

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF**

FACULTY OF LETTERS AND LANGUAGES

DOMAIN: FOREIGN LANGUAGES



**DEPARTMENT OF ENGLISH
STREAM: ENGLISH LANGUAGE**

N°:.....

OPTION: LINGUISTICS

**The impact of Overcrowded Classrooms on EFL
Teachers performance and student assimilation. The
case of Fourth Year Middle School Msila**

**Dissertation Submitted to the Department of English in partial fulfillment of
the Requirements for the Degree of Master in Linguistics**

Submitted by:

Supervised by:

Mrs Lacheheb Sihem

Dr. BOUAZID Tayeb

Miss Abdessamad Yassamine

Board of Examiners

Dr. BOUAZID Tayeb	Mohamed Boudiaf M'sila university	Supervisor
Ms. sabah Farrah	Mohamed Boudiaf M'sila university	Examiner
Mr. Saber Mohamed eldjemoui	Mohamed Boudiaf M'sila university	chairman

Academic year: 2022-2023

Declaration

We, hereby solemnly declare that the work I am going to present in this thesis entitled

The impact of Overcrowded Classrooms on EFL Teachers performance and student assimilation. The case of Fourth Year Middle School Msila

Is our own to the limits of our knowledge, have not been submitted before to any other institution or university or degree, and all sources that we have used and quoted from ,have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Signature

Date:

Mrs Lachehebe Sihem

Miss Abdessamad Yassamine

Dedication

This work is dedicated to

- All the Prays are due to ALLAH alone, the Sustainer of all the worlds
- to my wonderful family,
- my mother mostly, who was my motivator to complete this dissertation;
- my FATHER,
- my beautiful family and all my friends... thanks a lot; I appreciate your stand up and support to me.
- our supervisor Dr Tayeb Bouazid and my mate in the dissertation Abdessamad Yassamine

Mrs Lachehebe Sihem

Dedication

This humble work is lovingly dedicated to:

- My mother, whose prayers got me to where I am today.
- To my father, who would have loved to see his youngest daughter graduate.
- To my sisters, brothers, and their families, for always believing in me.
- To my beloved and supportive mates.
- To my emotional support, the people from the other side of the world, whom I call home.
- To everyone with whom I share love, friendship, and respect.
- To the friends with whom I spent my best university years.

Yassamine Abdessamad

Acknowledgments

We would like to thank ALLAH for his help and guidance throughout my life. We would like to express my special thanks to my supervisor **Dr. BOUAZID Tayeb** for his unaccountable guidance, support, help, and patience to complete this work.

Our deepest thanks also go to the board of Examiners namely Mrs Farrah and MrSaber for their evaluation and feedback.

I would also thank Masters students at Mohamed Boudiaf Msila University for their help and seriousness in completing the questionnaire.

Sihem- Yassamine

Abstract

This study delves into the multifaceted repercussions of overcrowded classrooms on the performance of English as a Foreign Language (EFL) teachers and the assimilation of knowledge among fourth-year middle school students. With a population comprising 90 students and 15 teachers, a sample of 30 students and 10 teachers was meticulously selected to provide valuable insights into the prevailing classroom conditions. The research employed a comprehensive methodology encompassing descriptive, analytical, qualitative, and quantitative approaches to gain a holistic perspective on the issue. Through the administration of two distinct questionnaires designed for both teachers and students, this study uncovers the challenges and opportunities presented by overcrowded classrooms in the context of EFL education. By utilizing a blend of qualitative and quantitative data analysis methods, the research aims to shed light on the effects of overcrowding, from its impact on teacher's performance to its consequences for students' assimilation of English language skills. Findings of this study are anticipated to contribute significantly to the existing body of knowledge in the field of education, specifically in the realm of EFL instruction. The insights gained from this research will be instrumental in informing educational policies and strategies aimed at optimizing learning environments, improving teacher's effectiveness, and enhancing students' outcomes in overcrowded classrooms.

Key words: Overcrowded classes, impact, teacher's performance, students' assimilation

List of tables

Table 01: Participants' Age.....	37
Table 02: Teachers' Gender.....	38
Table 03: Participants' Periods Teaching English.....	38
Table 04: Defining Overcrowded Classrooms.....	39
Table 05: Pupils' number.....	40
Table 06: Frequency of Noise in large Classes.....	40
Table07: On easiness/Difficulty of teaching small classes.....	41
Table08: On the state of being Teaching Large classes.....	41
Table09: On teachers' paying individual attention to pupils.....	42
Table10: The Effect of overcrowded classes on the choice of the teaching method.	43
Table11: The Effects of large classes on Teachers' Performance.....	44
Table 12: The Effect of classroom size on planning and delivering lessons.....	44
Table 13: The Effect of classroom size on the management of Pupils' Behaviour..	45
Table 14: The Effect of class size on Teachers' Pupils' feedback.....	45
Table 15 Action Taking previsions for ideal pupil's class.....	46
Table 16: Students' gender.....	49
Table 17: Number of pupils per class.....	50
Table 18: Feeling comfortable in class.....	50
Table 19: On the class noise.....	51.
Table 20: On large classes.....	52
Table 21: Teaching Techniques and their importance in better learning.....	53
Table 22: Teachers' and Pupils' Management.....	53
Table 23: On Students' Assimilation.....	54
Table 24: On additional Comments on overcrowded classes.....	55
Table 25.. On additional Comments on Overcrowded classes.....	56

List of figures

Figure 01 The Effect of overcrowded classes on the choice of the teaching method..	43.
Figure 02 Students' Gender.....	49
Figure 03. Students' Age.....	50
Figure 04. Students Number Per Class.....	51
Figure 05. Noise in the class	52

List of Appendices

Appendix 1 Teachers' Questionnaire

Appendix 2 Students' Questionnaire

Outline

Table of Contents	Page
Declaration.....	I
Dedication.....	II.
Dedication.....	III
Acknowledgments.....	IV.
Abstract.....	V
List of Tables.....	VI
List of Figures.....	VII
List of Appendices.....	VIII
Outline.....	IX
General Introduction.....	01
1. Background of the study.....	01
2.Literature Review.....	02
3. Statement of the Problem.....	03
4.Research Questions.....	03
5. Aims and objectives.....	03
6. Hypothesis.....	04
7. Significance of the study.....	04
8.Research Design and Methodology.....	04.
8.1.Data Collection Instruments.....	04
8.2. Population and Sampling.....	05
9. Dissertation Structure.....	05
10.Limitations of the study.....	05
Key words	

Chapter one: Part One : Overcrowded Class phenomenon

1.Introduction	
1.1.Definition of a classroom.....	07
1.1.1.class size types.....	07
1.1.2.small class.....	07
1.1.2.1..characteristics.....	07
1.1.2.2.Principles.....	07
1. 1.3.Regular Class.....	10
1.1.4.Large Class: Definition.....	10
1.1.4.1.characteristics.....	11
1.1.4.2.principles.....	12
1.1.5.Overcrowded class: definition and impacts.....	12

Part Two : Teacher's performance in overcrowded classroom

1.2.1.Definition of academic performance.....	15
1.2.2. Performance and competence	16
1.2.2.1.Definition of Competence.....	16
1.2.2.2.Teaching Strategies and Achievements.....	16
2.1Differentiated Instruction.....	17
2.2.Defining Differentiation.....	17
2.3.Collaborative learning.....	17
2.4.Technology integration.....	18
2.5.Formative assessment.....	18
2.6.Classroom managementTechniques.....	18

Part Three : Student's Assimilation in overcrowded classroom....19

1.3.1. What is assimilation.....	19
1.3.2. The importance of overcrowding.....	19
1.Limited Individual Attention.....	20
2.Reduced Students' Engagement.....	20

3.Increased behavioural issues.....	20
4.Limited resources and materials.....	20
5.Achievement gaps.....	21
6.Imact on students’ behaviour.....	21
7.Impact on students’ wellbeing.....	21
1.3.3.Definition of Assimilation.....	22
1.3.4.The Nature of Assimilation.....	22
1.Greater noise and distraction.....	23
2.less personalized instruction.....	23
3.Increase in disciplinary problems.....	24
4. Poor building or environmental conditions.....	24
5.Increase in Illness Risk.....	24.

Part Four : The Impact of Overcrowded Classroom on Teacher’s performance.

1.4.1 Cognitive impact.....	26
1.4.2 Psychological impact.....	26

Conclusion

Chapter Two: 2. Part One: Research Design and Methodology.....31

Introduction.

2.1.Research Design and Methodology.....	31
2.1.1.Research design.....	31
2.1.2.Research Methodology.....	31
2.1.3.Research Setting.....	32
2.1.4.Sampling procedure and sample size determination.....	32
2.1.4.1.Data Collection Procedure.....	32
2.1.4.2.Research Instruments.....	33
2.1.4.2.1.Questionnaires.....	33
2.1.5.2.2.Teachers’ Questionnaire Description and Aims.....	33

2.1.5.2.3.Students’ Questionnaire Description.....	34
2.1.6.Ethical Issues and Trustworthiness Considerations.....	34
2.1.7.Limitations and delimitations.....	35.

Part Two: 2.2. Interpretation of Data and Result Finding.

Introduction.

2.2.1.Analysis .of Teachers and students’’ Questionnaire.....	37
1. Analysis of Teachers’ Questionnaire.....	48
2. Analysis of Students’ Questionnaire.....	49
2.2.2.Results	
2.2.3.Discussion of Teachers’results	57
2.2.4. Discussion of Students’ Questionnaires Results.....	60
2.2.3.6. Recommendations for improvement.....	61
General Conclusion	62
References	64
Appendices	74
Abstract in Arabic	79

General introduction

1. Background and scope of study:

A school is a place where the teacher and the learner live nearby. They are the learner, the teacher and the classroom where teaching and learning occur. Learning English as a foreign language in middle school classrooms in Algeria has suffered from many different problems that hinder both learners and teachers to achieve their goals, such as discipline problems, classroom management challenges, and overcrowded classes.

