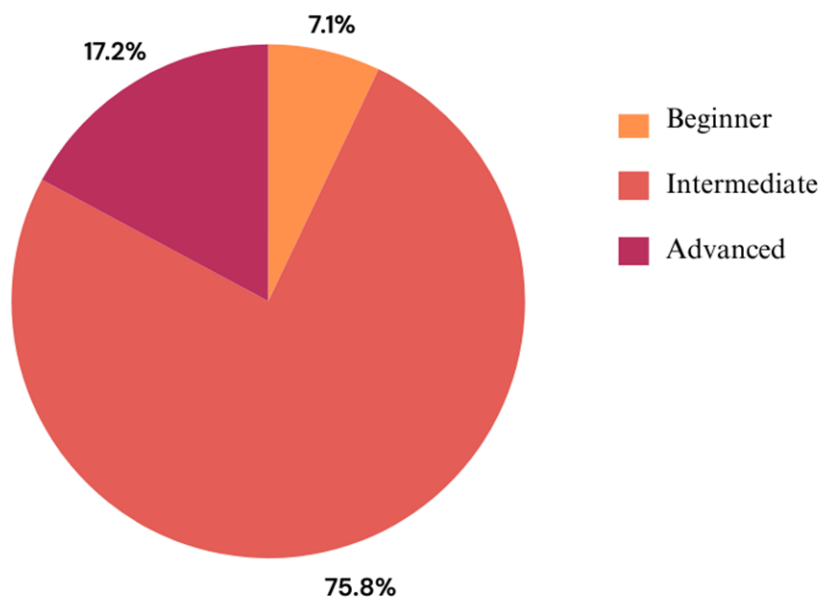


Figure 02: Rating Students' English Levels

The chart represents third year EFL students' answers to the question: «how would you rate your English level?» The largest section, which takes up 75.8% of the chart, is representing the intermediate level. A smaller portion, around 17.2% rate their English level as advanced, while only a minor fraction, approximately 7% identify themselves as beginners

Question02:

Question02: During your experience of learning at the university, which skills you have mastered efficiently?

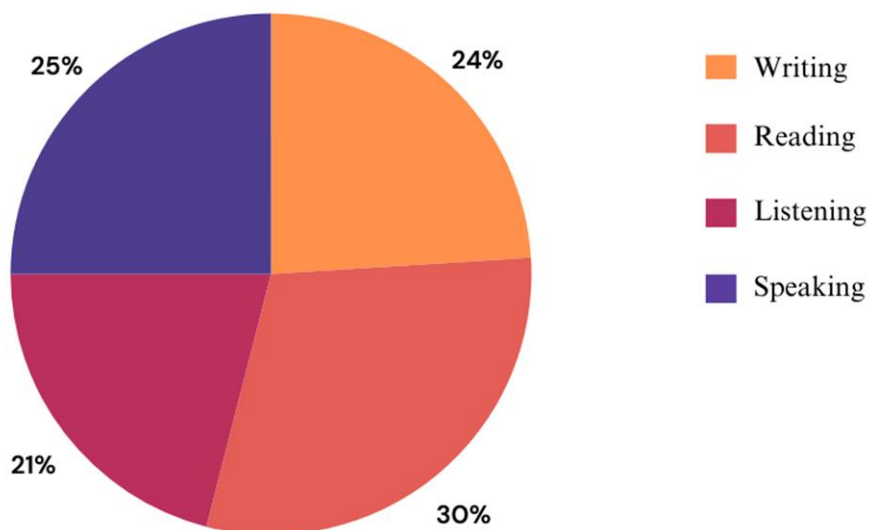
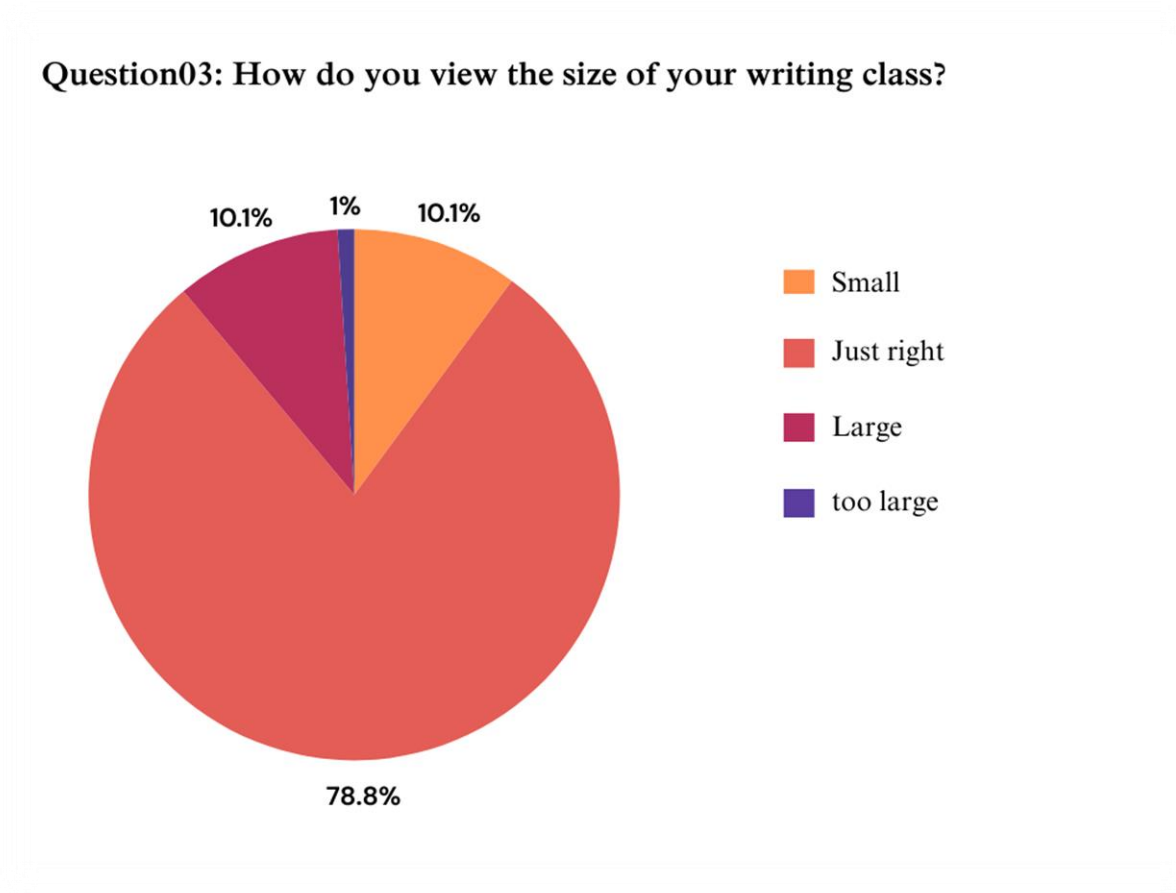


Figure 03: The Mastered Skills by Students

The previous figure illustrates the breakdown of language skills mastered by third year EFL students. The largest portion, (30%) corresponds to reading skills being the most proficiently acquired. Speaking skill follow closely with (25%). the Writing skill accounts for (24%) of students' responses. While the listening skill make up the smallest segment at (21%).

Question 03:**Figure 04: Students' Perceptions of Their Writing Class Size**

The majority (78.8%) of the respondents view the size of their writing class as “just right”, indicating their satisfaction with the class size. A small portion (10.1%) find it “large”, while an equal percentage (10.1%) consider it “small”, and only (1%) perceive the class size as “too large”.

Section two: students' perceptions of writing instruction.

This section aims to understand how students perceive their own writing skills and their engagement with writing activities. It also uncovers their views regarding their learning environment and preferences.

Question 01:

Question01: How can you describe your writing skill?

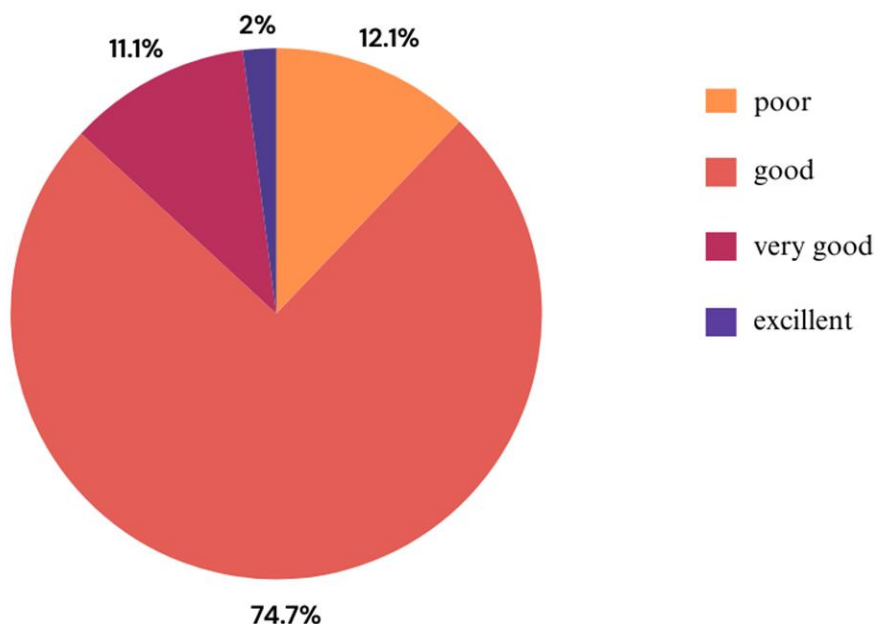


Figure 05: Description of Students' Writing Skill

Most respondents (74.7%) describe their writing skill as “good”, suggesting a generally positive self-assessment. A smaller percentage (12.1%) rates their writing skill as “poor”, while (11.1%) consider it “very good”. Only (2%) perceive it as excellent.

