

The Effets of large class on EFL Students at An-Najah National University
أثار الصفوف الكبيرة العدد على الطلبة الذين يدرسون اللغة الإنجليزية كلغة أجنبية في جامعة النجاح الوطنية

Muna Thaher

Department of English, Faculty of Arts, An-Najah National University, Nablus, Palestine

E-mail : mona_thaher@yahoo.com

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Abstract

The purpose of this paper is to determine what effects (instructional, psychological or social) large classes have on students by investigating and analyzing EFL students' attitudes toward large classes at An-Najah National University in Palestine. A questionnaire was distributed among E10103 students who were learning English as a university requirement. The sample of the study consisted of (230) non-English major EFL students. The findings of the study revealed that the instructional effects have the highest mean over the social and the psychological effects. It appeared that despite the negative aspects of learning English in large classes, there can be some positive aspects that teachers could make use of. The paper concludes with a number of recommendations to cope with the problems of large classes for future application in teaching EFL students.

الملخص

الهدف من هذه الدراسة هو تحديد الآثار التعليمية والنفسية والاجتماعية للصفوف الكبيرة على الطلبة عن طريق فحص وتحليل اتجاهات الطلبة الدارسين للغة الإنجليزية كلغة أجنبية نحو الصفوف كبيرة العدد في جامعة النجاح الوطنية في فلسطين، استعانت الباحثة باستبانة شملت ٢٣٠ من طلبة مساق اللغة الإنجليزية (١٠١٠٣) وأظهرت النتائج حصول الآثار التعليمية على أعلى المتوسطات مقارنة بالآثار الاجتماعية والآثار النفسية، وتبين أنه رغم الجوانب السلبية لتعلم اللغة الإنجليزية في الصفوف الكبيرة،

إلا أنه توجد بعض الجوانب الايجابية التي يمكن الاستفادة منها، وخلصت الدراسة إلى مجموعة من التوصيات التي من شأنها معالجة مشاكل الصفوف مستقبلاً في تعليم اللغة الإنجليزية كلفة أجنبية

Introduction

Large classes is a universal phenomenon nowadays. What is defined as a large class varies from teacher to teacher, university to university and country to country. For instance, class size is defined by Achilles (1998), McRobbie, Finn, and Harman (1998) as the actual number of students that one teacher is responsible for every day.

Since the late 1980s, the number of students studying at An-Najah has doubled or even tripled due to the political and the economic situations. Restrictions on students since the first Intifada* (1987) have prevented many of them from continuing their studies abroad. This resulted in an increase of the number of students studying at the local universities in Palestine. Consequently, the number of students at An-Najah has gone up enormously in the last two decades. All the students entering An-Najah take at least two compulsory English courses. Students often learn English in large classes; the teacher does most of the talking and many students are neglected or deprived of participation in classroom activities.

Most of the teachers in the department of English usually show their reluctance to teaching English in large classes. They complain that they find it impossible to reconcile the achievement of the university objectives with the actual classroom situations which cause the decline of the students' motivation and achievement. As a result, it was agreed that the number of each class should be reduced from 60 to 40-45 students per class. The English department decided to open more sections of English, and in order to meet the situation, it increased the workload of its staff members from 12 to 15 hours per week, and recruited part-time English teachers. However, this measure has resulted in some management problems such as overloaded schedules, lack of space, setting schedules for the unified final exams, unstable teaching/ learning quality, problems in using the language laboratory and weak coordination among EFL teachers. This paper aims at touching upon one of the biggest problems often encountered in teaching * Intifada: The well-known Palestinian uprising against the Israeli occupation (1987-1994) during which all aspects of life deteriorated.

English as a foreign language which is the large number of students in the class by determining what effects (instructional, social or psychological) class size has on EFL students. This physical situation makes it difficult to involve the students in classroom discussion, to test them orally and even to evaluate their classroom assignments and exam papers.

Enlargement of class size may seem to be the only solution to deal with the shortage in personnel and material resources. However, large classes resulted in many problems associated with the teaching/ learning of English. Hayes (1997) summarized the problems with teaching in large classes as follows: discomfort, lack of control, absence of individual attention, insincere evaluation and inefficient learners. He added "given that class size is most unlikely to be reduced in the foreseeable future, teachers need to come to terms with their problems". Nevertheless, the problems perceived by the English teachers concerning large classes are different from those perceived by the students. The present study aims at investigating what the students who are learning English in large classes think about this situational (physical) factor.

Review of the Related Literature

Hayes (1997) notes that there can be no quantitative definition of what constitutes a "large" class as perceptions of this will vary from context to context. English teachers think that large classes hinder them from teaching efficiently and effectively. Most of them agree that a language class with 50-60 students is "very large".

Attitudinal research in second language learning has focused primarily on the attitudes of students and how these attitudes influence achievement in the second language. Richards (1978) indicates that attitudes are a very important social factor which influences second language learning. However, Travers (1977) defines attitudes as some kind of internal tendencies to accept or reject, to give a positive or negative value to objects, events and ideas. Moreover, Oppenheim (1981) states that attitudes are reinforced by beliefs (the cognitive component) and often altered by strong feelings (the emotional component) that will lead to particular forms of behavior.

English language teachers tend to view teaching English in large classes negatively. According to Hayes (1997), large English classes are often associated with disorderliness,

lack of control, lack of concentration, lack of classroom interaction, and thus lack in the ability to speak English fluently. Strevens (1978) argues that an overcrowded class is one of the constraints on teaching /learning effectiveness. According to him, overcrowded classes reduce teacher's attention per pupil and produce real physical discomfort and distraction. They also include extreme heat and cold in the classroom. Similarly, Harmer (1983) points out that over-crowded classrooms, which are badly lit are one of the bad physical conditions which affect learner's attitudes negatively.

Izzo(1980) claims that the size of class is an important physical factor. It influences the choice of method, and decreases the amount of individual attention the teacher can give to each student. She found that small classes are preferable for language learning and correlated significantly with language achievement. Kennedy and Kennedy (1996) indicate that the size of the English class is worrying them since they believed that as soon as the number of groups passes a certain number, it becomes difficult to control what happens.

To ensure more active pupil participation, Mutawa' and Kailani (1989) call for making the size of the classroom normal (about thirty pupils). They add that large classes make it difficult for the teacher to supervise pupils which would lead to ineffectiveness in teaching and learning. However, not all English teachers think that class size matters; such teachers believe that a good teacher is good whether he teaches small or large classes. Felder (1997), for example, argues that “there are ways to make large classes almost as effective as their smaller counterparts”.