This latter, with time, has become one of the major problems of the education system, and it has been considered one of the most challenging problems facing middle schools, teachers and students. The increasing population and a decrease in funding have caused class size to rise. Moreover, class size is a factor to consider in the English language teaching and learning process because it is not the same to teach a class of 10 students as a class with 30 or more 30 students. In addition, overcrowded classes mean there are too many students for the teacher to teach and manage a state that can impact teachers' performance and students 'assimilation. Research has shown that teachers in overcrowded classrooms can experience higher levels of stress, and burnout, and may struggle to provide individualized attention to each student to maintain classroom discipline.

In addition, overcrowded classrooms can lead to higher levels of noise and distraction, which can further impact teacher performance. In addition, students may have difficulty focusing and may not receive the individualized attention they need to succeed. Research has shown that students in overcrowded classes may have lower academic achievement, lower motivation, and higher levels of behavioural problems.

The impact of overcrowded classrooms on teachers' performance and student assimilation is a vital topic of research in the educational sphere.

2.Literature Review

Several researchers have attempted to study this phenomenon to investigate its impact on teachers and students and to propose some solutions to reduce it. According to Khan and Iqbal (2012), an overcrowded classroom is one whose number of students exceeds the optimum level. They concluded that effective teaching is impossible and that a number of teachers face several problems, including instructional discipline, physical and evaluation problems, and appropriate delivery of effective instruction.

Hence, pupils achieve better when the teacher can provide balanced instruction and attention. It gets hard for the instructor to perform well and understand the needs of the students as the class size increases (Mahmoud S, Fatima Q, and LodhiA(2012).

Moreover, teaching larger classrooms requires more work and exhausts teachers and students. In addition, Hornsby, Osman, and De Matossala (2013) consider that the large number of pupils may hurt the effectiveness of students 'learning. Additionally, Shah and Inamullah's(2012) research found that overcrowded classrooms negatively impact teaching and learning. Moreover, according to Fin (2003), teachers' morale and enjoyment of their profession in overcrowded classes can negatively affect them. According to Lannoy and Hall (2010), the size can directly affect how teachers educate pupils.

Overcrowded Class is a common problem in many educational settings, especially where resources are limited and the population is expanding quickly. Despite the potential consequences, there is still a need for further research examining the impact of overcrowding on teachers 'performance and students 'assimilation. This study aims to contribute to a better understanding of the issue and identify potential

strategies for addressing it. The goal is to improve the quality of all students and ensure that teachers have the support they need to succeed in their roles.

3. Statement of the Problem

One of the most pressing issues for teachers and students in M'sila Middle Schools is overcrowded classes caused by population growth, a shortage of teachers and a reduction in grants or other forms of support. As a result, this has become a global problem that hinders the efficient teaching-learning process.

When a classroom is overcrowded, this means there are too many students for the teacher to teach and manage. Hence, this can affect teacher performance and student assimilation.

4. Research questions:

The present study is based on the following questions:

1. What are the various problems that English teachers and students face inside overcrowded classrooms?
2. How do overcrowded classrooms affect the English teachers 'performance and students' assimilation?
3. What are the most effective strategies and teaching methods that English middle school teachers can use to manage and cope with the challenges of teaching in overcrowded classrooms?

5. The Objectives of the study :

The purpose of this study is

1. To investigate the impact of overcrowded classes on teachers 'performance and students' assimilation

2. to highlight and show the challenges that both teachers and students may face inside the overcrowded classes in the fourth year in M'sila middle schools,
3. to suggest solutions, methods, and strategies that help teachers overcome problems arising from overcrowded classes

6. Hypothesis:

The researcher designs to test the following hypothesis:

Overcrowded classrooms hurt teachers ' performance and students' assimilation in middle schools.

7. Significance of the study:

The researcher hopes this study will help teachers identify the problems they face and enable students to find solutions to decrease the effects of this phenomenon at the level of teachers' performance and students' assimilation. (achievement). This study would provide EFL teachers with strategies to establish a positive classroom climate and provide a basis for further research in this field. It will be very fruitful and in the best interest of students, teachers, administrators, and government to reflect upon the problems.

8. Research design and Methodology

The researcher adopts a descriptive methodology to describe and analyze the information taken from the questionnaires; thus, the purpose is to determine the impact of overcrowded classes via qualitative and quantitative methods.

8.1. Data collection instruments:

To get thorough feedback about overcrowded classrooms and the challenges that teachers and students face with, the researchers use two questionnaires, one for teachers and another for students.

8.2. Population and sampling:

The population is taken from three middle school students and teachers of English as a Foreign Language (EFLT&S) in M'sila..The whole population was 90 students from fourth year. Researchers randomly selected ten teachers from 03 middle schools and thirty students as sample.

9. Dissertation Structure :

The present research embraces two main chapters. The first consists of four sections. Section one includes the phenomenon of overcrowded classes, starting with some related definitions and previous research that has relevance to the topic and concluded by several previous studies that relate to the impact of overcrowded classes on the teaching-learning process.

The second section includes overcrowded classes and teachers' performance, starting with definitions and concluding by identifying teaching strategies. The third section was about overcrowded classrooms and student assimilation

Finally, section four was about the impact of overcrowded classes on the teachers 'performance and the student's assimilation.

Chapter two dealt with data analysis and provided a detailed description of data collection as well as analysis of both teachers' and students' questionnaires, in addition, this chapter included a discussion of data tools.

10. Limitations of the study:

Although this study offers significant new insights into the phenomenon of overcrowded and its effects on teachers 'performance and students 'assimilation. It is also vital to recognize the limitations of the study. The researcher cannot carry out an experimental methodology to

produce objective results because of time constraints or environmental factors. The researcher, for specific consideration, chose the descriptive method. Due to the overcrowding in all classes, this study will only be limited to fourth-year level classes; furthermore, the study sample was limited to teachers and pupils from a small number of middle schools in M'sila. It is impossible to generalize the findings.

Chapter One-Part one : Overcrowded Class Phenomenon

1.Introduction

The overcrowded class phenomenon refers to a situation in which the number of students enrolled in a classroom exceeds the ideal capacity for effective teaching and learning.

Overcrowding in classrooms is an international issue that hinders an efficient teaching and learning process (Hachem & Mayor, 2019) .Overcrowded classrooms are characterized by limited physical space, inadequate resources, and a teacher-student ratio that makes it challenging to deliver high-quality education. overcrowded classrooms disrupt teaching effectively as most teachers experience teaching difficulties, discipline, physical, and appraisal problems (Iqbal &, Khan 2012).

Regrettably, teachers in public schools are still facing severe problems with congested classrooms (Amarat, 2011). Consequently, Oliver (2006) argues that overcrowded classrooms lead to frustration when learners. withdraw, become frustrated, and exhibit negative attitudes. Consequently, overcrowded schools have negatively affected the self-confidence of teachers and their professional satisfaction, creating a situation in the classroom whereby educators encounter countless difficulties (Fin, 2003)

1.1.Definition of a Classroom:

A classroom is a designated space within an educational institution where a teacher instructs a group of students in a structured and organized manner. It serves as the primary setting for formal education, where students engage in various learning activities and interact with the teacher and their peers. The classroom is the heart of any educational system. No curriculum planning is complete without the implementation and evaluation of the curriculum outcome in

the classroom where most of the class learning activities take place (Cohen & Manion, 1983). Burnett, (1995) and Earthman, (2002), stated that schools should be able to provide quiet and safe places for students testing and private counseling. According to Plank and Candliffe (2011), good classroom organization provides a strong foundation for quality learning

1.1.2. Class Size and Types:

Class size refers to the number of students enrolled in a particular classroom under the guidance of a single teacher. It can significantly impact the quality of education. Class size can vary widely based on educational level, institution type, and educational philosophy. Reductions in class size are widely supported by parents, teachers, and the public (Chingos, 2013). According to Izzo(1981), the size of the class is an important physical factor because it influences the choice of method, and decreases the amount of individual attention the teacher can give to each student. Ur (1996, p.302) claims that numbers are not important and he specifically proposes that “the exact number does not really matter: what matters is how you the teacher see the class size in your own specific situation”. This is according to Todd-Author Minimum size of large class’ --- **Source: Some Minimum Sizes of Large Class (Todd, 2006, p. 2)**

Hyes (1997)	50
Halliday (1996)	50
Hubbard et al (1983)	45
Li (1998)	50
Long (1977)	60
Nolasco& Arthur (1986)	40
Sofnil (1991)	60
Samuda&Bruton (1981)	40
Touba (1999)	60

According to Ehrenberg, Brewer, Gamoron, and Willms (2001), instruction in smaller classes could be more effective since “certain practices may work better in smaller classes. For example, students may pay better attention when there are fewer students in the room” (p.21). Robinson (1990) and Shin (2012) conclude that smaller classes may be very beneficial to minority and disadvantaged students. Mckeachie (1980) concluded that for the “Goals of higher level thinking, application, motivation, and attitudinal change are most likely to be achieved in small classes” (p.26

There are several types of class sizes:

1.1.2.1.Small Class:

Generally, a small class has a lower number of students, often around 15-20. This allows for more individualized attention and interactive teaching strategies. Research suggests that small class sizes can positively impact student engagement and academic achievement (Finn & Ach
Class size refers to the number of students being taught by a single teacher in a classroom setting. The definitions of small and large class sizes can vary based on educational systems, grade levels, and teaching philosophies. Here are definitions, characteristics, and principles for both small and large class sizes: Matus, D. (1999) viewed that individual attention and student’s active involvement in different activities, increases in small classes

1.1.2.2.Characteristics:

1. Teachers can tailor their teaching methods to meet the needs of each student, catering to their learning styles, strengths, and areas of improvement.
2. With fewer students, it's easier for the teacher to engage with each student in discussions, group activities, and one-on-one interactions.

3. Fewer students can lead to a more conducive learning environment with fewer disruptions, making it easier for the teacher to maintain discipline.
4. Teachers can establish stronger connections with students, promoting a supportive and collaborative learning atmosphere.
5. Students are more likely to participate actively in discussions and activities when they feel comfortable in a smaller group.