Question 02:

Question02: How frequently do you engage in writing activities outside of class?

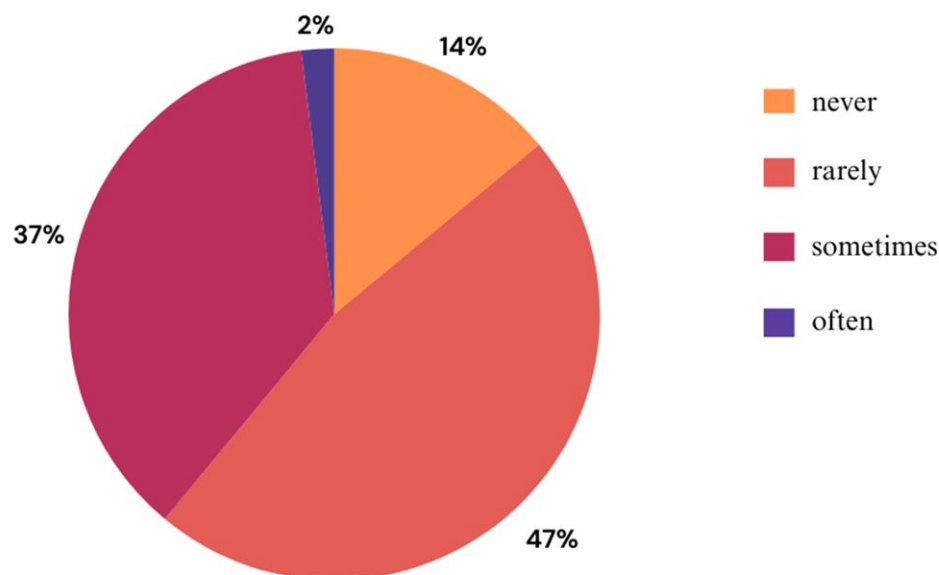


Figure 06: Students' Engagement Frequency in Writing Activities Outside of Class.

The graphic depicts the regularity with which students engage in writing tasks outside of class, demonstrating that (47%) rarely participate, while (37%) do so occasionally. Only (14%) of students never write outside of class, and only (2%) do so frequently. These findings indicate that a large proportion of students do not practice writing outside of the classroom on a regular basis, with nearly half doing so just occasionally. This suggests a potential need for strategies to encourage students to write more frequently outside of the classroom in order to improve their writing skills.

Question 03:

Question03: on which aspects of language does your teacher focus ?

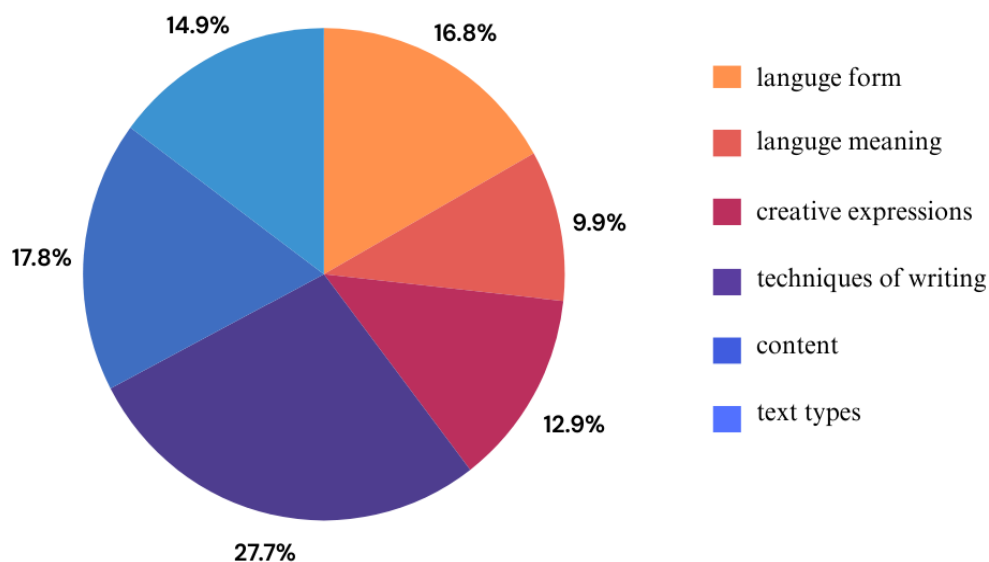


Figure 07: The Language Aspects.

The data shows the teachers' focus aspects in writing teaching. The highest score, (27.7%), shows that writing approaches are most heavily emphasized. This suggests that teachers should prioritize teaching students about the strategies and frameworks for effective writing. Content is the second most stressed area, accounting for (17.8%), showing that teachers place a high value on the substance of what students write. Language form (16.8%) and text types (14.9%) are also significant, indicating that these elements play a crucial role in understanding and analyzing the structure and content of written discourses .

Question 04:

Question04: what is your preferred learning style ?

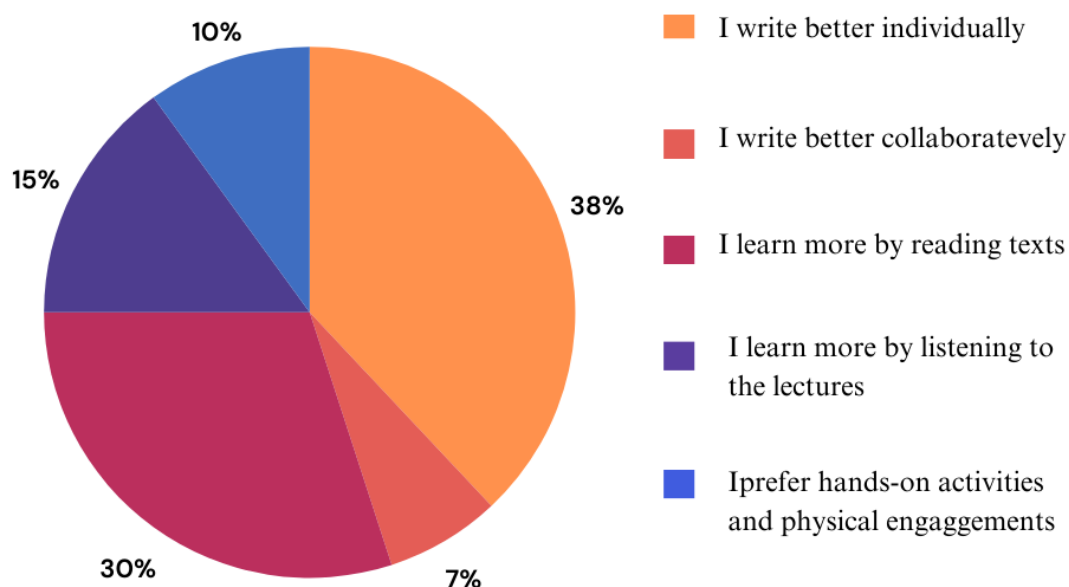


Figure 08: Students' Learning Styles

in this question, students were asked how they perceive and respond to their learning environments, and as it is shown in the graph , The greatest slice (38%) reveals that most students write better individually, implying a preference for autonomous work when it comes to writing assignments. A sizable proportion (30%) learns more effectively by reading texts, emphasizing the significance of written materials in the learning process. Some students (15%) benefit more from listening to lectures, illustrating the importance of auditory input and direct instruction. Others (10%) prefer hands-on activities and physical encounters, suggesting a kinesthetic learning style. Smaller percentages report writing better collectively (7%), indicating that, while group work might be good for some students, the majority of students thrive in individual writing situations. These findings

highlight the diversity of students' learning preferences and the necessity for a multifaceted strategy that accommodates varied styles and strengths.

Section three: students' perceptions of large classes.

This section aims to understand students ; perceptions of learning in large class settings and the challenges they face.

Question 01:

Question01: Do you like studying in large classes?