The relationship between students' achievement in the classroom and the class size is still under discussion. Blatchford and Mortimore (1994) argue that the studies conducted between the 1950's and 1970's tended to show that students in large classes performed moderately higher than students in smaller classes. According to them, these studies should take into consideration other factors such as teachers' changing their style of teaching or parental interests and occupation. However, Rice (1999) indicates that “despite the high frequency of studies considering this factor, no definite answers exist about the effect of class size on students' performance”.

The importance of class size is also stressed at university level. Sabander (1989) wrote about the English language learning in large classes at the universities in Indonesia. The situation in these universities is characterized by increasingly large student numbers and a severe teacher shortage. A survey of 28 teachers at these universities concerning classroom management, teaching and learning, evaluating students' progress, time allocation and instructional aids suggested that the problem of large classes seriously affects classroom management and solutions to those problems are urgently needed. However, Kickbusch (2000) shows in her recent research that "reduction in class size to less than 20 students without changes in instructional methods cannot guarantee an improved academic achievement" and that "class size appears to have more influence on student's attitudes, attention, interest and motivation than on academic achievement". Al-Bassam (1987) found that students' achievement in learning English is significantly correlated with their attitudes, motivation, parental encouragement, and satisfaction with the English program.

The attitudes towards teaching large classes vary from teacher to teacher. According to Filder (1997), it is not surprising to find some teachers enjoy teaching in large classes. These teachers think that if proper strategies are adopted, students may achieve more. He adds that large classes give instructors great satisfaction and self-pride that they can teach this great number of students.

In dealing with the problems associated with large classes, Nnaji (1991) proposes tutorial classes as a solution to help reduce the menace of large classes. She believes that tutorial classes should be used to curtail the shortcomings of large classes. According to her, tutorials are discussion sessions where the teacher and his students talk to each other and express their views on topics they did not fully understand. The large number of the students makes it practically difficult to have a proper conversation class, and the physical setting of the classroom makes the possibility of having a communicative or interactive environment difficult. Chitrapu (1996) proposes the whole language approach for large classes which emphasizes that language use requires interaction which seems to improve students' confidence and fluency and helps them develop strategies for improving all language skills. Alimi, et al (1998) introduce team teaching to overcome some of the problems of the large classes in the University of Agriculture in Nigeria. According to these researchers, team teaching may be explained as any form of collaboration between two or more teachers in

order to improve classroom teaching/ management to enhance learning. According to Pate-Bain, et al (1992), by providing individualized instruction, teachers can increase optimum learning by planning appropriate activities that facilitate learning within the zones of proximal development of each student. They added that teachers of small classes were able to increase monitoring of student learning and behavior and had a more detailed knowledge of each student's needs. Tushyeh (1985) found that 34 students out of 78 said that the number of students in their English classes at An-Najah was large, while 37 students thought that class size was medium, taking into consideration that the number of students at that time in the English classes was (30). This paper will investigate the attitudes of An-Najah students towards English large classes in order to determine the effects of large classes on non-English major EFL students. In this study, the size of an undergraduate English class at An-Najah ranges from 40-50 students.

Purpose of the Study

This study aims at answering the following questions:

- 1- What are the instructional effects of large classes on non –English major EFL students at An-Najah National University?
- 2- What are the psychological effects of large classes on non-English major EFL students at An-Najah National University?
- 3- What are the social effects of large classes on non-English major EFL students at An-Najah National University?
- 4- Are there any significant differences at ($\alpha = 0.05$) in students' responses toward large classes due to students' gender variable?
- 5- Are there any significant differences at ($\alpha = 0.05$) in students' responses toward large classes due to the students' level of study variable?
- 6- Are there any significant differences at ($\alpha = 0.05$) in students' responses toward large classes due to students' college variable?

- 7- Are there any significant differences at ($\alpha = 0.05$) in students' responses toward large classes due to the students' Placement Exam Marks variable?
- 8- Are there any significant differences at ($\alpha = 0.05$) between the three different effects of large classes on non-English major EFL students at An-najah National University?

This study is limited to the EFL students of An-Najah National University during the academic year 2003-2004.

The significance of the study

The findings of this study will try to shed light on the attitudes of An-Najah non- English major EFL students toward large classes and the difficulties associated with them in order to determine what effects (instructional, psychological or social) large classes have on students' learning. In addition, the findings should give teachers some useful insights or implications to adopt suitable strategies and develop effective approaches and practices in order to cope with the problems of large classes. Furthermore, the findings could help in developing the future curriculum and in choosing the textbook taking into consideration the effect of the situational (physical) factor in teaching.

Methodology

Subjects

The subject population of the study was limited to non-English major EFL students who study English as a university requirement. All the subjects have had at least eight years of English instruction at school. When they enroll in An-Najah University, they sit for an English Placement Exam. The number of students in every class is between 40 and 50. The population of this study consisted of 1200 university EI0103*1 (University English 1) students who attended the first semester of the year 2003-2004.

The sample of the study which consisted of 230 male and female student was randomly chosen. It included more females than males according to their random distribution

in English (10103) classes. It also included first, second, third and fourth year students which means that it is not obligatory for non-English majors to take English (10103) as a university requirement in their first year of study. The sample is distributed according to independent variables as shown in tables (1, 2, 3 and 4).

Table (1) : Sample Distribution According to Students' Gender

Gender	No. of students	Percent %
Male	71	30.9
Female	159	69.1
Total	230	100

Table (2) : Sample Distribution According to Students' Level

Level	No. of students	Percent %
First year	62	27
Second year	44	19.1
Third year	57	24.8
Fourth year	67	29.1
Total year	230	100

* E10103 University English I (3 Cr.Hrs.; Prerq . 32098 and / or 32100) This course is designed for all University Faulties' students who need to work on the four skills of the language: reading writing, listening, and speaking . The development of vocabulary and skills of comprehension are integral parts of the course . The course encourages a more analytical and independent approach to study and helps prepare the students for any subsequent exam preparation such as the Cambridge Certifiante in Advaned English.

Table (3) : Sample Distribution According to Students' College

College	No. of students	Percent %
Sciences	67	29.1
Humanities	163	70.9
Total	230	100

Table (4) : Sample Distribution According to Students' Placement Exam Marks

Marks range	No. of students	Percent %
50-59	129	56.1
60-69	61	26.5
70 and more	40	17.4
Total	230	100

Instrumentation

A- Procedure and Data Collection

The researcher has observed through her teaching experience at An-Najah that the number of the students in the whole university per semester is greatly increasing.

Despite teachers' complaint about large classes, the problem still exists and its consequences on teaching are reflected in the students' attitudes and achievement. The data for the questionnaire was collected according to feedback from the students at An-Najah. The researcher asked the students an open –ended question about the effect of large classes on them. After gathering the data, the answers were classified into three major areas: instructional, psychological and social which were considered as the study instrument by the researcher in the form of a questionnaire.