1.1.2.3.Principles:

2. Personalized attention allows teachers to adapt instruction to the needs and abilities of each student.
3. Students are encouraged to actively engage in discussions, debates, and group activities.
4. A small class size can facilitate an inclusive classroom where students from various backgrounds and abilities feel valued and included.
5. Group projects and discussions can be more effective in a smaller class setting, fostering collaboration among students.
6. Teachers can focus not only on academic progress but also on students' social, emotional, and behavioral growth.

1.1.3.. Regular Class: A regular class size falls within the typical range for a given educational level and institution. The effectiveness of teaching and learning in regular-sized classes depends on factors like classroom management, teacher quality, and student engagement.

1.1.4. Large Class: Definition

Large class sizes refer to classrooms with a higher number of students per teacher, which can limit individual attention and interaction.

1.1.4.1.Characteristics:

Large classes can have 30 or more students. In these settings, it becomes more challenging for teachers to engage every student effectively and provide personalized attention. Large class sizes can lead to decreased student participation and potentially hinder active learning (Blatchford et al., 2011). Researchers like Yaman and Uygulamada (2009) found that large classes can force teachers to abandon student centred learning and focus more on teacher centred lessons so this teaching strategy then became the culture of teaching. According to Earthman (2002) and Yaman and Uygulamada (2009), large classes hinder the achievement of learning objectives and reduce the completion of learning activities.

On the Advantages of Large Classes, foreign Language researchers as Ur (2000) and Hess (2001) contend that overcrowded classrooms provide richer human resources and more opportunities for creativity. Besides the Chinese researcher Zhichang (2001) adds that the more students are there in the class the more ideas and opinions will be explored.

1. Teachers might struggle to address each student's needs and provide tailored instruction due to the sheer number of students.
2. Some students might be less likely to participate in class discussions or activities due to the larger audience.
3. With more students, maintaining discipline and managing the classroom environment can be more demanding for teachers.
4. Teachers need to adapt their teaching methods to accommodate various learning styles within the larger group.

1.1.4.2.Principles:

1. Teachers need to use clear communication strategies to reach all students despite the large group size.
2. Technology can be used to enhance instruction and engage students, especially in situations where direct interaction is limited.
3. Organizing group activities can encourage student engagement and peer-to-peer learning within the larger class.
4. Visual aids, multimedia presentations, and interactive tools can help convey information effectively to a larger audience.
5. Offering diverse approaches to learning can help address the varied needs and learning styles of students.

1.1.5.Overcrowded Class: Definition and impact on teaching/Learning

An overcrowded classroom is a learning environment where the number of students exceeds the capacity that allows for effective teaching and learning to take place. This can result in limited physical movement, reduced individual attention, and a strain on available resources. According to one research report, (Earthman, 2002, p. 10), ‘an overcrowded classroom has more students assigned to a classroom-building than the number of students it was designed to accommodate’. He stated, ‘Teachers only had time to cover the basic lessons and could not spend extra time with slow learners’.(Earthman 2002). As he reported, ‘Teachers say that overcrowded schools are noisier, create more non-instructional duties and paperwork, and hinder learning’. (Earthman (2002, p. 11)

An overcrowded class goes beyond the recommended capacity, making it difficult for teachers to manage and deliver quality education. Overcrowding can negatively impact student-teacher interactions, hinder classroom management, and limit the effectiveness of instructional methods.

The impact of overcrowded classrooms on the teaching and learning process can be significant: According to Green and Doran (2000) and Burnett (1995) overcrowded classrooms can cause shortage of instructional materials, inadequate school library collections and limited storage space for learning resources. Overcrowded classrooms for inexperienced teachers are more discouraging than experienced one which indicates that more technical strategies are needed for teachers to handle overcrowded classes (Khan, & Iqbal, 2012). According to Hayes (1997) those students who do not take interest in class activities, make noise and disturb the whole class.

Hayes (1997) stated that I feel frustrated, hopeless and tired when I see a classroom with a large amount of students and cannot manage it successfully. Different Researches have proved that it is troublesome for the teachers to make possible proper assessment and evaluation of the students in a populated class (Muthusamy & Nirashnee, 2016). Overcrowded classrooms arose the physiological problems as population provides easy position to catch respiratory diseases, other infectious illnesses and other issues included lack of space and lack of resources and equipment (De Corby, 2005). Here are some of the effects of overcrowded classrooms on learning and Teaching.

In overcrowded classrooms, teachers might struggle to provide individualized attention to each student, hindering the identification and addressing of learning needs (Baines et al., 2006). Overcrowding can limit teacher-student and student-student interactions, reducing opportunities for collaborative learning and discussions (OECD, 2010). Overcrowded classrooms

may lack sufficient learning materials, seating, and technology, which can hinder the effectiveness of teaching and engagement (UNESCO, 2019).

With larger numbers of students, maintaining discipline and managing the classroom environment can become more difficult, potentially impacting the overall learning atmosphere (Smith, 2016). Research indicates that overcrowded classrooms can lead to decreased student achievement and test scores, particularly in subjects that require active engagement and critical thinking (Han, 2018).

To sum up, the overcrowded class phenomenon requires a pressing need for comprehensive educational reforms. By acknowledging the effective impacts of overcrowding on both students and teachers, and by investing in smaller class sizes, innovative teaching methods, and improved infrastructure, we can pave the way for a more effective and equitable learning experience. Only through such measures can we truly address the challenges posed by overcrowded classrooms and promote the possibility for a full potential expansion of education.

Part Two: Teacher's Performance in Overcrowded Classrooms:

Introduction

In the context of education, "teacher's performance in overcrowded classrooms" refers to the effectiveness, efficiency, and quality with which a teacher carries out their duties and responsibilities in a classroom that is accommodating more students than its optimal capacity. Overcrowded classrooms can present significant challenges for both teachers and students, affecting various aspects of the learning process. The teacher's performance encompasses instructional methods, classroom management, student engagement, and overall educational outcomes within this challenging environment.

1.2.1. Definition of Academic Performance:

Performance, in the context of teaching, refers to the extent to which a teacher successfully executes their professional responsibilities and duties to facilitate meaningful learning experiences for students. It involves a combination of instructional effectiveness, classroom management skills, communication abilities, adaptability to different learning needs, and the capacity to foster a positive learning environment.

From a humanistic approach, Martinez (2007) states that academic performance is “the product given by the students and it is usually expressed through school grades” (p. 34). Fifteen years ago, Pizarro (1985) referred to academic performance as a measure of the indicative and responsive abilities that express, in an estimated way, what a person has learned as a result of a process of education or training. For Caballero et al. (2007), academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends.

1.2.2. Performance and Competence:

1.2.2.1. Definition of Competence:

The concept of competence can be traced as far back as 3,000 years ago when the Chinese started conducting civil service exams replacing recommendations by superiors in a selection of employees for government jobs as they recognized differences in individual ability (Wilcox and King, 2013). Nevertheless, the term “Competence” dates back to 1959 when a USA-based psychologist White, for the first time, used it in his paper entitled “Motivation Reconsidered: The Concept of Competence.” He defined competence as that personality attributes imperative for superior performance and high motivation.

The term competence is used as output or achievement of standard and competency as input or individual personality characteristics needed for the achievement of outcome (McMullan et al., 2003).

Performance and competence are closely related but distinct concepts. Competence refers to the teacher's underlying knowledge, skills, and abilities that enable them to perform effectively in their role. It serves as the foundation for performance. Performance, on the other hand, is the practical manifestation of that competence in the classroom setting. Competence is about having the right qualifications and capabilities, while performance is about effectively applying those capabilities to achieve desired educational outcomes.

1.2.2.2. Teaching Strategies and Achievements:

In overcrowded classrooms, implementing effective teaching strategies becomes even more crucial to ensure optimal learning outcomes despite the challenges posed by limited resources and attention. Several strategies can be employed:

1.2.2.3. Differentiated Instruction:

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. - Carol Ann Tomlinson(2014)

1.2.2.3.1. Defining differentiation

Differentiation is an attempt to address the variation of learners in the classroom through multiple approaches that modify instruction and curriculum to match the individual needs of students (Renzulli, 1977; Tomlinson, 2000).

Tomlinson (1995) emphasized that when teachers differentiate curriculum, they stop acting as dispensers of knowledge and serve as organizers of learning opportunities. Differentiation of instruction and curriculum suggests that students can be provided with materials and work of varied levels of difficulty, different levels of assistance, various types of grouping, as well as different environments in the classroom. Tailoring teaching methods to accommodate diverse learning styles and abilities within the classroom. This can involve using a mix of visual, auditory, and kinesthetic approaches to cater to various student preferences.

1. Collaborative Learning:

Encouraging students to work in groups, fostering peer-to-peer learning and enhancing engagement. This strategy can help manage the larger number of students by creating smaller, more focused learning communities within the classroom.

2. Technology Integration:

Integrating educational technology tools to facilitate personalized learning experiences.

This can include online resources, interactive platforms, and multimedia presentations to supplement traditional teaching methods.

3. Formative Assessment:

Regularly assessing students' understanding throughout the learning process. This approach allows teachers to identify individual learning gaps and adjust instruction accordingly.

4. Classroom Management Techniques:

Implementing effective classroom management strategies to ensure a conducive learning environment. Clear expectations, routines, and procedures can help maintain order and minimize disruptions.

In conclusion, addressing teacher performance in overcrowded classrooms is not only imperative for the well-being and growth of educators, but also for the quality of education that students receive. By implementing measures that reduce overcrowding, providing adequate resources, and offering professional support, we can empower teachers to excel and create a conducive learning environment that benefits everyone involved.

Chapter One: Part Three

Part Three : Student' Assimilation in overcrowded classroom

Introduction:

In today's educational landscape, overcrowded classrooms have become an increasingly prevalent concern. The phenomenon of students' assimilation in such environments poses unique challenges that demand attention. With limited resources, including classroom space, teacher-student ratios, and individualized attention, students' ability to engage, learn, and thrive can be significantly hindered. This section explores the multifaceted issue of students' assimilation in overcrowded classrooms, shedding light on its implications and potential solutions.