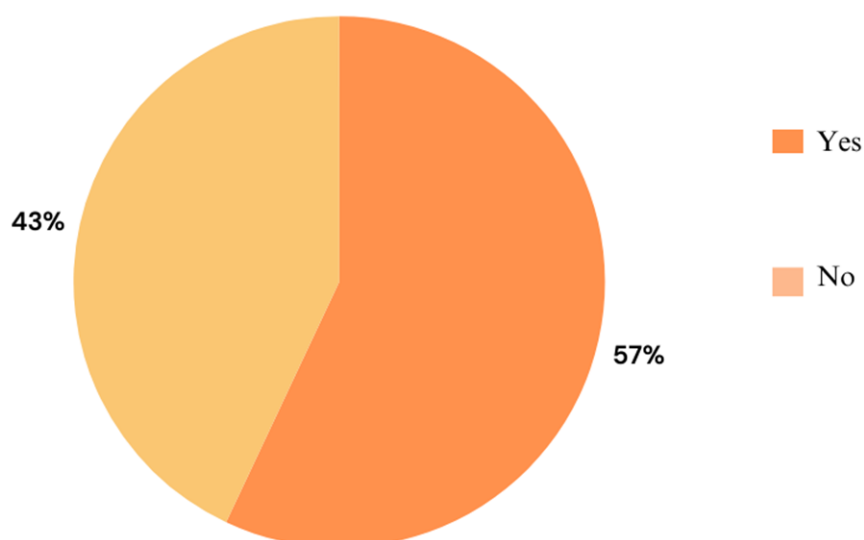


Figure 09: Student's Perspectives about Studying in Large Classes.

According to the chart, (57%) of students prefer large classes which indicates that they see multiple possible benefits. They may like the diversity of viewpoints and ideas that come from a larger group, the chances for networking and developing study groups, and perhaps a more dynamic and interesting class environment. These students may believe that

the diverse interactions and collaborative chances improve their learning experience.

In contrast, (43%) of students detest large classes, indicating substantial obstacles.

When asked what makes it difficult to learn in large classes, the students provide us with numerous answers which are shown in the following table:

Table02: Students' Difficulties toward Learning in Large Classes

The difficulties	Students' answers	Interpretations
1. Noise and Distractions	<p>"The noise and it is hard to progress or get something when there are too many people"</p> <p>"The large classes contain a lot of noise and as a result we cannot focus during the lesson"</p> <p>"Distraction and I Cannot focus"</p> <p>"Noise"</p> <p>"Distraction and noise which make it hard to concentrate"</p>	<ul style="list-style-type: none"> • Many students struggle in large classes because of the high noise levels and various distractions, making it difficult to concentrate and follow the lesson efficiently.
2. Lack of Focus and Concentration	<p>"I cannot focus usually in large classes"</p> <p>"The lack of focus"</p> <p>"Lack of attention"</p> <p>"I can't concentrate well in large classes"</p> <p>"Lack of concentration in large classes"</p> <p>"There is too much noise and I lose concentration"</p>	<ul style="list-style-type: none"> • learners struggle to stay focused and attentive in large classes, most likely due to noise, distractions, and the sheer quantity of pupils present.

<p>3. Difficulty Hearing and Understanding the Teacher:</p>	<p>"I don't hear the teacher well"</p> <p>"When we learn in large classes we couldn't understand because of the huge number of students and noise"</p> <p>"Most of the time, we can't hear the teacher well and non-getting the information"</p> <p>"Because it is hard to listen to the teacher when he speaks"</p> <p>"Because the work is being difficult to the teacher to explain the lesson and to us in understanding In large class"</p>	<ul style="list-style-type: none"> • In large classes, students have a difficult time hearing and understanding the teacher's explanations, which might impair their learning and comprehension.
<p>4. Lack of Individual Attention and Participation:</p>	<p>"The teacher is not all the time available"</p> <p>"Having limited attention from the teacher"</p> <p>"Because I can't talk in a large class"</p> <p>"The teacher will not find enough time to each student depending on his level because student are different"</p> <p>"Stydying in large classes can be challenging because it is hard for the teacher to give individual attention"</p>	<ul style="list-style-type: none"> • Students believe that large classes provide less individual attention and instruction from the teacher, as well as less opportunities to participate actively or have their questions answered.
<p>5. personal Preferences and Psychological Factors:</p>	<p>feeling uncomfortable"</p> <p>"Lack of competition"</p> <p>"It makes me less interested about the course, because I cannot stand the noise and I feel suffocated as if there is no air to breath"</p>	<ul style="list-style-type: none"> • Some students find large classes unsettling, upsetting, or demotivating due to personal preferences, learning styles, or psychological problems such as shyness or social anxiety.

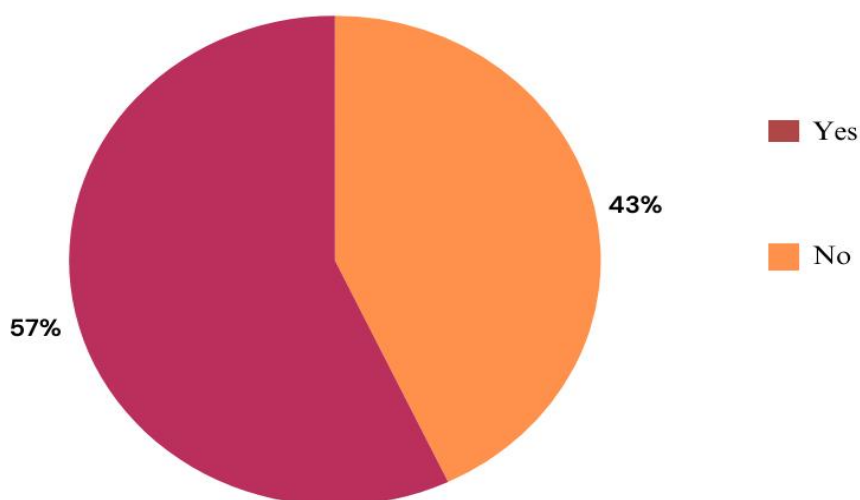
	<p>"I can't learn in large classes"</p> <p>"I prefer to work individually because of personality"</p> <p>"Some students feel shy when there are a lot of students in a class and their social anxiety does not allow them to participate"</p>	
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Overall, the responses highlight a variety of challenges that students face in large classes, such as noise, distractions, difficulty hearing and understanding the teacher, a lack of individual attention and participation opportunities, personal preferences, and psychological factors that can influence their learning experience.

The information gained can be used to better structure classrooms to fulfill the requirements of students, such as reducing class sizes, enhancing classroom management to reduce noise, and guaranteeing more direct interaction between students and teachers.

Question02:

Question02: Do you think that the large number of students affect the quality of learning?

**Figure10: Factors Affecting the Quality of Learning Experience**

As this pie chart shows, (57%) of the respondents agree that the large number of students per classroom is the only factor that affects the quality of learning experience. They believe that number of students in a single classroom negatively affects the learning experience and may jeopardize the quality of education obtained. However, the rest (43%) of students do not share the same view, They likely believe that there are other factors beyond just class size that contribute to the quality of the learning experience and they are mentioned in the following question.

Following to question 02:

Question02:if no, what are the potential factors that can affect your learning experience?

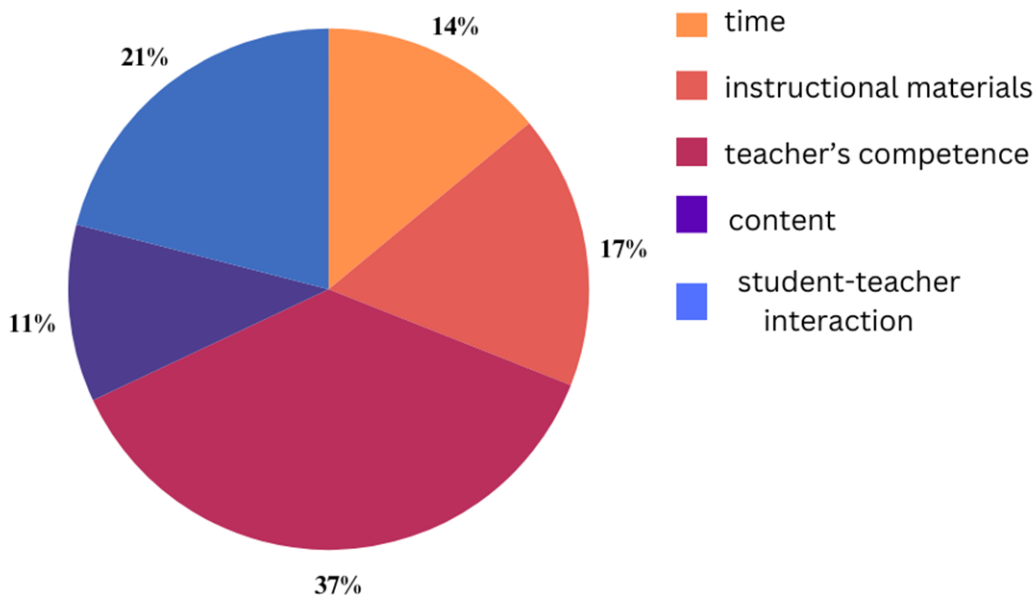


Figure11: Other Factors That Influence Class Size.