B. Questionnaire

The researcher conducted a questionnaire in order to determine the effects of large classes on non-English major EFL students at An-Najah by investigating their attitudes towards this problem. The researcher distributed the questionnaire to the sample study students (230 students) and read the

items in English in front of the students to see if there were unclear items. The questionnaire included two versions (Arabic and English). The subjects responded to the questionnaire in Arabic (see appendix 2 page 43) on a 5-point Likert scale (1=strongly disagree; 2= disagree; 3=undecided; 4=agree; 5=strongly agree). The instructions and the questions in the questionnaire were clear and easy to follow. The subjects were told that the questionnaire would be used for research purposes only.

C. Questionnaire Design

The questionnaire included two kinds of variables: dependent and independent. The dependent variables included the students' responses on the questionnaire. The independent variables were gender, study level, college, and Placement Exam marks.

The questionnaire contained 46 items (see appendix 1 page 38) and was divided into the following sections:

1-Items (1-19) showed the instructional effects of large classes on non-English major EFL students.

2-Items (20-32) showed the psychological effects of large classes on non-English major EFL students.

3-Items (33-46) showed the social effects of large classes on non-English major EFL students.

Validation of the Questionnaire

To ensure content validity, the researcher discussed the problem with the English language teachers who have had experience in teaching English and then distributed the questionnaire to four referees from the College of Education and the Department of English at An-Najah University who ensured its appropriateness by suggesting some modifications in the arrangements of some items.

Reliability of the Instrument

The reliability of the study was calculated by the Cronbach Alpha formula. Accordingly, the reliability coefficient was 0.81, which fits the purpose of the study.

Statistical Analysis

The data collected by the researcher were analyzed by using different techniques to answer the questions of the study:

- Means, standard deviations, percentages,
- Independent T-Test,
- One Way ANOVA,
- MANOVA Test with Wilk's Lambda Statistic,
- Sidak Post Hoc Test,
- Cronbach Alpha formula to determine the reliability coefficient of the questionnaire.

Study Results

The summaries of the results obtained from the statistical analysis were introduced and the main results of the three study questions were highlighted. To analyze the findings, the researcher used the following ranks for analysis:

- (80% and more) : very high degree
- (70% - 79.9%) : high
- (60% - 69.9%) : moderate
- (50% - 59.9%) : low
- (less than 50%) : very low

Results of the First Question

Q.1. What are the instructional effects of large classes on non-English major EFL students at An-Najah?

To answer this question, the researcher used the means, standard deviations, percentages and ranks for each item in this domain and all the items within each domain. Table (5) shows the results of the first question.

Table (5) : Means, Standard Deviations, Percentages and Ranks for Instructional Effects Items, Sorted in Descending Order

No.	Item	Item no. in questionnaire	Mean	S.D	Percentage	Rank
1	In the large class, it is difficult to find a front row seat when I come late.	8	4.35	0.88	87	V. High
2	If I sit at the back of the classroom, I can't see clearly the words on the board.	9	4.23	1.03	84.6	V. High
3	The teacher finds it difficult to take the students to the language laboratory because there isn't enough space.	7	3.98	1.03	79.6	High
4	The teaching of the practical skills in the large class is neglected.	1	3.92	1.11	78.4	High
5	In the large classroom, communicative activities are neglected.	10	3.80	1.05	76	High
6	In the large class, I can take my classmates notes if I don't jot down notes in the class.	14	3.67	1.09	73.4	High
7	In the large class, I compare my answers with my classmates answers and this helps me to evaluate myself.	13	3.59	1.01	71.8	High
8	In the large class, I get information from the teacher and my classmates.	17	3.58	0.99	71.6	High

No.	Item	Item no. in questionnaire	Mean	S.D	Percentage	Rank
9	In the large class, I have the desire to study hard and prove myself.	16	3.58	1.20	71.6	High
10	The atmosphere in the large class is teacher-centered. Students have no role; they are passive listeners.	2	3.49	1.24	69.8	Moderate
11	I don't like the large class because I got used to learning in a small class when I was at school.	5	3.43	1.25	68.6	Moderate
12	In the large class, I don't need to prepare the lesson before the class.	4	3.36	1.26	67.2	Moderate
13	In the large class, there is enough time for me to think.	11	3.24	1.24	64.8	Moderate
14	In the large class, I can study other topics because the teacher can't see me.	3	3.12	1.39	62.4	Moderate
15	In the large class, the atmosphere is better since there is no direct competition.	15	2.95	1.25	59.0	Low
16	The atmosphere in the large class encourages me to learn.	18	2.77	1.16	55.4	Low
17	The teacher uses audio-visual aids in the large class which makes us interested.	19	2.70	1.22	54.0	Low

18	I like taking exams in the large class because there is an opportunity for me to cheat.	6	2.63	1.42	52.6	Low
19	In the large class, students are very active.	12	2.47	1.15	49.4	V. Low
Total			3.42	0.38	68.4	Moderate

The results show that the students' responses on the items of the Instructional Effects Domain were moderate with a mean of (3.42) and a percentage of (68.4%). The students' responses were very high on items(8) and (9) with the means of (4.35) and (4.23), respectively. The responses were high on items (7, 1,10,14,13,17, and 16) and moderate on items (2,5,4,11, and 3). However, the responses are very low on items (15,18,19 and 6) and very low on item (12) with a mean of (2.47).

Results of the Second Question

Q.2. What are the psychological effects of large classes on non-English major EFL students at An-Najah?

To answer this question, the researcher used the means, standard deviations, percentages and ranks for each item in the domain and the items within each domain. Table (6) shows the results of the second question.

Table (6) : Means, Standard Deviations, Percentages and Ranks for Psychological Effects Items, Sorted in Descending Order

No.	Item	Item no. in questionnaire	Mean	S.D	Percentage	Rank
20	In the large class, I feel proud to get high marks.	30	4.37	0.99	87.4	V. High
21	In the large class, the atmosphere is noisy and stressful.	32	4.05	1.05	81	V. High
22	The opportunity to express my self in the large class is rare.	21	3.84	1.06	76.5	High
23	Because the class is over crowded, I feel uncomfortable and anxious.	26	3.80	1.09	76	High
24	In the large class, I feel neglected.	23	3.53	1.18	70.6	High
25	I feel sick in the large class because of the air pollution.	25	3.37	1.13	67.4	Moderate
26	In the large class, I feel relaxed.	27	3.18	1.24	63.6	Moderate
27	I feel shy to speak in the large class.	20	3.07	1.32	61.4	Moderate
28	In the large class, I don't feel bored.	31	2.81	1.31	56.2	Low
29	In order to avoid criticism, I like sitting at the back row in the large class.	24	2.79	1.34	55.8	Low
30	In the large class, there is some freedom because I 'm timid in nature.	28	2.78	1.19	55.6	Low

31	In the large class, I don't feel bad if I take low marks because there are other students having similar marks.	29	2.76	1.27	55.2	Low
32	In the large class, I feel relaxed because my classmates do not know my name.	22	2.29	1.08	45.8	V. Low
Total			3.28	0.47	65.6	Moderate

The results show that the students' responses on the items in the psychological effects domain were moderate with a mean of (3.28) and a percentage of (65.6%). It is obvious that students' responses were very high on items (30, 32). With the means of (4.37) and (4.05), respectively. The responses were high on items (21,26 and 23) , and moderate on items (25,27 and 20). Whereas, they are low on items (31,24,28,and 29) and very low on items (22) with a mean of (2.29).