1.3.1. What is assimilation.

Assimilation of students in overcrowded classrooms is a topic of great concern in education. Many studies have explored the effects of overcrowding on student learning, behaviour, and well-being.

1.3.2. The Impact of overcrowding on academic achievement:

Several studies have found that overcrowding can negatively impact academic achievement. For instance, a study by Hanushek and Luque (2003) found that overcrowding was associated with lower test scores in math and reading. Similarly, a study by Krueger and Whitmore (2001) found that overcrowding was associated with lower graduation rates.

The impact of overcrowded classrooms on student academic achievement has been a subject of research and discussion. While individual studies may show some variations in findings, there is a body of evidence pointing to several potential negative effects:

1. Limited individual attention:

With larger class sizes, teachers may struggle to provide individualized attention to each student. This can lead to reduced opportunities for personalized instruction, feedback, and support, which can hinder student learning and academic progress (Blatchford, Bassett, & Brown, 2011; Nye, Hedges, & Konstantopoulos, 2000).

2. Reduced student engagement:

Overcrowding can make it more challenging for students to actively engage in the learning process. Limited space, increased noise levels, and a lack of individualized attention can diminish student motivation and participation in class activities (Pate-Bain, Boyd, & Johnson, 2015).

3. Increased behavioural issues:

Overcrowded classrooms may contribute to an increase in disruptive behavior. When students are in close proximity to one another and there is limited teacher supervision and individual attention, it can be more difficult to maintain discipline and manage behavioural issues (Hanushek, Kain, & Rivkin, 2003).

4. Limited resources and materials:

Overcrowding can strain the availability of educational resources and materials. Insufficient textbooks, supplies, and technology can hinder students' access to necessary learning materials, potentially impacting their academic achievement (Liu & Johnson, 2016).

5. Achievement gaps:

Overcrowding may exacerbate existing achievement gaps among students. Students who require additional support, such as those with special educational needs or those from disadvantaged backgrounds, may be particularly affected by overcrowded classrooms, leading to widening disparities in academic achievement (Hanushek et al., 2003; Mosteller, 1995).

It is worth noting that the specific impact of overcrowding can vary depending on various factors, including the age of students, teacher quality, classroom management strategies, and school resources. Additionally, some studies suggest that the effects of class size reduction may be more pronounced for younger students and those from disadvantaged backgrounds (Hattie, 2005; Krueger, 1999).

6. Impact on student behaviour:

Overcrowding can also lead to negative student behaviour, such as aggression and disruptive behaviour. A study by Lee and Burkam (2003) found that overcrowding was associated with higher levels of aggression and lower levels of pro-social behaviour.

7. Impact on student well-being:

Overcrowding can also impact student well-being. A study by Evans and Kantrowitz (2002) found that overcrowding was associated with higher levels of stress and anxiety in students.

1.3.3. Definition of assimilation :

Student assimilation refers to the process by which students integrate new information or knowledge into their existing understanding. This process is a fundamental aspect of learning, as it allows students to build on their prior knowledge and expand their understanding of new

concepts. Assimilation can occur in various contexts, such as in the classroom, through reading and research, or through personal experience.

According to Piaget's theory of cognitive development, assimilation is the process by which new experiences are incorporated into existing cognitive structures or schemas (Piaget, 1952). In other words, when students encounter new information, they try to fit it into their pre-existing mental models or ways of thinking about the world. However, if the new information does not fit with their existing schemas, they may need to modify their existing understanding through a process called accommodation.

Vygotsky's theory of sociocultural development emphasizes the role of social interaction and cultural context in cognitive development (Vygotsky, 1978). According to Vygotsky, learning occurs through social interaction and collaboration with more knowledgeable others, who provide scaffolding to support students' learning and help them assimilate new information.

Ausubel's theory of meaningful learning emphasizes the importance of prior knowledge in learning (Ausubel, 1968). According to Ausubel, new information is most effectively learned when it is connected to existing knowledge structures or concepts that are already familiar to students. Thus, assimilation plays a critical role in meaningful learning.

Overall, the process of assimilation is critical to the learning process and plays a key role in shaping students' understanding of the world around them.

1.3.4. The nature of assimilation

Assimilation in overcrowded classrooms can be challenging for students as well as teachers. Assimilation refers to the process of integrating new information or knowledge into one's existing understanding. In an overcrowded classroom, students may struggle to assimilate new

information because of the lack of individual attention from the teacher and the overwhelming amount of information being presented.

When classrooms are overcrowded, teachers may find it difficult to provide individualized attention to each student. This can lead to students feeling left behind or struggling to keep up with the pace of the class. Additionally, overcrowded classrooms can lead to a lack of resources, such as textbooks or materials, which can further hinder assimilation.

To address these challenges, teachers can implement strategies such as differentiated instruction, which tailors teaching methods to individual students' needs and abilities. Teachers can also use technology to provide additional resources and support to students. Additionally, schools can consider reducing class sizes to improve the quality of education and support assimilation in the classroom.

Here are several ways overcrowded classrooms affect learning.

1.Greater Noise and Distractions

Having more of anything can lead to chaos. An ideal classroom would be limited to 15 to 20 students, but many classrooms today have over 30 or even 40 students.³ Naturally, the more students there are, the noisier it gets—even in classrooms that are effectively managed. The increased noise level can make it harder for kids to concentrate, affecting learning outcomes, and more difficult for teachers to focus, leading to more stress and possible burnout.

2.less Personalized Instruction

The greater the number of students in a classroom, the less attention each student can receive from the teacher. This particularly affects students who are struggling and need the extra

attention. This impacts learning outcomes, as these students are more likely to have lower test scores and grades as a result.

3.Increase in Disciplinary Problems

Overcrowding can lead to a chaotic classroom environment that is more difficult for the teacher to manage. The increased number of students leads to a greater likelihood of disruptive behavior and conflicts among students, especially with fewer resources to accommodate the extra students. Teachers in overcrowded classrooms often devote more time to dealing with behavioural issues and less time to teaching—something no teacher desires.

4.Poor Building or Environmental Conditions

Schools with overcrowded classrooms are also more likely to have poor building or environmental conditions, as noted by the NCES, which cited a study claiming that overcrowded schools “were more likely than schools that were either under enrolled or within 5% of their capacity to have at least one building feature in less than adequate condition.”² This could include poor air conditioning and heating systems, lighting, ventilation, indoor air quality, acoustics or noise control, and physical security.

5.Increase in Illness Risk

The poor building conditions found in overcrowded schools also pose health risks for students and teachers. Poor ventilation, lighting, acoustics, and classroom temperatures can expose students to allergens, pollutants, and even chemicals that affect health, attendance, and performance.⁴ Of course, in terms of the ongoing fight against COVID-19, overcrowded classrooms don’t lend themselves to social distancing and therefore make it easier for germs to spread. This has become a major concern for parents, teachers, and students.

In conclusion, the impact of overcrowded classrooms on students' assimilation cannot be understated. It disrupts the optimal learning environment and hampers educators' ability to provide tailored support. However, by recognizing the challenges posed by overcrowding and implementing innovative strategies such as flexible scheduling, technology integration, and teacher's professional development, we can reduce the negative effects and enhance students' assimilation. Ultimately, fostering a conducive learning atmosphere, even in overcrowded settings, is essential to nurturing the potential of every student and ensuring a brighter future for all.

Chapter One : Part Four

Part Four : The Impact of Overcrowded Classroom on Teacher's performance.

Introduction

The impact of overcrowded classrooms on teacher performance is a critical issue in modern education these days. When teachers are faced with loaded classrooms , their ability to provide quality education and meet the diverse needs of their students can be severely realized. In this preview, we will delve into the various ways in which overcrowding can affect a teacher's performance, including increased stress levels, reduced individualized attention, difficulties in classroom management, and the potential for burnout.

1.4.1 Cognitive impact:

Overcrowded classrooms can have a significant cognitive impact on a teacher's performance. When classrooms are overcrowded, it means that there are more students than the teacher can effectively manage and provide individual attention to. This can lead to various challenges and cognitive burdens for teachers. Here are some keyways in which overcrowded classrooms can impact a teacher's performance:

1. Reduced Individual Attention:

In overcrowded classrooms, it becomes difficult for teachers to provide individual attention to each student. This can hinder the teacher's ability to identify and address the unique learning needs of students. As a result, some students may struggle academically, and teachers may feel overwhelmed and frustrated by their inability to support each student effectively (Blatchford, Bassett, & Brown, 2008).

2. Increased Classroom Management Demands:

Overcrowded classrooms often require more time and effort to manage discipline and behaviour issues. With a larger number of students, it becomes challenging to maintain an orderly and focused learning environment. Teachers may find themselves spending a significant portion of instructional time on managing disruptive behaviour, which can detract from their ability to deliver quality instruction (Blatchford et al., 2008).

3. Elevated Cognitive Load:

Cognitive load refers to the mental effort required to process information. In overcrowded classrooms, teachers face an increased cognitive load due to the need to monitor and engage with a larger number of students simultaneously. This can lead to mental fatigue and reduce the teacher's ability to effectively plan lessons, deliver content, and provide timely feedback (Kirschner, Ayres, & Chandler, 2011).

4. Reduced Teacher-Student Interaction:

Overcrowded classrooms limit the opportunities for meaningful teacher-student interactions. Teachers may struggle to engage in one-on-one discussions, answer questions, and provide individualized feedback. The lack of personal connection and interaction can impact students' motivation, engagement, and overall learning experience (Pianta, Belsky, Houts, & Morrison, 2007).

5. Increased Stress and Burnout:

Dealing with the challenges of an overcrowded classroom can lead to increased stress levels and burnout among teachers. The continuous demands of managing a large number of students,

addressing individual needs, and maintaining a positive learning environment can take a toll on a teacher's well-being and job satisfaction (Kyriacou, 2001).