As a completion to the previous question, students who did answer with "no" were asked about the potential factors that can affect the learning experience; the largest portion, accounting for (37%) of the chart, is the teacher's competence. This suggests that the quality and efficacy of the teacher have the greatest impact on students' learning experiences. The second greatest factor, accounting for (21%) of the chart, is student-teacher interaction . This emphasizes the necessity of meaningful and engaging interactions between students and teachers in improving the learning experience. Instructional materials make up (17%) of the components impacting the learning experience. This shows that the resources and materials utilized in teaching are critical in facilitating students' understanding and retention of

information. Time is noted as a potential influence, with a (14%) share. This suggests that the amount of time allotted to instruction and learning activities can influence the overall effectiveness of the educational experience. Content has an 11% share. This demonstrates that the relevance and quality of curriculum content are critical elements that influence learning results.

Question 03:

Question03: How do you feel about the opportunities for active participation in learning activities in large classroom environments?

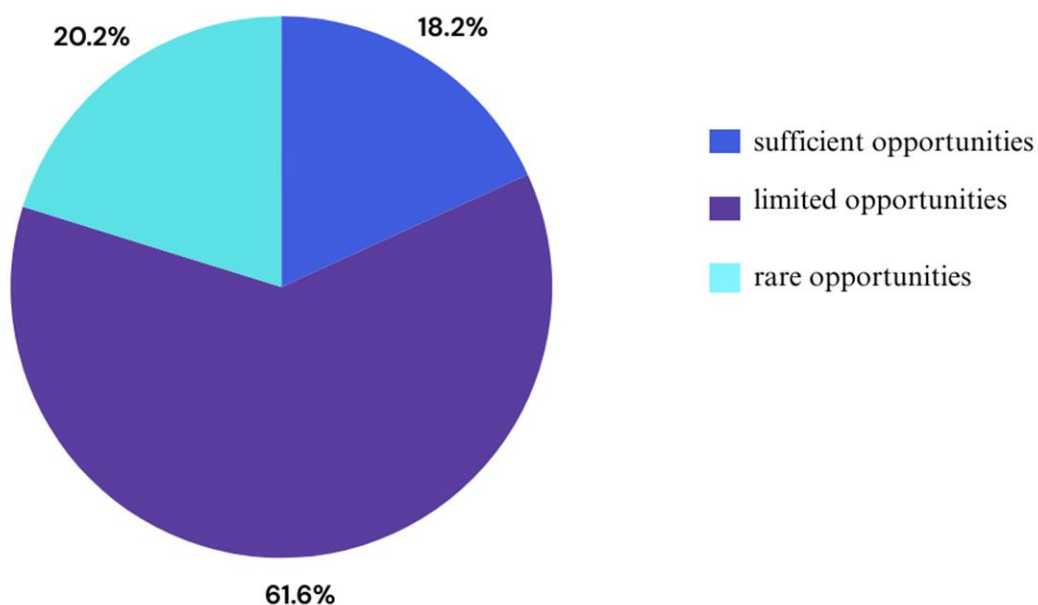


Figure 12: Opportunities for Active Participation in Learning Activities in Large Classroom Environments

Only (18.2%) of respondents believe there are “sufficient opportunities” for active participation in learning activities in large classrooms, showing that only a small minority consider the current setup appropriate. In contrast, (61.6%) believe opportunities are

“limited”, while (20.2%) consider them to be “rare”. This suggests that the great majority of students (81.8%) have inadequate active participation in large classrooms. This lack of involvement is most likely caused by variables such as high student-to-teacher ratios, insufficient individualized attention, and the logistical obstacles of managing large groups. These findings underscore the importance of educational initiatives and classroom management practices that improve student engagement, such as introducing interactive activities, utilizing technology to assist participation, and redesigning classroom layouts to better support active learning. Addressing these difficulties is critical to improve the quality of education in large classes.

Question 04:

Question04:What strategies do you employ to cope with the challenges of learning in large classes?

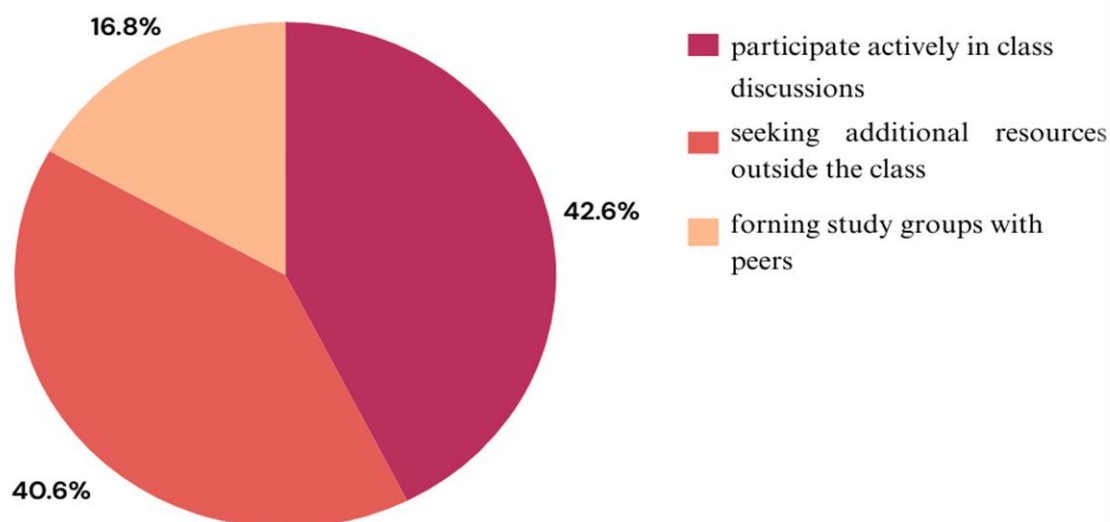


Figure 13: Strategies to Cope With the Challenges of Large Classes

Students use a variety of strategies to deal with the difficulties of learning in large classes, but (42.6%) of respondents indicated that they actively participate in class

discussions. This shows that almost half of the students attempt to interact with one another in the classroom in an effort to overcome the challenges posed by large class sizes, which probably helps them stay focused and comprehend the subject matter better. An additional (40.6%) of students actively seek out extra resources outside of the classroom, showing that they are willing to augment their education with outside resources like internet resources, printed textbooks, or tutoring. This method emphasizes the students' awareness of the constraints in the classroom and their initiative to further their understanding on their own. Finally, (16.8%) of students form study groups with their peers, demonstrating a reliance on collaborative learning and peer support to overcome the challenges of large classes. This strategy emphasizes the importance of social learning environments in which students can share knowledge and help each other understand the course material.

Question 05:

Question05:How would you describe your learning outcomes in large classes ?

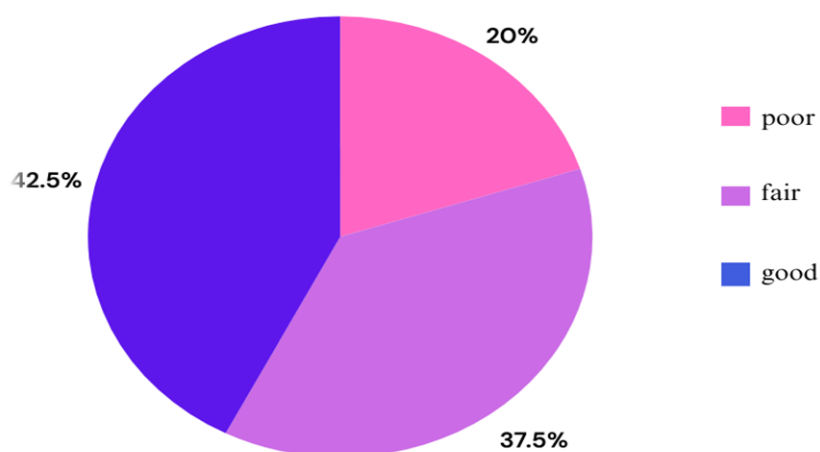


Figure 14: Description of Learners' Learning Outcomes in Large Classes

Students in large classes describe their learning outcomes in a variety of ways; according to the pie chart (20%) rate their outcomes as poor, (37.5%) as fair, and (42.5%) as good. While a significant minority of students struggle, the majority find their experiences to be at least somewhat effective, as evidenced by the fact that only (20%) of students consider their learning outcomes poor. Despite the difficulties posed by large class sizes, the majority of students(42.5%) rates their results as good, suggesting that these students are able to learn at a level that is satisfactory. This may be because they employ useful coping mechanisms like active participation and seeking out extra resources. The middle ground where students may be getting by but not excelling is reflected in the (37.5%) of respondents who rate their outcomes as fair, underscoring the need for better teaching strategies and support systems to take their learning from fair to good.