Results of the Third Question

Q.3. What are the social effects of large classes on non-English major EFL students at An-Najah?

To answer this question, the researcher used the means, standard deviations, percentages and ranks for each item in the domain and for the whole domain. Table (7) shows the results of the third question.

Table (7) : Means, Standard Deviations, Percentages and Ranks for Social Effects Items, Sorted in Descending Order

No.	Item	Item no. in questionnaire	Mean	S.D	Percentage	Rank
33	In the large class , the teacher doesn't remember our names.	42	3.97	1.04	79.4	High
34	In the large class, there is an opportunity to make many friends from other departments.	45	3.83	1.03	76.6	High
35	In the large class, I do not like to be left behind because I 'm learning with students from other departments.	44	3.81	0.97	76.2	High
36	There is an emotional gap between students and their teacher in the large class.	33	3.81	1.08	76.2	High
37	In the large class, I feel bad when my teacher doesn't remember me outside the classroom.	39	3.69	1.20	73.8	High
38	There is a lot of fun and humor in the large class.	41	3.66	1.11	73.2	High
39	In the large class, the environment is safe because I don't have to answer every question.	43	3.57	1.17	71.4	High
40	Teacher student interaction is the large class is neglected.	34	3.50	1.21	70.0	High

41	In the large class, I can exchange ideas and build relations outside the classroom.	46	3.49	1.04	69.8	Moderate
42	I'm too relaxed in the large class and I feel sleepy.	38	3.19	1.30	63.8	Moderate
43	In the large class , the teacher will not care about me even if I sleep in the class.	36	3.00	1.23	60.0	Moderate
44	In the large class, I enjoy seeing the teacher unable to control the class.	40	2.65	1.24	53.0	Low
45	In the large class; I can send and receive messages through my mobile.	35	2.61	1.39	52.2	Low
46	In the large class, the teacher's gender doesn't affect my class participation.	37	2.51	1.17	50.2	Low
Total			3.38	0.51	67.6	Moderate

The results show that the students' responses on the items in the social effects domains were moderate with a mean of (3.38) and a percentage of (67.6%). It is obvious that the students' responses were high on items (42, 45, 44, 33, 39, 41, 43 and 34), moderate on items (46, 38, and 36). But the responses were low on items (40, 35 and 37).

Results of the Fourth Question

Q.4. Are there any significant Differences at ($\alpha = 0.05$) in students' responses towards large classes due to the students' Gender variable?

To answer this question, independent T-Test was used to determine any significant differences between the means of male and female responses on the questionnaire. Table (8) shows the results.

Table (8) : T-Test Results for Differences in the Instructional, Psychological and Social Effects of Large Classes on Non-English Major EFL Students According to Gender Variable

Effect	Male (n=71)		Female (n=159)		T	Sig.*
	Mean	SD	Mean	SD		
Psychological	3.32	0.415	3.27	0.491	0.833	0.406
Instructional	3.37	0.346	3.44	0.398	-1.212	0.227
Social	3.39	0.533	3.38	0.505	0.116	0.908
Total	3.36	0.36	3.37	0.39	-0.165	0.869

* significant at ($\alpha = 0.05$) critical at (1.96). D.F (228)

The results of table (8) show that the computed T-Test values were 0.833, -1.212, 0.116, -0.165. This means that there is no significant difference at ($\alpha = 0.05$) in EFL students' responses towards large classes due to the Gender variable .

Results of the Fifth Question

Q.5. Are there any Significant Differences at ($\alpha = 0.05$) in students' responses toward large classes due to the students' Level of study variable?

To answer this question, One Way ANOVA Test was used to analyze the data from the questionnaire. Tables (9) and (10) show the results.

Table (9) : Number of Students, Means & Standard Deviations According to the Students' Level Variab

Effect	Level	No. of students	Mean	S.D
Psychological	First year	62	3.16	0.422
	Second year	44	3.34	0.426
	Third year	57	3.35	0.421
	Fourth year	67	3.31	0.555
	Total	230	3.28	0.468
Instructional	First year	62	3.35	0.373
	Second year	44	3.47	0.430
	Third year	57	3.42	0.343
	Fourth year	67	3.44	0.393
	Total	230	3.42	3.384
Social	First year	62	3.32	0.533
	Second year	44	3.51	0.479
	Third year	57	3.35	0.493
	Fourth year	67	3.38	0.528
	Total	230	3.38	0.513
Total	First year	62	3.286	0.376
	Second year	44	3.443	0.380
	Third year	57	3.381	0.330
	Fourth year	67	3.384	0.424
	Total	230	3.368	0.382

The previous table displays the number of students, the means and the standard deviations for the students' level variable according to the three different effects of large classes (instructional, psychological and social).

Table (10) : One Way ANOVA Test Results for Differences in the Three Effects of Large Classes on Non-English Major EFL Students According to the Students' Level of Study Variable

Effect	S.O.V	Sum of Squares	D.F	Mean Square	F	Sig.*
Psychological	Between Groups	1.334	3	0.445	2.050	0.108
	Within Groups	49.014	226	0.217		
	Total	50.348	229			
Instructional	Between Groups	0.413	3	0.138	0.934	0.425
	Within Groups	33.289	226	0.147		
	Total	33.702	229			
Social	Between Groups	1.019	3	0.340	1.297	0.276
	Within Groups	59.188	226	0.262		
	Total	60.207	229			
Total	Between Groups	0.687	3	0.229	1.579	0.195
	Within Groups	32.759	226	0.145		
	Total	33.446	229			

•significant at ($\alpha = 0.05$ critical at (2.60)).

The results of table (10) show that the computed F values were 2.050, 0.934, 1.297, 1.579 . This means that there was no significant difference at ($\alpha = 0.05$) in the students’ responses towards large classes due to the students’ level of study.