1.4.2 Psychological impact

The psychological impact of overcrowded classes is a pertinent concern in the educational field. When classrooms become overcrowded, with more students than the space and resources can comfortably accommodate, it can have far-reaching effects on the mental and emotional well-being of both students and teachers. This situation often leads to heightened stress levels, decreased attention spans, reduced learning outcomes, and increased anxiety among students. However, teachers, may experience burnout, frustration, and difficulties in providing individualized attention. Overcrowded classrooms can have several psychological impacts on teacher performance. These impacts can vary depending on individual factors and the specific context, but here are some common effects:

1.Increased Stress Levels:

Managing a large number of students in limited space can be highly stressful for teachers- noise, constant interruptions, and difficulty in maintaining control can contribute to heightened stress levels. Increased stress can negatively affect cognitive functioning, decision-making, and overall job performance (Kyriacou, 2001; McIntyre et al., 2017).

2.Reduced Attention and Engagement:

In overcrowded classrooms, it becomes challenging for teachers to provide individual attention to each student. Teachers may struggle to monitor student's progress, identify learning gaps, and provide timely feedback for every learner. This lack of individualized instruction can

lead to decreased student engagement and lower academic outcomes (Blatchford et al., 2011; Nye et al., 2004).

3.Limited Personal Connection:

Overcrowded classrooms make it difficult for teachers to establish personal rapport with their students. Building this rapport, understanding individual needs, and providing emotional support become more challenging in a crowded environment. This can lead to a sense of detachment and reduced job satisfaction for teachers (Johnson & Birkeland, 2003; McIntyre et al., 2017).

4.Increased Behavioural Challenges:

Overcrowding can contribute to behavioural challenges among students, as it becomes harder to maintain discipline and manage disruptive behaviours among students. Teachers may spend a significant amount of time and energy on behaviour management, which can detract from instructional time and overall job performance (Blatchford et al., 2011; McIntyre et al., 2017).

5. Burnout and Emotional Exhaustion:

The constant demands and pressures of an overcrowded classroom can contribute to teacher burnout and emotional exhaustion which can last for long. Burnout can lead to decreased job satisfaction, increased absenteeism, and even intentions to leave the teaching profession (Hakanen et al., 2006; Skaalvik & Skaalvik, 2011).

Conclusion:

It is worth noting that the impact of overcrowded classrooms on teacher's performance is influenced by various factors, such as the teacher's experience, coping strategies, and support systems. Additionally, interventions and improvements in classroom management, resources,

and teacher's support can help reduce some of the negative psychological impacts teacher suffer from.

Chapter Two: Part One-Research Design and Methodology-Theoretical Part

Introduction

The present chapter deals with the methodology of research. It includes different elements comprising, the research design, the research methodology and research setting, the population and sampling, data collection methods and research instruments, issues of trustworthiness and ethical considerations, limitations, delimitations, and finally the conclusion.

2.1.Research Design and Methodology

2.1.1.Research design

The research design was introduced mainly in the 1960s, firstly adopted by John Christopher Jones as a reliable scientific method (Dawson, 2002). According to Ram (2010), the concept of research design refers to the basis of the research work that provides a plan of data collection procedures. Its aim is to determine the appropriate approach and the relevance of the study's information in accordance with it (Aeker, Kumar, and George, 2000).

2.1.2.Research Methodology

Researching the impact of overcrowded classrooms on EFL (English as a Foreign Language) teachers' performance and student assimilation in the context of fourth-year middle school is an important study that can provide valuable insights for education policymakers and practitioners. A combination of quantitative and qualitative is used to provide a holistic understanding of the issue. The use of triangulation is also important to validate the results by comparing data from different sources.

2.1.3. Research Setting

The data of the current study are gathered from three middle schools of fourth year students and teachers in Msila district for the academic year 2022/2023.

2.1.4. Sampling procedure and sample size determination

Sampling is the strategy used in research design in which a small portion of people is selected from a whole population to represent the latter in a valid way (Creswell, W, and Creswell, J. (2019). Hence a random selection is an appropriate method for this research. The target sample of the current study is the 30 fourth year Middle school pupils, M'sila, Algeria.

2.1.4.1. Data Collection Procedure

This current study adopted a quantitative/ qualitative approach to collect the necessary data in order to bring adequate results for the research. Quantitative research is a scientific method in which a specific phenomenon is studied through numerical data to obtain the necessary information with the use of statistical and mathematical methods (Aliaga and Gunderson, 2002). This statistical technique aims at answering questions starting with how, how often, how many, when, and to what extent.

Furthermore, quantitative methods use strategies of investigation such as surveys and experiments and gather data through predetermined instruments such questionnaires (Creswell, and Creswell, (2019). In addition, a qualitative approach is used to understand the students' and teachers' perceptions about overcrowded classes through the answer of open questions .

2.1.4.2. Research Instruments

This study adopted two questionnaires; the first questionnaire is addressed to the teachers, the other questionnaire is designed for the teachers in order to collect some information about their perceptions on the impact of overcrowded classrooms on their teaching..

2.1.5.2.1. Questionnaires

Questionnaires are certainly the best-known of the research instruments employed for gathering information from people; moreover, they can be connected with other research strategies. Brown (2001) defines questionnaires as a set of written questions or statements addressed to certain people to be answered whether by writing a response or choosing from a given option. Questionnaires are commonly used by researchers because they are easy to conduct.

Questionnaires have many advantages; according to Gillham (2000), questionnaires are popular due to the fact that they are easy to construct, and multi-functional, in collecting a large amount of data in a considerable period of time. Nevertheless, questionnaires have also some disadvantages; for example, they are still insufficient to some degrees, and they could lead to superficial and biased results due to the attitude and the low level of the respondents (Hopskin, Stanly and Hopskins, 1990; Low, 1999).

2.1.5.2.2. Teachers' Questionnaire Description and aim (see Appendix A)

The first data collection tool that is used in this study consists of a questionnaire addressed to 10 English language teachers to answer the questions and validate the research findings. It consists of Three sections. The first section is entitled "Background Information" and

consists of three questions, the second one is entitled “On Overcrowded Classrooms” , it consists of four questions and the last section is entitled “On the impact of overcrowded classes on teachers’ performance” and consists of 8 questions.

2.1.5.2.3. Students’ Questionnaire Description and aim (see Appendix B)

The second data collection tool that is used in the current study is a questionnaire addressed to 90 fourth year pupils . It consists of Three sections. The first section is entitled Background Information and comprises two questions. The second section is entitled “The Impact of Overcrowded classrooms” and comprises seventeen questions .The third section is entitled “Students’ Assimilation” consists of nine questions.

2.1.6 Ethical Issues and Trustworthiness Considerations

Conducting good and reliable research is not only limited to the method of the study but to ethics and moral adherence too. Ethics are a set of moral principles and values that determine the wrongness or the rightness of individuals’ behavior towards each other (Shawa, 2017). The core of social science research is to collect information from people and about the people. Thus, according to Creswell (2019) participants and respondents’ identities should be kept confidential and secret; moreover, the researcher should consider and revise any misconduct or deception in the research.

In the current study, the secrecy of participants’ identities is ensured. Therefore, participants were most confident and comfortable when responding to the research questionnaires. To ensure trust , participants were selected randomly.

2. 1.7. Limitations and Delimitations

Limitations

Limitations are the points of weakness that appear during the research, and that the researcher could not control (Montori et.al, 2004).

- Some teachers did not answer the questionnaires because they were busy
- It was difficult to get an adequate response from pupils
- Other limitations had hindered the study such as potential biases, sample size, and generalizability of the findings.

The selected sample in the study was limited; therefore, over-generalizing the findings cannot be applied to the whole population.

Delimitations

Delimitations are basic limitations that the researcher purposely set to his study in order to avoid any deviations that would make his study to be difficult to be realized (Leedy and Ormrod, 2016). This study's delimitations are as follows:

This study was bound to 90 Fourth year EFL pupils and (10) teachers of different qualifications at M'sila three middle schools during 2022/2023.

Conclusion

This first part of chapter two represents the theoretical phase of the research methodology. It gives a clear idea about the nature of research, population and sample, research tools, and procedure used by the researchers to collect data from both EFL Middle School Pupils

and their teachers. This chapter shows that the current study adopted a mixed method . The current study used two questionnaires as research tools.

Part Two: 2.2. Interpretation of Data and Result Finding.

2.2.1. Analysis of teachers 'Questionnaire

Divided into three sections, teachers' questionnaire consists of twelve (16) questions to be answered. The aim behind this questionnaire is to gather information about **the teachers' experiences with overcrowded classes and its effect on teachers' performances**. Each sequence would be analysed and interpreted alone then all together to make sense. The first section entitled "Background Information" consists of three questions, the second section entitled on overcrowded Classrooms consists of four questions, and the last section entitled On the Impact of overcrowded Classes on Teachers' Performance consists also of eight questions.

Section one :Background Information

Q1/what is your Age?

1/ The following table and graph provide information about the participants' age

Table 01: participants 'age

Teachers 'age	Frequency	Percentage %
From 20 to 30 years	04	40%
From 30 to 40 years	3	30%
From 40 to 50 years	3	30%
Total	10	100%

Comment:

Depending on the table ,most teacher are aged between 20 to 30 years making a percentage of 40 %.while 30% form teachers aged From 30 to 40 years and From 40 to 50 years old.

Q02 /what is your gender ?

Table 02: Teachers' gender

Teachers 'gender	Frequency	Percentage %
Female	10	100%
Male	0	.0
Total	10	100

Comment:

Depending on the table, all English teachers are female there were no man . Which means that females are more interested and serious in the field of foreign languages, .especially the English language

Q03/ How many years have you been teaching?

Table 03: Participants' Period Spent In teaching the English Language

Teachers 'years of experience	Frequency	Percentage %
From 05 to 10 years	8	80%
From 10 to 15 years	1	10%
From 15 to 20years	1	10%
Total	10	100%

Comment:

It Is clear from the table above that the minority of participants have a long teaching the English language. Only 20 % of respondents have experience in teaching the English for a Period between 10and 15 years and From 15 to 20 years .while 80% of them experience between 5 to 10

years . Thus, the participants are aware of the English teaching process and they are able .to answer the questionnaire items .