All things considered, these findings highlight the diverse effects of large classroom settings on students' learning outcomes and emphasize how crucial it is to attend to the unique needs of various student populations in order to improve overall effectiveness of education.

Section four: students' perceptions of learning in large classes

This section explores students' perspectives toward learning writing in large class settings,

Question 01:

Question01:What do you find most challenging about learning writing in large classes ?

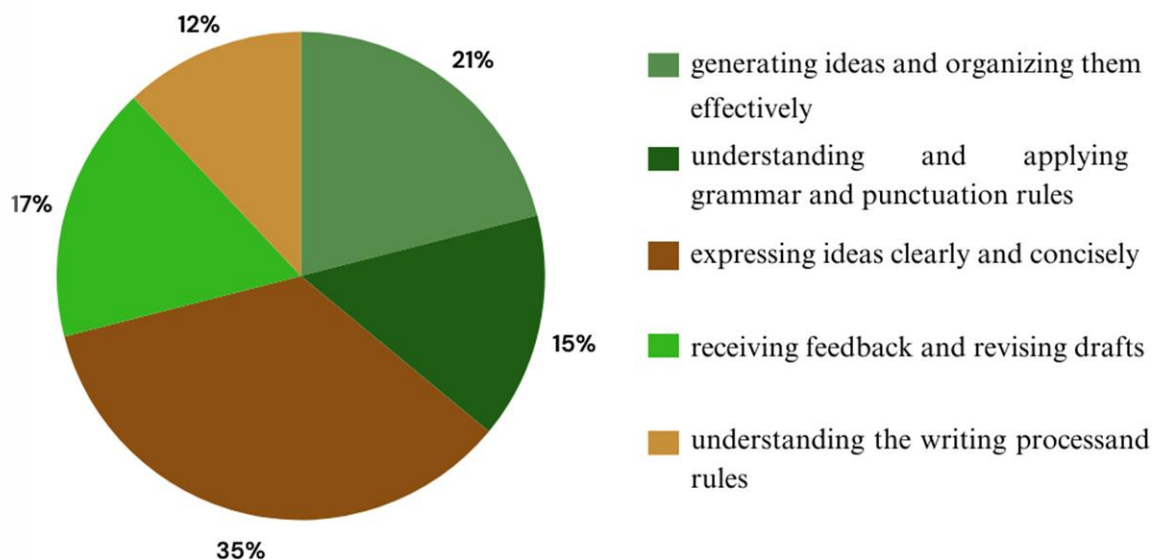


Figure 15: Challenges of Learning Writing to Large Classes

According to (35%) of respondents, the hardest part of learning writing in large classes is coming up with clear and succinct ideas. This suggests that a lot of students have trouble writing down their ideas clearly, which is important for academic success. For (21%) of students, generating ideas and efficiently organizing them is another major challenge, indicating problems with the planning stages of writing. A greater amount of guidance and assistance is required in these areas. Notable challenges include understanding and applying grammar and punctuation rules (15%), getting feedback and rewriting drafts (17%), and comprehending the writing process and rules (12%). All things considered, these findings highlight the variety of challenges that students encounter when writing, highlighting the need for focused teaching methods to effectively address each unique issue.

Question 02:

Question02:How often does your teacher ask you to write essays in class?

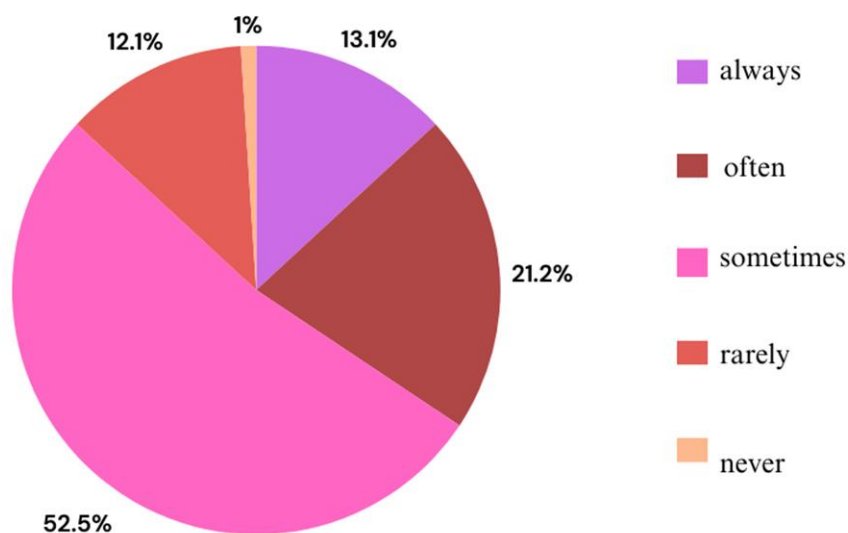


Figure 16: Students' Frequency of Writing Essays in Class

There is variation in the frequency with which teachers assign essays to their students; most (52.5%) say that this occurs sometimes indicating that essay writing is a regular but not constant activity in the classroom; a smaller percentage of students report that they are asked to write essays often (21.2%) or always (13.1%), indicating that for some students, essay writing is a frequent classroom task; meanwhile, (12.1%) say they are rarely asked to write essays, and 1% say they are never asked, indicating that for a small number of students, in-class essay writing is either rare or nonexistent. These findings suggest that teachers may have different ways of assigning essays to their students.

Question 03:

Question03:How often does your teacher ask you to write essays outside the classroom?

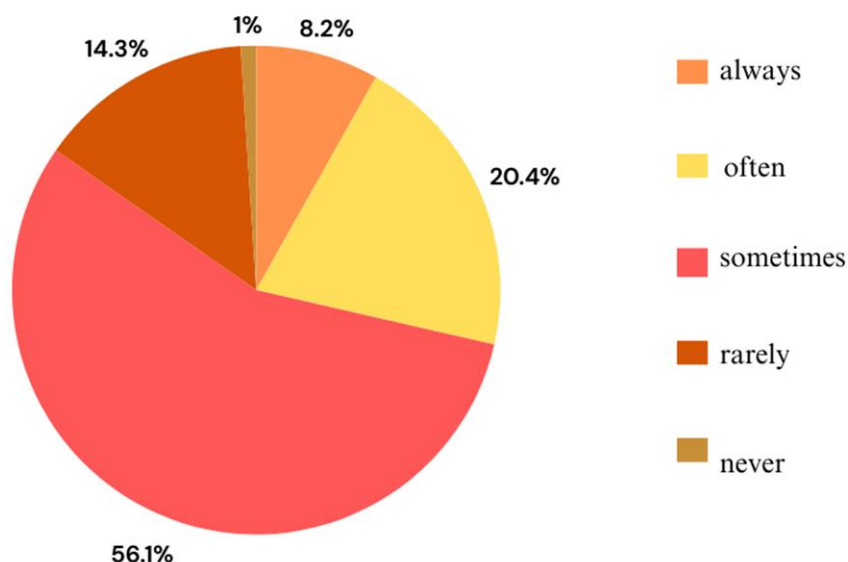


Figure17: Students' Frequency of Writing Essays outside of Class

Regarding writing essays outside of the classroom, the majority of students (56.1%) say they are sometimes asked to do so. This frequency indicates that, while not very common, essay assignments completed outside of class are a common practice. An additional (20.4%) say they are often asked to write essays outside of class, and (8.1%) say they are always asked to do so. In the meantime, (1%) never receives such assignments and (14.3%) are asked rarely. Although writing essays outside of class is a common curriculum requirement, these numbers indicate that there is still a great deal of variation in how it is implemented, which may be attributed to various teaching styles and methods.

Question 04:

Question04:How often does your teacher of writing correct your essays?

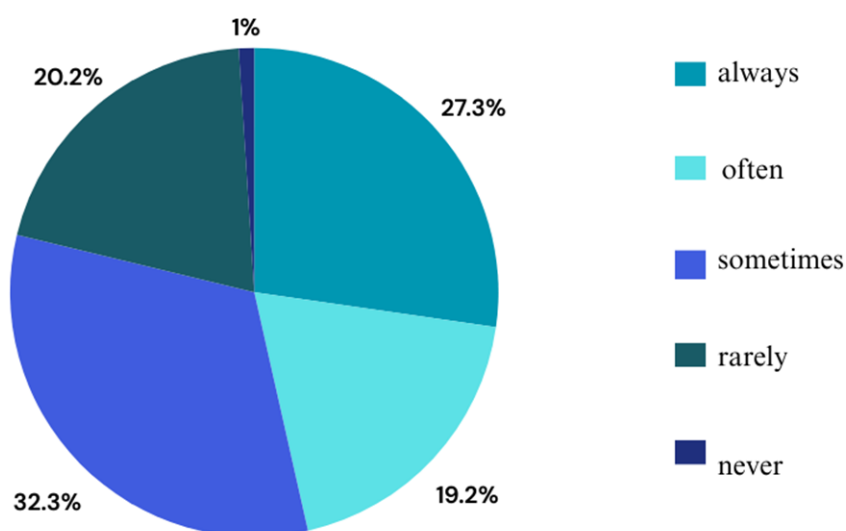


Figure 18: Teachers' Frequency of Correcting Student's Essays

Regarding the frequency of essay correction by teachers, (27.3%) of students report that their essays are always corrected, and (19.2%) say this happens often. This suggests that almost 50% of students get writing feedback on a regular basis. However, (20.2%) of students say this happens infrequently, and (32.3%) of students say their essays are only sometimes corrected. These statistics raise the possibility that a sizable portion of students are not receiving regular feedback. One percent of students claim that their essays are never corrected, which emphasizes the fact that although feedback is an essential component of learning, it is not always provided, which may have an adverse effect on the level of instruction.