Results of the Sixth Question

Q.6. Are there any Significant Differences at ($\alpha = 0.05$) in students’ responses towards large classes due to the students’ College variable?

To answer this question, independent T-Test was used to analyze the data from the questionnaire. Table (11) shows the results

Table (11) : T-Test Results for Differences in the Three Effects of Large Classes on non-English major EFL students according to the students’ College Variab

Effect	Scientific (n=67)		Human (n=163)		T	Sig.*
	Mean	SD	Mean	SD		
Psychological	3.22	0.497	3.31	0.456	- 1.398	0.163
Instructional	3.39	0.367	3.42	0.39	- 0.600	0.549
Social	3.39	0.518	0.37	0.512	0.225	0.822
Total	3.34	0.384	3.38	0.382	-0.640	0.523

* significant at ($\alpha = 0.05$); critical at (1.96). D.F (228)

The results of table (11) show that the computed T-Test values were -1.398, -0.600, 0.255, -0.640. This means that there was no significant difference at ($\alpha = 0.05$) in the students’ responses toward large classes due to their College variable.

Results of the Seventh Question:

Q.7. Are there any Significant Differences at ($\alpha = 0.05$) in students' responses toward large classes due to the students' placement Test Marks?

To answer this question, One Way ANOVA Test was used to analyze the data from the questionnaire. Tables (12) and (13) show the results .

Table (12) : Number of Students, Means & Standard Deviations for the Three Effects of Large Classes on Non-English Major EFL Students According to Placement Marks Variabl

Effect	Marks	No. of students	Mean	S.D
Psychological	50-59	129	3.33	0.454
	60-69	61	3.19	0.471
	70 and more	40	3.27	0.503
	Total	230	3.28	0.469
Instructional	50-59	129	3.41	0.403
	60-69	61	3.42	0.338
	70 and more	40	3.44	3.393
	Total	230	3.417	3.384
Social	50-59	129	3.35	0.506
	60-69	61	3.42	0.489
	70 and more	40	3.42	0.575
	Total	230	3.38	0.513
Total	50-59	129	3.367	0.383
	60-69	61	3.356	0.352
	70 and more	40	3.390	0.430
	Total	230	3.368	0.382

The previous table displays the number of students, the means, and standard deviations for the students placement test marks according to the three different effects of large classes (instructional, psychological and social).

Table (13) : One Way ANOVA Test Results for the Three Effects of Large Classes on Non-English Major EFL Students According to Students' Placement Test Marks Variable

Effect	S.O.V	Sum of Squares	D.F	Mean Square	F	Sig.*
Psychological	Between Groups	0.795	2	0.397	1.821	0.164
	Within Groups	49.552	227	0.218		
	Total	50.347	229			
Instructional	Between Groups	0.056	2	0.028	0.188	0.829
	Within Groups	33.646	227	0.148		
	Total	33.702	229			
Social	Between Groups	0.283	2	0.142	0.536	0.586
	Within Groups	59.924	227	0.264		
	Total	60.207	229			
Total	Between Groups	0.029	2	0.0145	0.099	0.906
	Within Groups	33.417	227	0.1470		
	Total	33.446	229			

• significant at ($\alpha = 0.05$) critical at (3.00)

The results of table (13) show that the computed F values were 1.821, 0.188, 0.536, 0.099 . This means that there was no significant difference at ($\alpha = 0.05$) in the students' responses toward large classes due to the students' placement test marks variable.

Results of the Eighth Question

Q.8. Are there any significant differences at ($\alpha = 0.05$) between the three different effects of the large classes on non-English major EFL students at An-Najah National University?

To answer this question, MANOVA Test with Wilk's Lambda Statistic was used to analyze the data from the questionnaire. Tables (14) and (15) show the results.

Table (14) : Means & Standard Deviations for the Different Effects

Effect	Mean	S.D
Psychological	3.28	0.47
Instructional	3.42	0.38
Social	3.38	0.51

Table (14) shows the means and standard deviations for the three different effects of large classes (instructional, psychological and social) on non-English major EFL students.

Table (15) : MANOVA Test Results for Differences between Different Effects

Wilk's Lambda Vaule	Hypothesis df	Error df	F Vaule	Sig
0.903	2	228	12.21	0.0001*

* significant at ($\alpha = 0.05$) critical at (3.00).

The results of table (15) show that the computed F value was 12.21. This means that there was a significant difference at ($\alpha = 0.05$) between the different effects. To know for which effect the difference was, Sidak Post Hoc Test was used. Table (16) shows the results of the Post Hoc Test.

Table (16) : Sidak Post Hoc Test Results

Social	Instructional	Psychological	Effect
- 0.96*	- 0.132*		Psychological
0.036			Instructional
			Social

* significant at ($\alpha = 0.05$)

Table (16) shows that the difference for :

-Instructional effect over Psychological effect.

-Social effect over Psychological effect.

Discussion and Implications

One of the biggest problems often encountered in teaching English as a foreign language is the large number of students. English teachers do not prefer teaching large classes because of the many problems which arise along with the increase in class size. The purpose of this study is to analyze the non-English major EFL students' attitudes toward large classes at An-Najah National University as reflected by their responses to the questionnaire in order to determine what effects (instructional , psychological or social) large classes have on students' learning.

The results show that the students' responses on the items of the instructional effect domain were moderate with a mean of (3.42) and a percentage of (68.4%). It is obvious in table (5) that the responses were very high on items (8 and 9). Students found it difficult to have a front row seat when they come late and it was difficult for them to see clearly the words on the board. These two responses are negative concerning class size. If the students were not the “early birds” as in the old saying , “the early bird catches the worm”, they would not see clearly and this would affect their learning. Another problem arose when there was not enough space in the language laboratory. Teachers found it difficult to take the students there if the class size was large (item 7). The students also felt that their teachers

would neglect teaching the practical skills due to their inability to control the class. Therefore, the students would not have enough time to practice what they had been learning since the communicative activities, which involve classroom interaction, would be neglected (items 1,10).

The students' responses were high on items (14,13,17,and 16). These responses are positive since students show that there is a sense of competition in the large class. They can share with their classmates and compare their answers with them for the purpose of evaluating and proving themselves. According to the students' responses, it appears that they can get information from both teachers and other students. This atmosphere of competition would lead to positive learning and achievement. The responses to items (2,5,4,11 and 3) were moderate. Some of the items reflect negative responses especially when the students consider themselves as passive-listeners in the large class because the atmosphere was teacher- centered (item 2). According to them , they would not have to prepare the lesson and participate in the large class. Instead, there was a good opportunity to study other topics because the teachers could not see them. However, item (11) received a positive response since the students felt that in the large class, there was time to think before answering. But the students' responses to (item 12) were very low (2.74). They thought that they were not active students because of the large class. In addition , there was no use of audio-visual aids and the atmosphere did not encourage them to learn.