Section two :On overcrowded classroom

Q4. How do you define an overcrowded class?

Table 4:Defining overcrowded classrooms

Teachers	Definitions	Number	%
1	An overcrowded classroom is a big problem, it looks like a disaster	2	20%
2	an overcrowded classroom is when the number of students exceeds the optimum level more than 30 students in a class	5	50%
3	when the number of students enrolled in the school is larger than the number of students the school is designed to accommodate.	02	20%
4	we cannot name it a class, since it is crowded , it is a place where you cannot present your lesson well and student cannot concentrate or even react with you, they just make noise	1	10%

Comment

The data presents four different teacher-defined definitions of overcrowded classrooms, with varying levels of agreement. The most significant definition, selected by 50% of teachers, defines overcrowding as occurring when a classroom has more than 30 students, highlighting the importance of maintaining the ideal balance between the number of students in a classroom and the number of teachers available to ensure that each student receives sufficient attention, support for an effective education.

Q05:How many pupils are there in your class?

Table 05 :pupils' number

Pupils number	Frequency	Percentage %
From 30 to 35 pupils	1	10%
From 35 to 40 pupils	5	50%
More than 40 pupils	4	40%
Total	10	100

Comment:

The following table above shows that the majority of teachers suffer from overcrowded classes- one class contains from 35 to 40 pupil which represent a percentage of 50%.and others contain more than 40 pupil only one teacher who responded that his class did exceed 35 pupils .

Q6. Are large classes noisy ?

Table 06: Frequency of noise in large classes

Frequency	Number	Percentage %
1. Always	2	20%
2.Sometimes	06	60%
3.Rarely	02	20%

Comment

In table 06 the data indicates that opinions regarding the noise levels in large classes vary among respondents, the data reveals that the majority of teachers, comprising 60% of respondents experiencing noise issues to some extent. This highlights the importance of addressing classroom noise as it can impact the overall learning experience for students.

Q7. Do you think that teaching small classes is easier for you than teaching large classes ?

Table 07: On easiness/difficulty of teaching small classes

Options	Participants	Percentage
Yes	08	
No	02	
<p>“Yes” Justifications</p> <p>1. we can control them easily</p> <p>2. We can transmit the message and get a feedback</p> <p>3. We can correct the pupils’ interactions and written feedback</p>		

Comment

In table 07 the data indicates that the majority of participants (80%) believe that teaching small classes is easier for them compared to teaching large classes, while a minority (20%) do not share this view. Educators commonly find smaller class sizes more manageable and conducive to effective teaching, allowing for individualized attention, better discipline, and closer student engagement. In contrast, larger classes pose greater challenges in terms of classroom management and ensuring equal attention for all students.

Section Three : On The impact of Overcrowded Classes on teacher’s performance

Q8. Do you feel comfortable while teaching large classes?

Table 08: On the state of being when teaching large classes

Frequency	Number	Percentage %
------------------	---------------	---------------------

1.Always	00	00%
2.Sometimes	03	30%
3.Rarely	07	70%

Comment:

In table 08, The provided data illustrates the comfort level of the teacher while teaching large classes. The data indicates that teachers' comfort levels vary significantly when it comes to teaching large classes. It reveals that a substantial majority of teachers (70%) in the surveyed group experience discomfort when teaching large classes. Notably, none of the respondents (0%) reported feeling comfortable "always" when teaching large classes. This underscores the importance of addressing the unique challenges associated with large class sizes to enhance both the teaching experience and the quality of education for students.

Q9. In a large class, can you pay individual attention to all the pupils?

Table 09: On teacher’s paying individual attention to pupils

Options	Participants	Percentage
Yes	00	0%
No	10	100%

“No’ Justifications

1.impossible.Pupils make noise and do not give us a chance to concentrate on every pupil.
2. We see only the hard workers and neglect the others
3. Our vision span concentrates more on the noisy and the hard workers, the rest no.

Comment:

As shown in table 09 the data and justifications provided by teachers show that it's really tough for teachers to give individual attention to every student in a large class. All participants (100%) said they can't do it. The reasons include noise, disruptions, and a tendency to focus on the most active students. This highlights the need to address class size and find better ways to manage behavior in large classes so that all students get a high-quality learning.

Q10. Do Overcrowded Classroom influence your choice of teaching method?

Table 10. The effect of overcrowded classes on the choice of the teaching method.

Option	Number	Percentage
a)Yes	10	100%
b)No	0	0%
Total	10	100%

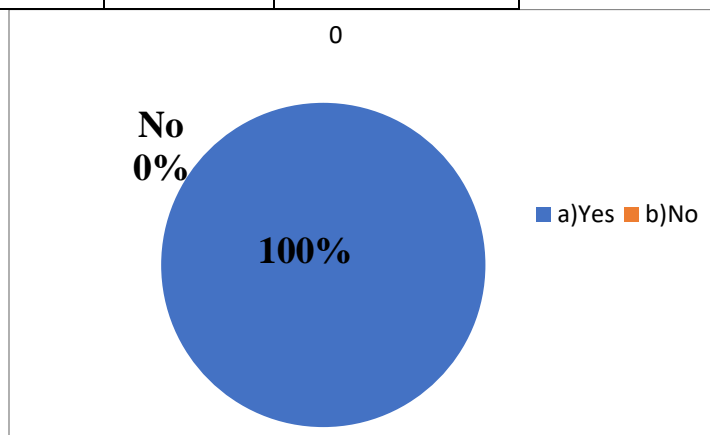


Fig 01: The effect of overcrowded classes on the choice of the teaching method.

Comment:

The data presented in table 10 shows that all participants (100%) responded "Yes" when asked if overcrowded classrooms influence their choice of teaching method, while none (0%) responded "No." The data highlights the undeniable influence of overcrowded classrooms on teachers'

choices of teaching methods, underscoring the need for flexibility and innovative approaches in such challenging educational settings.

Q11. What are the problems that you face when you teach large classes?

Table 11 : Problems teachers face when teaching large classes

	Teachers' Problems	Number	Percentage
1.	noise, classroom mismanagement	05	50%
2.	lack of control and concentration	03	30%
3.	hard work and brain fatigue	02	20%

Comment

Table 11 shows the problems teachers commonly encounter when teaching large classes, including noise and classroom mismanagement (50%), a lack of control and concentration (30%), and the taxing nature of the work leading to brain fatigue (20%). The prevalence of noise and mismanagement suggests that maintaining an orderly and focused learning environment can be problematic. And addressing these challenges in large class environments is essential to enhance the overall teaching and learning experience.

Q12. Do you believe that teaching an Overcrowded Class affect your performance ?

Table12: The effect of large classes on teachers' Performance

Option	Number	Percentage
a) Yes	10	100%
b) No	00	00%
Total	10	100%

Comment:

The data provided in table 12 indicates that all participants (100%) believe that teaching an overcrowded class affects their performance, with none (0%) stating otherwise. the data

highlights the widely shared perception among educators that overcrowded classes have a detrimental effect on their teaching performance, emphasizing the importance of addressing overcrowding-related issues to support both educators and students.

Q13. How does the size of your classes affect your ability to plan and deliver lesson?

Table:13 the effect of classroom size on planning and delivering lessons

Teachers' responses	Numbers	%
a .There is a difficulty in planning for large classes and delivering any lesson because we are afraid our voice does not reach everybody and pupils do not understand.	05	50%
b. when we plan, we feel obliged to give short activities that can benefit the whole class without taking into consideration individual interests.	03	30%
c. delivering lessons to large classes demand using a holistic approach without going deeper into details	02	20%

Comment

The data presented in table 13 reflects how the size of classes impacts teachers' ability to plan and deliver lessons. Half of the respondents (50%) express that teaching large classes presents a challenge in both planning and delivering lessons effectively. These data reveal that teachers often grapple with challenges related to engagement and individual understanding in larger classes, which can influence their teaching approach and the depth of lesson content they cover.

Q14. How does the size of your classes affect your ability to manage pupils' behaviour ?

Table 14: the effect of classroom size on management of pupils' behaviour

Teachers' Perceptions	Numbers	%
a. we cannot manage pupils' behaviour because the class is overcrowded and all the class talks together	05	50%
b. The class cannot be managed easily when pupils want to participate together	02	20%

c. As teachers, we cannot listen and correct everyone because the number is great.	03	30%
--	-----------	------------

Comment:

The data presented in the table 14 sheds light on how class size affects teachers' ability to manage pupils' behavior. Half of the respondents (50%) express that managing pupils' behavior becomes challenging when the class is overcrowded and noisy, leading to all students talking together. A smaller portion, constituting 20% of respondents, mention that managing behavior is not easy when students want to participate simultaneously. This indicates that the enthusiasm of students to engage can also pose challenges in maintaining classroom discipline.

About 30% of respondents highlight that they cannot effectively listen to and correct every student due to the large class size. This points to the practical constraints teachers face when attempting to provide individualized guidance and discipline in such environments. These insights highlight the importance of addressing classroom size and implementing effective behavior management strategies to support both teachers and students in large class settings.

Q15. How does the size of your classes affect your ability to provide timely feedback to pupils ?

Table15:the effect of class size on teachers' pupils' feedback

Teachers' Responses	Numbers	%
a. we cannot manage pupils' behaviour because the class is overcrowded and all the class talks together	05	50%
b. The class cannot be managed easily when pupils want to participate together	02	20%
c. As teachers, we cannot listen and correct everyone because the number is great.	03	30%

Comment:

The data explains how the size of classes affects teachers' ability to provide timely feedback to pupils. Half of the respondents (50%) express that providing timely feedback becomes challenging due to overcrowding and noise in the classroom. When the entire class talks together, it can be difficult for teachers to provide individual feedback effectively. This suggests that large class sizes can hinder the teacher's ability to offer timely responses to students' questions and contributions.