Question 05:

Question05:Which instructional method do you find most effective for improving your wrriting skill in large classes?

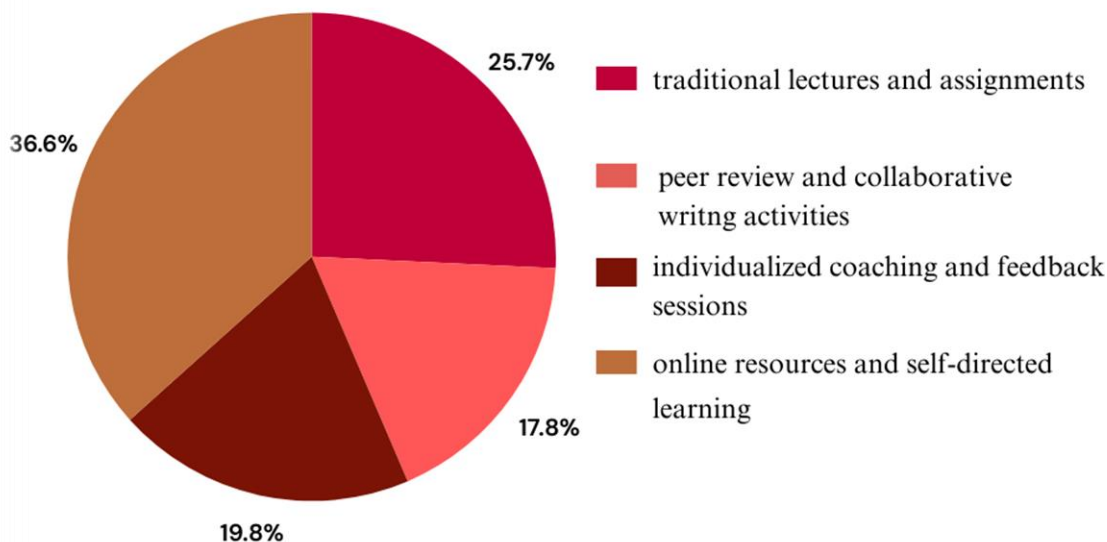


Figure 19: Effective Strategies for Improving Students' Writing Skill In Large Classes

Online resources and self-directed learning are the most effective instructional methods for improving writing skills in large classes, as reported by (36.6%) of students. Students seem to value the adaptability and availability of online resources as a way to enhance their education, based on this preference. A considerable proportion of students still value structured, teacher-led instruction, as evidenced by the (26.7%) of respondents who prefer traditional lectures and assignments. (19.8%) of students believe that individualized coaching and feedback sessions are effective, which emphasizes the need of individualized attention even in large classes. (17.8%) of students believe that peer review and group writing assignments are beneficial, highlighting the advantages of peer interaction and group learning.

Question 06:

Question06:How do you perceive the role of writing assignments in enhancing your overall learning experience in large classes?

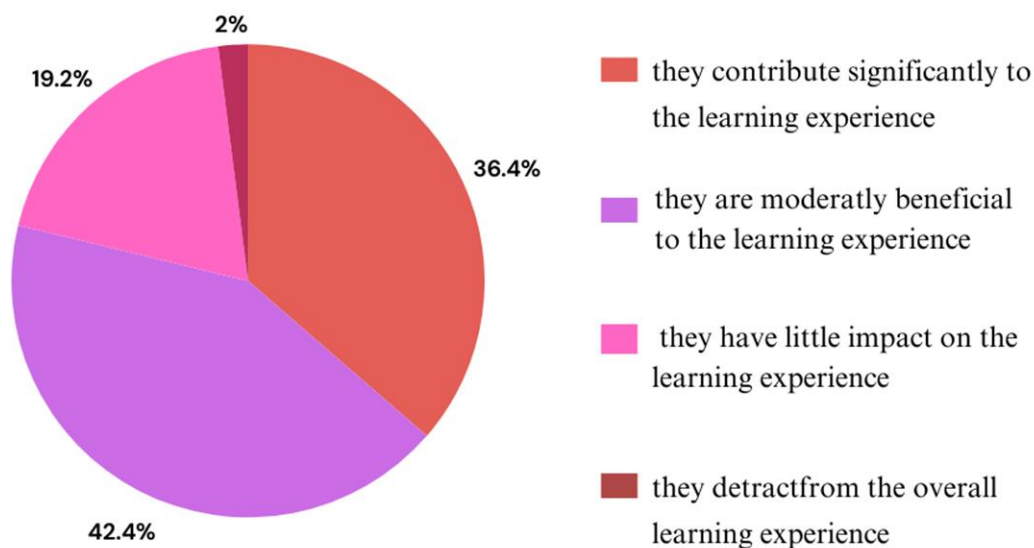


Figure 20: The Role of Writing Assignments in Enhancing Students' Overall Learning Experience In Large Classes

Regarding the impact of writing assignments on overall learning experience, (36.4%) of students believe that writing assignments contribute significantly to their learning. This indicates that a substantial portion of students see writing as a critical component of their education. A larger group, (42.4%), finds writing assignments moderately beneficial, suggesting that while helpful, these assignments are not seen as the primary driver of learning. Meanwhile, (19.2%) feel that writing assignments have little impact on their overall learning experience, and a small minority of (2%) believe that these assignments detract from their learning. These responses reflect a range of perceptions, indicating that while writing assignments are generally viewed positively, their effectiveness may depend on how they are integrated into the curriculum and the support provided.

Question 07: What do you suggest in order to enhance the quality of learning writing in large classes?

A diversified strategy is needed to improve the quality of writing instruction in large classes. In such contexts, students have proposed a range of effective strategies for improving their writing abilities. An important recommendation is to increase the number of writing assignments and encourage students to actively participate in their correction. To ensure individualized attention and guidance, individualized coaching and feedback sessions can be added to this practical training.

The importance of teaching efficiency is also highlighted, with recommendations for imparting knowledge in manageable chunks and allowing plenty of time for practice. Frequent evaluations and assignments are crucial because they offer chances for growth and continuous assessment. Furthermore, it's thought to be advantageous to comprehend how native speakers write and to practice frequently, which includes reading before writing.

The use of online resources is highly recommended, given their flexibility and accessibility, particularly in large classes. Students also stress the importance of equal opportunities for all to participate and the necessity for teachers to manage classroom dynamics effectively to minimize distractions. Interactive teaching methods, such as group activities and discussions, can foster a more engaging and supportive learning environment. Ensuring that students practice writing both in and out of class, and incorporating a variety of activities, can reinforce learning. Respect among peers during participation, limiting class sizes, and focusing on correcting grammar mistakes are additional measures suggested to enhance learning.

Technology use and a lot of reading are also mentioned as powerful strategies to hone writing abilities. Diverse prompts, explicit instructions, and peer review can all help students'

writing growth. Lastly, logistical issues in large classes can be resolved by efficiently allocating students to groups and making use of aids like microphones for improved communication.

2.2. Analysis Of The Interview

Question 01: are you for the idea of teaching writing to large classes?

First we asked the teachers whether they are with the idea of teaching the writing skill to large classes, and all three of them said that they are against. Acknowledge that large classes should disappear from the university.

Teacher 01: “Against .Teaching English to large classes is challenging”.

Teacher 02: “I am against because teaching writing to large classes is a difficult; it's a very, very difficult, not only difficult”.

Teacher 03: “Against”.

This result indicates that the idea of teaching writing to large classes is not acceptable by most university teachers due to its difficulty.

Question 02.1: what are the most challenging problems you face when teaching writing to large classes?

The teachers were asked to discuss the challenges involved in teaching writing to large classes. They express the difficulty in managing individual students in terms of meeting their needs, and giving them feedback.

Teacher01: “It might be difficult to meet the varied learning needs of a large number of students, and to identify topics that will spark meaningful discussion among all of the learners. It can sometimes be challenging to divide a large class into groups according to proficiency levels. Additionally, there is a narrow range of instructional strategies that work well for presenting information to a large group of students; lecturing is one of these strategies, even though it tends to encourage students' boredom and passive learning”.