Teachers should change their methods in dealing with large classes and they should adopt new strategies, for example, arranging the class in groups(e.i., five students per group) could help in solving this problem. According to Hayes(1997), the arrangement of the class in groups serves most of these purposes best and this would require a high degree of class control.

Table (6) shows that the students' responses in the psychological domain were moderate with a mean of (3.28) and a percentage of (65.6%). The students' responses were very high on item (30 and 32). Students have reported that they felt proud to get high marks in a large class (item 30). This effect is positive whereas their responses on item (32) about the noisy and stressful atmosphere in the large class was negative.

The students' responses were high on items (21,26 and 23). Students believed that in the large class, they would not have the opportunity to express themselves which would result in anxiety, discomfort and boredom. These findings were negative since they affect students' learning and achievement.

Harmer(1983) argues that no matter how bad the conditions were, teachers could create an atmosphere of acceptance and security. The psychological effect of large classes is important to be taken into consideration when dealing with large classes. The teacher should draw the attention of individual students to help establish control in the class and should establish good teacher-student relationships by addressing the students by names in order to solve the problem of teachers' ignorance especially when the students feel that they are neglected. Naming will bridge the gap between the students and the teacher who should create a safe and friendly learning environment.

Table (7) shows that the students' responses in the social domain were moderate with a mean of (3.38) and a percentage of (76.6%) . However, items (42,45,44,33,39,41,43,34) had the highest responses . The students thought that their teachers in the large classes did not remember their names which is considered a negative result since using the students' names helps them to participate in the large classes. It motivates them to involve themselves effectively in the classroom interaction. Other responses show that in large classes there is an opportunity to make friends from other departments (a positive effect). This leads to competitiveness since most students do not like to be left behind. However, the students feel that the atmosphere in the

large class was safe because they did not have to answer every question.

Concerning items (33,39 and 34) , the students felt bad about them because they felt a social gap between them and their teachers. The teachers could not remember their students outside the class; therefore , the students felt that they were neglected. While item (37) received the lowest response, the students believed that the teachers' gender affects the class participation. It could be attributed to the fact that female student feel relaxed when they are taught by female teachers and similarly male students feel the same with male teachers. This might be related to cultural and social backgrounds since most of our students studied in schools that were taught either by male or female teachers according to the educational system in schools which does not allow co-education. Therefore, when students attend the university, they might not study in a relaxing atmosphere due to the teacher's gender.

It is obvious that the social interaction between the students and their teacher is very important in learning a foreign language. McMahon(1997) states that learning should be a social and collaborative activity. Therefore, the non-English major EFL students should interact with each other to benefit from mutual learning. It appears from the students' responses that learning in a large class helps them to make more friends and exchange their own experiences and knowledge.

The EFL teacher should build up a collaborative and lively learning atmosphere. According to Senior (1997), teachers judge the quality of their classes according to how far the students cooperate with each other. Any class which lacks a spirit of group cohesion is unsatisfactory, even if it consisted of high achieving students.

It is inferred from the results of questions (4 ,5, 6 and 7) that the attitudes of non-English major EFL students towards large classes were not affected by students' gender, level of study, college or Placement Exam marks. The researcher attributed that to the students' similar conditions,

environment and facilities. Concerning the students' gender and level of study, both males and females live in the same area, have the same traditions, ambitions, environment and academic background. They are exposed to the same ways of teaching at school and in the university campus. Therefore, their attitudes towards English large classes will be approximately the same. In addition, the results revealed no significant differences between the attitudes of the students who were studying in the Humanities and the Science Colleges towards large classes. The researcher attributed that to the fact that most of these students were learning in schools which had both scientific and literary specializations. Therefore, they were taught under the same conditions by the same teachers. Similarly, at the university level, they were taught in the same campus and under the same academic atmosphere.

The results of question (8) showed that there was no significant difference at ($\alpha = 0.05$) between the different effects. Sidak Post Hoc Test was used to know for which domain the difference should go. The results showed the differences were for :

- 1-the instructional effects over the psychological effects, and
- 2-social effects over the psychological effects.

This result is in accordance with Hargreaves, et al (1997) who argue that the majority of parents and teachers express preferences for smaller classes. Teachers perceived that larger classes would have a negative effect on many aspects of education, including time for individual attention and teacher-pupil relationship. Similarly Bennett (1996) show that an overwhelming majority of parents and teachers prefer smaller classes. He maintains that class size appears to have more influence on students' attitudes, attention, interest and motivation than on their academic achievement. However, Jones (1998) claims that class size is not a factor in students' performance. Others such as Gilbert (1995) found out that effective teaching strategies have more impact on students' learning than class size.

The findings of this study indicate that large classes affect students' educational practices and performance. Large classes are considered a double-edged sword. On the one hand, students responded positively on some of the items. For example, students believed that in large classes there is a sense of competition and a friendly relationship among the students inside and outside the classroom. On the other hand, students responded negatively on a number of other items. For example, there was lack of concentration and attention because they felt neglected. Therefore, they felt they had no opportunity to express themselves. This effect, of course, would affect their psychological development and would generally lead to inattentiveness. Therefore, the relationship between them and their teachers should be a friendly one.

In order to have effective teaching in the classroom, teachers should have informal speech either before the class or at the end of the class to break the ice between them and their students. They should motivate their students by using their names when giving examples or using words in sentences, and they should involve them in classroom activities by telling them that there are marks for classroom participation.

Teachers should keep an eye-contact with learners from all parts of the room, move around the classroom, show good body language and vary their voice level and pitches to have a lively and interesting class.

To break the monotonous, teacher-centered atmosphere, teachers should give students questions to discuss with their neighbors. Teachers should tell their students that they are going to ask them by choosing their names randomly. Accordingly, students will concentrate more since they can not avoid being asked or staying inactive or sleepy even if they sit in the back rows. Furthermore, teachers should relate the topics taught to "real life" situations, and occasionally should use humor to reduce tension.

In order to motivate their students, teachers should praise those who answer and ask questions. They should give them their office hours and

listen to their problems. They should not frustrate them no matter how silly their questions are. According to Senior(1997), many teachers hold that a good language class has an atmosphere of a “feeling of warmth and comfort”, “mutual support and respect”, “a safe environment and absence of fear”, “a feeling of cooperation , relaxation and trust”, etc.