Overcrowding and noise can hinder effective communication, making it challenging to respond promptly to students' questions and contributions. Additionally, managing student participation and the sheer number of students can pose obstacles to delivering timely feedback. These challenges highlight the importance of addressing class size and facilitating effective communication strategies in large class settings to support students' learning and development.

Q16. What can you do if you have an ideal number of pupils in class?

Table:16-Action taking Previsions for an ideal Pupil class

Teachers' Perceptions	Numbers	%
1.we can fix a detailed working plan with well determined objectives that suit our learners' needs	03	30%
2. An ideal number in the class will give me a chance to apply new theories in my teaching	02	20%
3. Few pupils in the class can offer an environment of peace and work	01	10%
4. With few pupils in the class, teachers can interact easily, correct all the pupils and give back the homework soon	04	40%

Comment:

The data provided in table 16 outlines the advantages that teachers perceive when they have an ideal number of pupils in their class. The largest group, accounting for 40% of respondents,

highlights the ease of interaction with students, the ability to correct all pupils, and the prompt return of homework when class sizes are smaller. the data illustrates that an ideal number of pupils in a class offers several benefits to teachers, including the ability to create detailed plans, experiment with new teaching theories, foster a peaceful learning environment, and facilitate effective interaction and feedback with students. These advantages contribute to an improved educational experience for both educators and pupils.

Description and interpretation of the results related to Students' Questionnaire

Section One : Background information :

Table 1: Students' Gender

Q1. What is your gender ?

Table 17: Students' Gender

<u>Variables</u>	<u>Frequency</u>	<u>Percent</u>
<u>Female</u>	<u>21</u>	<u>70%</u>
<u>Male</u>	<u>9</u>	<u>30%</u>

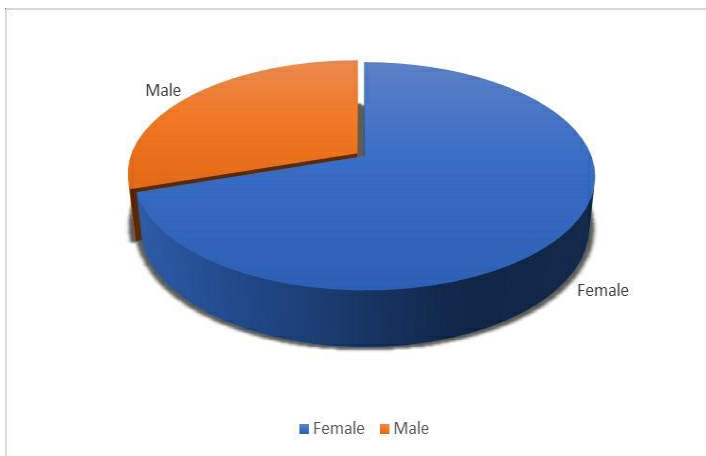


Figure.2. Students' gender

Comment :

It can be seen from the figure.2. (70%) of students are female which constitute the majority of sample study , while (30%) of students are Male . These percentages reflect that the fact that the majority of students are female.

Q.2. What is your age?

Table 18 : students' age

<u>Variables</u>	<u>Frequency</u>	<u>Percent</u>
<u>14</u>	<u>16</u>	<u>53.3%</u>
<u>15</u>	<u>9</u>	<u>30%</u>
<u>16</u>	<u>5</u>	<u>16.7%</u>

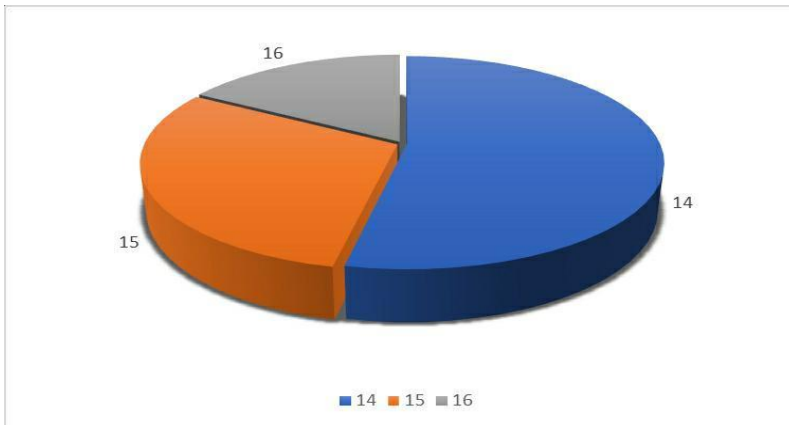


Figure.3. Students' age

Comment

The age group (14 years) constitutes (53.3%), which represents the majority of the sample items under study, as it represents students who have not repeated any year previously, then it is followed by the (15 years) group with a percentage of (30%), and finally the (16 years) group. Rate: (16.7%).

Section Two: The impact of overcrowded classrooms:

Q3. How many students are there in your (class) group?

Table 18: number of pupils per class

<u>Pupils number</u>	<u>Participants</u>	<u>Percentage %</u>

a. From 20 to 30	2	6.7
b. From 30 to 50	18	60
c. 50 student or more	10	33.3
Total	30	100

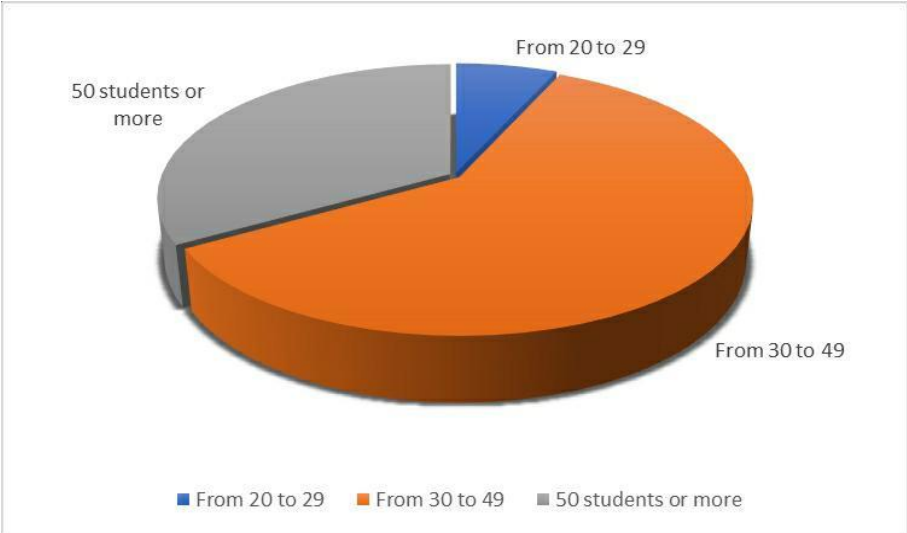


Figure.4. Students number per class

Comment:

It can be seen from the figure that 60 % students claim that there are between 30 to 49 students in their class which is remarkably a huge number for EFL class, in the other hand, 33,3% of students argued that there is more than 50 students on their class. The remaining students state that there is between 20 to 29 students in their class.

Q4. Do you feel comfortable in crowded class?

Table 19:Feeling comfortable in crowded class

frequency	Participants	Percentage
1.Frequently	2	6.67%
2.Sometimes	3	10%
3.rarely	25	83,33%

Comment :

Only (2) students frequently feel comfortable in their classes . However most of students (3) claim that sometimes they feel comfortable; on the other hand, (25) students stated that they rarely feel comfortable . Therefore, a total of (28) student do not always feel comfortable in their class.

Q5. Is there any noise in the class?

Table 20: On the class noise

frequency	Participants	Percentage
1.Frequently	19	63.3%
2.Sometimes	8	26.7%
3.rarely	3	10%

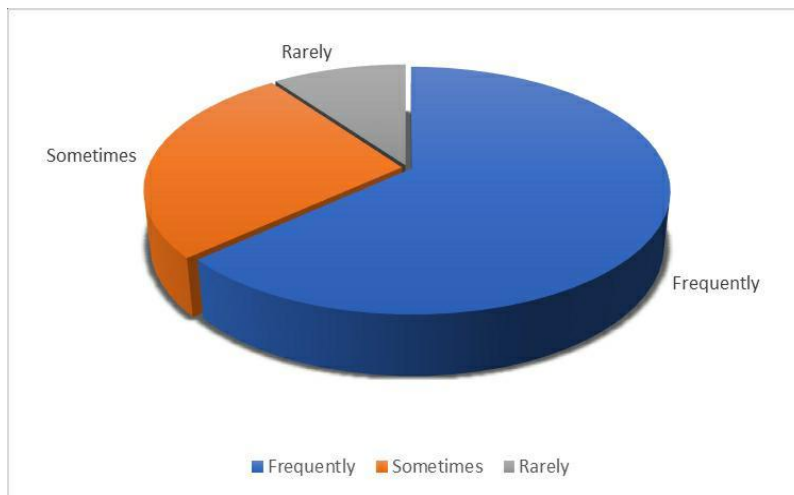


Figure.5. Noise in the classroom.

Comment :

It is clear from the graph that 63.3% of students argued that frequently there is noise in there classes; other 26.7% stated that sometimes there is noise and the least percent 10% claim that rarely hear noise in their class. We can result from these statistics that 90% of Overcrowded classes are noisy thus many students do not feel comfortable as stated in the previous question.