Teacher02: “We are talking about the challenging problem: the inability to manage each individual alone. So when you have a large class, you can't control each individual, if you teach 20 students, because we have only one hour and a half in each session, you will not finish the whole group and then time is over. We have only two sessions and in my opinion, writing is much more a practice. You need a theory, you need competence, but competence is not enough; you need to put this into practice”.

Teacher03: “It is challenging in: Providing feedback, correcting students' essays , asking students to practice and to correct them , Insufficient time” .

Due to these difficulties, most teachers consider that teaching writing skills in large classes is a big challenge, requiring special strategies to ensure successful learning environment.

Question02.2: what sustainable strategies do you apply to cope with those problems?

Teaching writing is a demanding process which requires differentiating the strategies used to planning, organizing, delivering, assessing the course.

Teacher 01 and Teacher02: The most effective strategy is trying to group these students, this is one possible strategy. So when you have a large group, you are going to divide them into subgroups. Here when I say subgroups of four. This is one possible way. A second possible

way is to divide the group into two subgroups. And you are going to teach one group for one session and the other group for a second session. So the first strategy, you are going to divide the group into subgroups of four or five. And the second strategy, you are going to divide the group into two groups. And you teach them separately, as if you have two groups. So you are going to teach them for only one hour and a half, and this is not enough. In my opinion, as I told you, writing is a practice, much more practice. Even if you have knowledge, when it comes to practice, sometimes you need to write. And it depends on the person. There are some people, who understand very fast, and they apply it immediately, and they succeed, but there are some students who are going to write and rewrite and rewrite in order to ameliorate their level.

Teacher03: “I do a very hard work to provide knowledge as well as to correct essays”.

Most teachers said that they prefer to gather students in mixed ability groups, so they can learn from each other, and the teacher can discuss the problems of the group as a whole.

Question03: how do you organize your writing course to engage students effectively and accommodate the diverse range of academic abilities and learning styles within one classroom?

Concerning the organization of the writing course, we ask the teachers to talk about how they manage and control their writing class. They have mentioned the importance of modifying the syllabus based on students' needs and providing lectures to explain concepts. Writing principles are covered in the syllabus, expanding from parts of speech to paragraphs and essays with an emphasis on practice and feedback. One way to facilitate peer learning is through interactive approaches like brainstorming sessions, in which students work together to arrange ideas. The focus is on choosing subjects that correspond with students' interests in

order to increase motivation, and on switching up group responsibilities in order to encourage engagement and cooperation.

Teacher01: “Generally brainstorm the topic with students, I ask them to write down everything they know about the topic. I then, have them to work in groups to start developing and organizing their ideas .then they write a first version of the essay or the paragraph. Then each group exchanges the essays written with the other group for further correction. Each group will take into consideration the comments made by the other group to help them write a second or final version to be given to the teacher”.

Teacher 02: “Students need both competence and performance. Now, for competence I will provide them with lectures in order to explain to them what is going to be learned in the practical session. Then for performance, I'm giving the examples. We will start with parts of speech, phrases, clues, sentences, punctuation, etc. Then, in the second semester, we're going to start to deal with the paragraph in which, we deal with the components of the paragraph, starting from the topic sentence, supporting details, and concluding sentence. Then, if we have enough time, we will move to the different kinds of paragraphs. Normally, we should ask students to prepare at home, but you have noticed that students do not make an effort. Probably, some of them do not try to make an effort. And when they make an effort, they will try just to know what is meant by the term. They rely much more on the teacher to provide them with the information. This is my opinion. Generally, when I work in written expression, I try to provide them with the classwork. For instance, for paragraphs, they are going to write many paragraphs. Paragraph number 1, paragraph number 2, and paragraph number 3. And they will be counted as an evaluation mark”.

Teacher 03: “I start from the easiest elements to the hardest ones”.

Generally teachers are guiding the learner all through the writing process ,because they consider that writing requires guidance and feedback all the time

Question04 the overcrowded classrooms are full of difficulties that hinder maintaining control. What do you do to manage the classroom?

Both teacher1 and teacher 2 said that they make extra effort to catch learners' attention and interest. The other teacher said that as a teacher you are here just for teaching , not to make students motivated

Teacher 01: “I always try to attract their attention by choosing the subject from their interest this is to boost their motivation, I also try to make sure that students change their roles in each group they join each time. Students are assigned different responsibilities in each group; writing, correcting grammatical mistakes, focusing on spelling so each time the student knows what role he has” .

Teacher 02: “I’m going to work with groups, or I will try to divide the group into two subgroups. I consider them as two groups. Because when you work with groups, even with groups, you have some problems. Generally, when you work with a group, there is a person who is a hard worker or two persons who are hard workers, but the others will rely on the others. And this is another problem, my purpose as a teacher is to work with the whole group. For instance, if I have a group of four, I will work with all four students, Not only with one or two, But because of these very large classes, I will try to work with only one or two, Hoping that the others are working cooperatively. And this is another problem of group work”.

Teacher 03: “You should use strict, severe methods to control students' behavior since we are not here to teach ethics”.

Generally the majority of teachers feel exhausted in maintaining control and discipline in big sized classes.

Question05.1: Do you provide each student with individual feedback?

All of the teachers claim that it is impossible to give feedback for each student alone

Teacher 01: “No it is very hard in large class case”.

Teacher 02: “It is impossible to give oral feedback because of the lack of time, but it is possible to provide students with individual written feedback”.

Teacher 03: “It’s very difficult. Sometimes it's impossible to give time to every individual. As I told you I'm going to work with the group”.

Question05.2: what specific feedback techniques do you employ to effectively support your students’ writing development?

The teacher employs oral and written feedback to evaluate student work, emphasizing both form and content for enhancement. Encouraging students to seek supplementary resources outside of class like online materials or books

Teacher 01: “I give oral and written feedback to the work done by each group; orally, I direct their attention to aspects related to form: use of tenses, capitalization , to content: ideas, pattern of organizing ideas, unity.....”.

Teacher 02: “Assuming that all the students participated, But how to check this? It's impossible with the overcrowded classes. Only if you try to ask them to write at home and send you. And send you their writings and you try to write them at home. This is very time consuming for the teacher. But as a teacher, normally you should do this. And I think that in a large class, those students who are active in class participate and ask questions. They are

provided with feedback from the teacher. But the students who don't participate don't get feedback from the teachers. If he feels that these students who are participating have knowledge. He will assume that they will be able to write. In this situation, he will concentrate on the other ones. write at home. When I come to the classroom, I will try to discuss. I will stay with each group and I will try to say these are the problems, but before discussing with them, I will try to show them the symbols. Because in writing, we try to use symbols. These symbols, sometimes they are not clear. Students can't understand them. So, the mission of the teacher is trying to explain the meaning of these symbols. For all the classroom”.

Teacher 3: “I provide written feedback mostly”.

Mixing between oral and written feedback is very useful, and engaging for students . so that they can develop they writing ability.

Question06: what strategies do teachers use to enhance students’ writing level outside the classroom?

All the teachers encourage the idea that students should depend on themselves outside the classroom as doing home works, reading in order to enhance their level

Teacher 01: “I urge students to prepare or do assignments of suggested topics using sources like the net, books ...”.

Teacher 02: “Actually, the solution here is autonomy. Because the teacher is only a guide, I try to ask them to read short stories at home. Why short stories? Because, you see that here in Algeria, or in our environment, people do not read too much. So, when you give them a novel, or something, or a book. They will read one, two, three pages, and they stop. So, I start with short stories. And I will try to make, by the end of the month, for each month, they will read a

short story then we will discuss the report together in the classroom in order to ameliorate the writing skill. At the same time, they are going to acquire the vocabulary. Another possible suggestion, I try to ask them to write their diaries. It's a nice way”.

Teacher 03: “I asked them to write essays about topics that they are interested in”.

The concept of autonomy must exposure around writing learners because it needs more practice, while teaching it in large classes is very time consuming , and the majority do not get what they need

Question07: what is your opinion about using technology to give response for learners' writing (email, in-text comments, blog...)?

Teachers are supporting the use of technology which enhance the quality of the teaching-learning process

Teacher01: “Technology use is helpful for teaching English to large classes; changing the teaching styles to meet the different learning styles; games, discussions....Using technology to give feedback is very useful, it helps teachers provide large number of students with profound feedback so students improve their writing by addressing areas of weakness”.

Teacher02: “Yes, it's possible to use technology; Students are relying on these tools, But not all of them. There are always some students who want to ameliorate their level, So they are trying to use some extra efforts at home”.

Teacher03: “It is a good idea to integrate technology to respond to students' writing, since I am a traditional teacher I prefer writing feedback on students' papers”.

It is a necessity now for both teachers and learners to move beyond the traditional methods in teaching writing, by using IA tools.