It should be emphasized that teachers should encourage students to work in teams or in groups. For example, students should be asked to present library assignments or take- home assignments by sharing with other students. Pair or group work will increase classroom activities and motivation and at the same time would reduce the time needed to correct each student’s script. Furthermore, team or group work can help build confidence and is considered an effective way of promoting better learning since active students will encourage weak students to work which will lead to positive competition and no student will be left behind. This finding agrees with Alimi et al (1998) and Nnaji (1991). Toubia (1999) argues that “the teachers’ skill in classroom management is the primary ingredient for success with group work in large classes”. Harmer (1983) also argues that “pair work is a way of increasing student participation and language use. It can be used for an enormous number of activities whether speaking, writing or reading”. He adds that “group work offers enormous potential. It can be used for oral work, decision-making tasks, joint reading tasks, listening tasks, co-operative writing and many other things. It also has the great advantage of allowing different groups of students to be doing different things in the same classroom”.

In conclusion, it is essential to mention that despite the negative effects of large classes, great improvement can be made by enlisting the participation of students and teachers.

Conclusion and Recommendations

The present study aims to determine the effects of large classes on non-English major EFL students. The instructional, psychological, and social

effects have been investigated and analyzed by means of a questionnaire. The results of the different domains show that the instructional effects domain has the highest mean (3.42) while the means for the social and the psychological effects are (3.38 and 3.28) respectively.

This study shows no significant differences for students' gender, level of study, college, and placement test marks across the three domains.

It is found in this study that classroom interactions in large classes are negatively associated with class size.

Students demonstrated negative and positive responses towards large classes. It is important to point out that while dealing with the negative instructional effects which large classes have on EFL students, teachers should take into consideration the social and the psychological effects since these effects are interrelated.

It seems that, large classes in many developing countries are unavoidable. They are the typical features of the education systems of these countries, and reducing class size seems to be an obvious way to facilitate learning and increase achievement. Therefore, teachers of large classes should encourage students' interaction either by pair or group work, provide opportunities for students to learn from each other and through more meaningful feedback from their teachers.

Based on the discussion and the conclusions, the researcher would like to recommend the following ways to reduce the negative effects of large classes on non-English major EFL students:

First, workshops or seminars should be held to bring together teachers from various schools, colleges and universities for the purpose of comparing methods and exchanging ideas about their own experiences in dealing with the problems which are associated with the teaching of English

in large classes.

Second, teachers should have more training opportunities regarding the use of effective teaching strategies such as cooperative learning and group discussion.

Third, further studies are needed to investigate the effects of large classes on English language teachers at An-Najah National University.

Fourth, research could be done on the effects of teacher's gender on the students' attitudes towards large classes.

Fifth , the administration should deal with the problems of overcrowded classes by increasing the number of English sections in order to give the students more opportunities to learn effectively and express themselves.

Sixth, further studies could be done concerning the effects of large classes on English majors in order to find out whether there are differences between majors' and non-majors' attitudes towards large classes.

Finally, it is worth mentioning that despite the disadvantages of teaching English in large classes, not all students are against learning in large classes. Therefore, teachers should know the characteristics of

teaching English in large classes and vary their teaching techniques accordingly, in order to ease the problems of teaching, and assessing large classes which result from the lack of teaching staff, facilities and space.

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Appendix

The Questionnaire

An- Najah National University

Faculty of Arts/English Department

Dear Student,

The questionnaire you are going to answer will be used for research purposes only.

Remember, there is no one correct answer. So please be as objective as possible.

First : General Information:

Please mark with the sign ☐ :

1- Gender : Male ☐ Female ☐

2- Study level: First year ☐ Second year ☐

Third year ☐ Fourth year ☐

3- College : Science ☐ Humanities ☐

4- Placement Exam Mark: 50-59 ☐ 60-69 ☐

70 and more ☐

Thank You.

Second : Kindly mark with the sign

X

 for each of the following items:

The Instructional Effects:

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
1	The teaching of the practical skills in the large class is neglected.					
2	The atmosphere in the large class is teacher-centered. Students have no role; they are passive listeners.					
3	In the large class, I can study other topics because the teacher can't see me.					
4	In the large class, I don't need to prepare the lesson before the class.					
5	I don't like the large class because I got used to learning in a small class when I was at school.					
6	I like taking exams in the large class because there is an opportunity for me to cheat.					
7	The teacher finds it difficult to take the students to the language laboratory because there isn't enough space.					
8	In the large class, it is difficult to find a front row seat when I come late.					
9	If I sit at the back of the classroom, I can't see clearly the words on the board.					
10	In the large classroom, communicative activities are neglected.					
11	In the large class, there is enough time for me to think.					

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
12	In the large class, students are very active.					
13	In the large class, I compare my answers with my classmates' answers and this helps me to evaluate myself.					
14	In the large class, I can take my classmates' notes if I don't jot them down in the class.					
15	In the large class, the atmosphere is better since there is no direct competition.					
16	In the large class, I have the desire to study hard and prove myself.					
17	In the large class, I get information from the teacher and my classmates					
18	The atmosphere in the large class encourages me to learn.					
19	The teacher uses audio-visual aids for the large class which makes us interested.					

2- The Psychological Effects

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
20	I feel shy to speak in the large class.					
21	The opportunity to express myself in the large class is rare.					
22	In the large class , I feel relaxed because my classmates do not know my name.					

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
23	In the large class, I feel neglected.					
24	In order to avoid criticism, I like sitting at the back row in the large class.					
25	I feel sick in the large class because of the air pollution.					
26	Because the class is overcrowded, I feel uncomfortable and anxious.					
27	In the large class, I feel relaxed.					
28	In the large class, there is some freedom because I'm timid in nature.					
29	In the large class, I don't feel bad if I take low marks because there are other students having similar marks.					
30	In the large class, I feel proud to get high marks.					
31	In the large class, I don't feel bored.					
32	In the large class, the atmosphere is noisy and stressful.					

3- The Social Effects

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
33	There is an emotional gap between students and their teacher in the large class.					
34	Teacher-student interaction in the large class is neglected.					
35	In the large class I can send and receive messages through my mobile.					

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
36	In the large class, the teacher will not care about me even if I sleep in the class.					
37	In the large class ,the teacher's gender doesn't affect my class participation.					
38	I'm too relaxed in the large class that I feel sleepy.					
39	In the large class, I feel bad when my teacher doesn't remember me outside the classroom.					
40	In the large class, I enjoy seeing the teacher unable to control the classroom.					
41	There is a lot of fun and humor in the large class.					
42	In the large class, the teacher doesn't remember our names.					
43	In the large class, the environment is safe because I don't have to answer every question.					
44	In the large class, I do not like to be left behind because I'm learning with students from other departments.					
45	In the large class, there is an opportunity to make many friends from other departments.					
46	In the large class, I can exchange ideas and build relations outside the classroom.					