Conclusion

This chapter determined students' and teachers' perceptions toward teaching writing to large classes, addressing third year EFL students and teachers as our population of study. The data paints a nuanced picture of how teachers and students view teaching and learning writing in large classes. Even though a large number of students express satisfaction with their writing abilities and class sizes, there are still a number of serious problems, mainly with regard to individual attention, opportunities for participation, and logistical issues. Students value a variety of instructional approaches and emphasize the value of qualified teachers and productive student-teacher relationships. In contrast, instructors find it difficult and frequently impossible to manage teaching writing to large classes because it is difficult to give each student personalized attention and feedback. To improve learning and effectively control classroom dynamics, they do, however, support creative approaches like group work, adapted curricula, and the use of technology. These results point to the necessity of balanced teaching strategies that combine innovative and traditional methods to meet the needs of students with different learning styles and get around the problems that come with teaching in large classrooms.

Limitations of the Study

Although this research provides insightful information, there are a number of limitations. To begin with, the sample was limited to Mila University Center third-year EFL students, which limited the findings' applicability to other institutions or larger populations. Also, we noticed a slight contradiction between the responses of students and teachers. Additionally, the study's timeframe was constrained, which might have made it difficult to assess the teaching strategies' long-term efficacy.

Suggestions and Recommendations

For students

- Students should engage actively in both in-class and out-of-class writing activities to improve their writing skills.
- Students should view feedback as an opportunity for growth and learning rather than criticism.
- Students should seek regular feedback from teachers and peers to enhance their writing.
- Students should practice writing activities as much as possible in order to master the skill.
- Students should integrate technology while learning the writing skills.
- Students should make use of online resources and self-directed learning materials to supplement their in-class writing instruction, as these were reported as highly effective strategies.
- Students who prefer individual work should advocate for more opportunities for autonomous writing assignments and activities.
- Students should take advantage of peer review and group writing activities, as those were highlighted as beneficial learning approaches.

For teachers

- Teachers should understand the characteristics of teaching English writing in a large class.
- Teachers should incorporate active learning through using interactive teaching methods and including writing tasks that are relevant to students' interests.
- Teachers should encourage students' interaction inside the classroom through applying collaborative work and opening opportunities for all students to participate.

- Teachers should give their students tasks to keep them engaged, which will enhance their writing and keep the classroom calm.
- Teachers should implement different instructional methods to accommodate diverse learning styles and abilities within the classroom.
- Teachers should train students on how to give and receive constructive feedback.
- Teachers should incorporate digital tools such as online forums and writing software to promote effective learning.
- Teachers should incorporate brainstorming sessions and collaborative idea generation into their writing lessons to engage students.
- Teachers should aim to choose writing topics and prompts that align with students' interests to increase motivation.
- Teachers should vary group roles and responsibilities for writing activities to promote participation and cooperation among group members.
- Teachers should provide explicit instruction on writing principles like parts of speech, paragraph structure, and essay organization before moving to writing practice.
- Teachers should start with manageable writing activities like paragraphs before progressing to longer essays.

For university administration

- Universities should promote smaller class sizes to improve the learning experience.
- Universities should not allow teaching the writing skill in large classes since it requires customized attention, feedback, and prioritizes practice over lectures.
- Universities should train teachers on how to teach large classes and apply different strategies to enhance the quality of learning.

- Universities should allocate extra hours for teaching the writing skill because the actual time frame is insufficient.
- The university should invest in classroom technology and tools that can facilitate giving feedback to large numbers of students efficiently.
- The university should explore restructuring large classes into multiple smaller sections or offering more sections to reduce class sizes for writing courses.
- Training should be provided for instructors on effective classroom management techniques for large enrollment courses.
- Additional teaching assistants or graders could be hired to support instructors in providing ample feedback on student writing for large courses.

General Conclusion

Large class sizes make teaching writing a significant challenge in the classroom that affects both teachers and students. The present dissertation delves deeply into this matter, concentrating on third-year English as Foreign Language (EFL) students and teachers. The work consists of two main chapters. The theoretical foundations of the two variables under research were covered in detail in the first chapter, which offered a thorough foundation for comprehending the complexities involved.

Concerning the second chapter, the practical side of the study, we employed a mixed-method approach to examine this problem from the perspectives of both teachers and students. The primary research instruments used were a questionnaire and interviews, and we applied both statistical and thematic analysis to evaluate the data collected.

Both third-year EFL students and their teachers perceive teaching writing in large classes as a challenging task, facing numerous difficulties that impede students' ability to learn effectively and teachers' ability to teach this essential skill efficiently. The information we gathered not only aligns with but also expands upon the findings from previously reviewed literature on this topic, highlighting a wide range of challenges and their impacts on the learning process.

Despite its limitations, the information in this dissertation is still reliable and useful in understanding the current problem, particularly as it relates to Mila University Center. It also opens up new avenues for investigation into the intricacy of the topic under study in the future.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

You are kindly asked to respond to the present questionnaire which attempt to explore your perceptions toward the teaching of writing skill in university large classes. Your honest responses will help us to better meet your needs. The questionnaire is anonymous, and your input is greatly appreciated.

Section one: general information

1. How can you rate your English level?

- Beginner
- Intermediate
- Advanced

2. During your experience of learning at the university, which skills you have master efficiently?

- Writing
- Reading
- Listening
- Speaking

3. How do you view the size of your writing class?

- Small
- Just right
- Large
- Too large

Section two: students' perceptions of writing instruction

1. How can you describe your writing skill?

- Poor
- Good

- Very good
- Excellent
- 2. How frequently do you engage in writing activities outside of class?
 - Never
 - Rarely
 - Sometimes
 - Often
- 3. on which aspects of writing does your teacher focus?
 - Language form
 - Language meaning
 - Creative expressions
 - Techniques of writing
 - Content
 - Text types
- 4. what is your preferred learning style?
 - I write better individually
 - I write better collaboratively
 - I learn more by reading texts
 - I learn more by listening to the lectures
 - I prefer hands-on activities and physical engagements

Section three: students' perceptions of large classes

- 1. Do you like studying in large classes?
 - Yes
 - No

If no what makes it difficult to learn in large classes?

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2. do you think that the large number of students affects the quality of learning?

- Yes
- No

If no, what are the potential factors that can affect your learning experience?

- Time
- Instructional materials
- Teacher's competence
- Content
- Student-teacher interaction

3. How do you feel about the opportunities for active participation in learning activities in large classroom environment?

- Sufficient opportunities
- Limited opportunities
- Rare opportunities
- No opportunities

4. What strategies do you employ to cope with the challenges of learning in large class?

- Participation actively in class discussions
- Seeking additional resources outside the class
- Forming study groups with peers
- Others

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5. How would you describe your learning outcomes in large class?

- Poor
- Faire

- Good
- Excellent

Section four: students' perceptions of learning writing in large classes

1. What do you find most challenging about learning writing in large classes?

- Generating ideas and organizing them effectively.
- Understanding and applying grammar and punctuation rules.
- Expressing ideas clearly and concisely.
- Receiving feedback and revising drafts.
- Understanding the writing process and rules.

2. How often does your teacher ask you to write essays in class?

- Always
- Often
- Some times
- Rarely
- Never

3. How often does your teacher of writing ask you to write essays outside the classroom?

- Always
- Often
- Sometimes
- Rarely
- Never

4. How often does your teacher of writing correct your essays?

- Always
- Often
- Sometimes
- Rarely

Never

5. Which instructional method do you find most effective for improving your writing skill in large classes?

- Traditional lectures and assignments.
- Peer review and collaborative writing activities.
- Individualized coaching and feedback sessions.
- Online resources and self-directed learning.

6. How do you perceive the role of writing assignments in enhancing your overall learning experience in large classes?

- Writing assignments contribute significantly to my learning experience.
- Writing assignments are moderately beneficial to my experience.
- Writing assignments have little impacts on my overall learning experience.
- Writing assignments detract from my overall learning experience.

7. What do you suggest in order to enhance the quality of learning writing in large classes?

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Appendix B

Teachers' interview

University: AbdAlhafid Boussouf Mila

Department: Letters and Foreign Languages

Dear teachers,

You are kindly asked to devote some of your valuable time to respond to the present questions which attempts to: investigate your viewpoints regarding the process of teaching writing within large class environments.

1. Are you for the idea of teaching writing to large classes?
2. What are the most challenging problems you face when teaching writing to large classes? What sustainable strategies do you apply to cope with those problems?
3. How do you organize your writing course to engage students effectively and accommodate the diverse range of academic abilities and learning styles within one classroom?
4. The overcrowded classrooms are full of difficulties that hinder maintaining control. What do you do to manage the classroom?
5. Do you each student with individual feedback? Additionally, what specific feedback techniques do you employ to effectively support your students' writing development?
6. What strategies that teachers use to enhance students' writing level outside the classroom?
7. What is your opinion about using technology to give response for learner's writing (email, in-text comments, blog..)