ملحق

بسم الله الرحمن الرحيم

جامعة النجاح الوطنية

كلية الآداب

قسم اللغة الإنجليزية

استبانة

عزيزي الطالب / عزيزتي الطالبة،

هذه دراسة ميدانية لأغراض البحث العلمي فقط. تذكر انه لا توجد اجابة واحدة صحيحة. لذا الرجاء ان تكون موضوعياً قدر الامكان.

أولاً : المعلومات الشخصية:

يرجى وضع ☒ في المربع الذي يتفق وحالتك:

- الجنس : ☐ ذكر ☐ أنثى

- المستوى الدراسي: أولى ☐ ثانية ☐

ثالثة ☐ رابعة ☐

- الكلية: علمية ☐ إنسانية ☐

- علامات امتحان المستوى في اللغة الإنجليزية 50-59 ☐ 60-69 ☐

70 فأعلى ☐

شكراً لحسن تعاونكم

ثانياً: يرجى وضع إشارة (X) في المربع الذي يتفق ورأيك. وذلك أمام كل فقرة من الفقرات الآتية
١- الآثار التعليمية

الرقم	الفقرة	أوافق بشدة	أوافق	لا رأي لي	أعارض بشدة	أعارض
١	المهارات التعليمية العملية في الصف الكبير مهمة.					
٢	في الصف الكبير يتركز الاهتمام في المعلم دون أن يكون للطلبة أي دور عدا كونهم مستمعين سلبيين.					
٣	في الصف الكبير يمكنني دراسة مواضيع أخرى لأن المعلم لا يستطيع مراقبتي.					
٤	في الصف الكبير لست بحاجة لتحضير درسي قبل بداية الحصة.					
٥	لا أحبذ الصف الكبير لأنني ألفتُ التعلم في الصف الصغير.					
٦	أرغب في الجلوس للامتحانات في الصف الكبير لأن هناك فرصة للغش.					
٧	في الصف الكبير يجد المعلم صعوبة في اصطحاب الطلبة لمختبر اللغة لعدم وجود السعة اللازمة هناك.					
٨	في حالة قدومي للصف الكبير متأخرة من الصعب أن أجد لي مقعداً في الصفوف الأمامية.					
٩	في حالة جلوسي في مقاعد الصف الخلفية لا أستطيع أن أرى بوضوح ما يكتب على اللوح.					
١٠	في الصف الكبير فعاليات الاتصال عبر اللغة مهمة.					
١١	في الصف الكبير لدى الوقت الكافي للتفكير.					
١٢	في الصف الكبير الطلبة نشيطون.					
١٣	في الصف الكبير حينما يأخذ الطلبة الآخرون بالإجابة أقارن إجابتي مع إجاباتهم مما يساعدني على تقييم ذاتي.					
١٤	في الصف الكبير إذا لم استطع أخذ ملاحظات سريعة أستطيع أن أخذ ملاحظات زملائي في الصف.					
١٥	جو الصف الكبير أكثر ملاءمة لي حيث لا يوجد منافسة مباشرة بين الطلبة.					

١٦	في الصف الكبير حينما يشارك معظم الطلبة في سير الحصّة يتولد لدى رغبته في الدراسة الجادة وعندها أستطيع أن احقق ذاتي.				
١٧	في الصف الكبير أستطيع أن احصل على المعلومة من المعلم وكذلك من الطلبة الزملاء.				
١٨	جو الصف الكبير يحثني على التعلم.				
١٩	في غرفة الصف الكبير يستعمل المدرس الوسائل المرئية والمسموعة مما يزيد من اهتمامنا.				

٢- الآثار النفسية

الرقم	الفقرة	أوافق بشدة	أوافق	لا رأي لي	أعارض بشدة	أعارض
٢٠	اشعر بالخجل لدى تحدثي في صف كبير.					
٢١	فرصة التعبير عن الذات في الصف الكبير نادرة .					
٢٢	في الصف الكبير اشعر بالارتياح لأن زملائي لا يعرفون اسمي.					
٢٣	في الصف الكبير اشعر أنني مهمل.					
٢٤	في الصف الكبير أفضل الجلوس في المقاعد الخلفية لتجنب النقد.					
٢٥	اشعر بالمرض في الصف الكبير بسبب تلوث الهواء فيه.					
٢٦	أكون قلقاً وغير مرتاح في صف مكتظ بالطلبة.					
٢٧	في الصف الكبير اشعر بالاسترخاء.					
٢٨	أتمتع في الصف الكبير ببعض الحرية لأنني خجول بطبيعتي.					
٢٩	في الصف الكبير لا اشعر بالحرج إذا حصلت على علامة متدنية لأن هناك طلبة آخرين يحصلون على مثل تلك العلامة.					
٣٠	في الصف الكبير اشعر بالفخر لدى حصولي على علامات مرتفعة.					
٣١	في الصف الكبير لا اشعر بالملل.					
٣٢	الجو في الصف الكبير صاخب وضغط.					

٣- الآثار الاجتماعية

الرقم	الفقرة	أوافق بشدة	أوافق	لا رأي لي	أعارض بشدة	أعارض
٣٣	هناك فجوة انفعالية في الصف الكبير بين الطلبة ومعلمهم.					
٣٤	التفاعل بين المعلم والطالب في الصف الكبير مهم.					
٣٥	في الصف الكبير يمكنني إرسال واستقبال الرسائل عبر المحمول.					
٣٦	في الصف الكبير لا يبدي المعلم بي أي اهتمام حتى لو نمت.					
٣٧	لا يؤثر جنس المدرس على مشاركتي في الصف الكبير.					
٣٨	في الصف الكبير اشعر أنني في غاية الراحة بل واشعر بالنعاس.					
٣٩	في الصف الكبير اشعر بالاستياء حينما لا يتذكر المعلم اسمي خارج غرفة الصف.					
٤٠	في الصف الكبير نستمتع برؤية المعلم وهو يعجز عن السيطرة على الصف.					
٤١	هناك الكثير من الهزل والمزاح في الصف الكبير.					
٤٢	في الصف الكبير لا يتذكر المدرس أسماءنا.					
٤٣	في الصف الكبير الجو امن حيث إنني غير مضطر للإجابة على كل سؤال.					
٤٤	في الصف الكبير لا ارجب في أن أكون متخلف عن الآخرين لأنني أعلم مع طلبة ينتمون لأقسام أخرى.					
٤٥	في الصف الكبير هناك فرصة لتكوين صداقات كثيرة مع الطلبة من أقسام أخرى.					
٤٦	في الصف الكبير أستطيع أن أتبادل الأفكار وأقيم علاقات خارج غرفة الصف.					