Q6. Please tick the response that you agree with most :

-Strongly Agree -Agree - Strongly Disagree -Disagree

Table21: on large classes

Statements	S A	%	A	%	SD	%	D	%
1.Large class sizes contribute to a decrease in student achievement.	25	83.33	05	16.66	00	00	00	00
2.The instructions methods can be a good reason for students' achievement .	26	86.67	04	13.33	00	00	00	00
3.Large classrooms cause various discipline problems.	15	50	10	33.33	03	10	02	6.67
4.EFL teachers have difficulties marking the big number of students work .	21	70	06	20	00	00	03	10

Comment:

As illustrated by the table, (5) students agree with the first statement that says that large class sizes contribute to a decrease in student achievement,(25) Students strongly agree with the stated statement. Whereas there is no student had disagreed or strongly disagreed with the statement. In the second statement, which says that the instructions methods can be a good reason for Students achievement, we can notice that the majority of students which constitute (26) Students strongly agree with the statement, other (4) students agree ; thus they are aware that the instructions methods have an important role in students achievement. Whereas there is no student had disagree or strongly disagree with the statement. For the third statement, there are (15) students strongly agree that large classes cause various discipline problems, furthermore, (10) students agree with the stated statement, however, (3) students disagree and just (2) students strongly disagree. The results of the fourth sentence, (21) students strongly agree and (6) students agree , while no one have strongly agree , but (3) respondents disagree that EFL Teachers have difficulties marking the big number of students work.

Q7. How helpful do you find the following teaching techniques in assisting you learn better?

Table22: Teaching techniques and their importance in better learning

Teaching Method	Very effective	NB	%	not very effective	NB	%	Fairly Effective	NB	%
1.Lectures		15	50		05	16.67	10		33.33
2.Tutorials		07	23.33		11	36.37	12		40
3.language Lab work		10	33.33		06	20	14		46.67
4.Pair-work		16	53.33		03	10	11		36.67
5. Group work		13	43.33		01	3.33	16		53.33
6. Discussions		12	40		06	20	12		40

Comment:

From the table.22. We notice that (15) students find lectures very effective method, yet (10) student find it fairly effective; in contrast (5) respondents find lectures method not very effective way of teaching. In other part, (7) students state that tutorials is very effective way. In addition, we tabulate from the above table that (11) students claim that tutorials are not very effective way, but (12) students find it fairly effective method.

For language lab work, the highest number of students (14) claim that it is fairly Effective method, whereas, (6) respondents stated that is not very effective at all , in contrast (10) students argue that language lab work is very effective . For pair work, (16) students choose it as a very effective teaching method, (3) students noticed for the second choice “Not very effective”, the remaining students (11) argued that it is fairly effective way. For group work, highest number of students (16) claim that is fairly effective method , and only (1) student stated that is not very effective , in contrast (13) argue that is very effective method ; (12) students claim that discussions are very effective method, but just (6) students answered that discussions are not very effective, in comparison, (12) students view that is fairly effective method.

Please, put a cross (x) in the appropriate box.

Table23: Teachers and Pupils management

Questions	Yes	%	No	%
Q8. Does the teacher give you individual attention?	16	53.33	14	46.67
Q.9.Are most of the modules taught through the lecture method?	17	56.67	13	43.33
Q.10.Is your attendance checked regularly?	22	73.33	08	26.67
Q.11.Can you easily ask and answer questions?	15	50	15	50

Q.12. Does proper teacher-student interaction exist?	12	40	18	60
Q.13.Do the weak students feel ignored?	18	60	12	40
Q.14.Are good students given more attention?	23	76.67	07	23.33
Q.15.Are the students at the back neglected?	18	60	12	40
Q.16.Do the students sitting in the front dominate the entire class?	12	40	18	60
Q.17.Do the teachers know most of the students' names?	13	43.33	17	56.67
Q.18.Are sufficient assignments given to you ?	11	36.37	19	63.33
Q.19.Does the teacher check all the assignments?	11	36.37	19	63.33
Q.20.Is there any other teaching aid available except the blackboard?	13	43.33	17	56.67

Comment:

It can be seen from the table that the majority of students (53,33%) agree that the teacher gives individual attention to all of them, while (46.67%) of students argue that the teacher does not provide all students with an individual attention. (56.67%) of students state that most of their modules are taught through lecture method, the other (43.33%) state that there are other methods in which their modules are being taught and not only lecture method. In statement number three in which we have asked students if the attendance is checked regularly; (73.33%) of students agree that they can easily ask and answer questions, while the rest of (26.67%) answered with No.

In the following question, we have asked them if they can easily ask and answer questions; an equal number answer was given by the respondents that (50%) of students said yes and the other (50%) answered with no.

After that students from (40%) stated that proper teacher-student interaction exist , Whereas the majority of (60%) students argue that there is no proper interaction between them. For question 13 and 15 , (60%) agree that the weak students feel ignored as well as the back zone students claim that they are neglected. While (40%) feel that they neither ignore nor neglected. However, in question 14 , (76.67%) of students state that the good students are given more attention and the rest of (26.33%) answer with no.

After that, (40%) state that the class is dominated by the front zone students. On the

other hand, the majority of them (60%) said that no. In statement 17 (43.33%) of students reveal that the teacher know most of students' names, however, (56.67%) of students argue that the teacher do not know most of students names; and this is due to the large number of students so that the teacher cannot remember all the names.

In number 18 and 19, (36.37%) of students agree that sufficient assignments are given to them , and also the teacher check all assignments. Whereas the majority (63.33%) answer with “no”.

Finally, from the table above we can notice in question number 20, (43.33%)that said yes, there are other teaching aids available, others (56.67%) said no there is no extra teaching aid used in the class except the blackboard.

Section Three : students' assimilation

Table:24 On students' assimilation

Questions	Yes	%	N0	%
Q21. Do Overcrowded Classes affect your assimilation to the different courses?	23	76.67	07	23.33
Q22. Do you comprehend better in a smaller class than in an overcrowded class?	22	73.33	08	26.67
Q23. Do overcrowded classes affect your understanding of the materiel being taught?	22	73.33	08	26.67
Q24. Does the size of your classes affect your ability to concentrate?	23	76.67	07	23.33
Q25. Do you get enough individual attention from your teacher in an Overcrowded Class ?	06	20	24	80
Q26.. Do you feel like you are more likely to succeed academically in smaller class than in an Overcrowded Class?	23	76.67	07	23.33
Q27. Do the teacher's questions help you to focus during the lesson ?	25	83.33	05	16.67
Q28. Do you believe that the seating arrangements affects student's comprehension?	21	70	09	30

Comment

As it is illustrated in the table above, an equal answer was given by the respondents , that is to say that (23) students said yes for the question 21 ,24 and 26 which state that overcrowded class affect their assimilation, and their abilities to concentrate, and they feel like they are more likely

to succeed academically in smaller class than in overcrowded. In contrast, the rest of students (7) said no.

For the next statements question 22 and 23 , the majority of students (22) agree that they comprehend better in smaller class than in an overcrowded because it affect their understanding of the materiel being taught . While the rest (8) students said no.

In question 25, the majority of students (24) do not get enough individual attention from their teacher in overcrowded classroom , in other hand the rest (6) students said yes.

For question 27, the majority of students (25) agree that the teacher's questions help them to focus during the lesson. Whereas the rest students (5) said no.

Finally, the last question the majority of students (21) believe that the seating arrangement affects their comprehension while a few of students (9) do not .

Q29.Please, suggest other additional comments about Overcrowded Classrooms

Table 25: On additional Comments on Overcrowded classes

Additional Comments about overcrowded Classrooms	NB	%
1. When classrooms are packed with too many students, it becomes challenging for teachers to provide individualized attention to each student	12	40
2. With too many students in a small space, it can be difficult to maintain discipline and order.	11	36.37
3. Teachers may become overwhelmed by the sheer number of students they are responsible for, leading to burnout. Students may lose motivation and interest in their studies when they feel like just another face in a crowded room	07	23.33

Comment

It can be seen from the table that (40%) students added the first comment which constitute that classrooms are packed with too many students, it becomes challenging for the teachers to provide individualized attention to each student. However , 36.37% of students comment that with too many students in a small space, it can be difficult to maintain discipline and order.

For the last comment there is only 23% students said that Teachers may become overwhelmed by the number of students they are responsible for, leading to burnout. Students may lose motivation and interest in their studies when they feel like just another face in a crowded class.

2.2.2. Discussion of results

1. Results finding about Teachers' Questionnaire

The teacher's questionnaire is divided into three sections-Section one :Background Information which relates to teachers' age that ranges between 20 to 30 years making a percentage of 40 %. all English teachers are female there were no man . Which means that females are more interested and serious in the field of foreign languages. Only 20 %of respondents have experience in teaching English for a Period between 10and 15 .

1. Concerning Section two which relates to overcrowded classroom and its definition,50% of teachers define overcrowding as occurring when a classroom has more than 30 students, highlighting the importance of maintaining the ideal balance between the number of students in a classroom and the number of teachers available to ensure that each student receives sufficient attention, support for an effective education. Results indicated that the majority of teachers suffer from overcrowded classes- one class contains from 35 to 40 pupil which represent a percentage of 50%. the data reveals that the majority of teachers, comprising 60% of respondents experiencing noise issues to some extent. In what relates to their belief about teaching small classes, the majority of participants (80%) believe that teaching small classes is easier for them compared to teaching large classes, In this respect they provided justifications as they can control pupils easily , can transmit the message and get a feedback and can correct the pupils' interactions and written feedback.

2. Furthermore, Section three treats the impact of Overcrowded Classes on teacher's performance-a substantial majority of teachers (70%) in the surveyed group experience discomfort when teaching large classes. All participants (100%) said they can't do it. The reasons include noise, disruptions, and a tendency to focus on the most active students. To justify their

choice, they said Pupils make noise and do not give us a chance to concentrate on every pupil. We see only the hard workers and neglect the others. Our vision span concentrates more on the noisy and the hard workers, for the rest no.

All participants (100%) responded "Yes" when asked if overcrowded classrooms influence their choice of teaching method. The problems teachers commonly encounter when teaching large classes, including noise and classroom mismanagement (50%), a lack of control and concentration (30%), and the taxing nature of the work leading to brain fatigue (20%). The prevalence of noise and mismanagement suggests that maintaining an orderly and focused learning environment can be problematic. All participants (100%) believe that teaching an overcrowded class affects their performance. Hence, half of the respondents (50%) express that teaching large classes presents a challenge in both planning and delivering lessons effectively. These data reveal that teachers often grapple with challenges related to engagement and individual understanding in larger classes, which can influence their teaching approach and the depth of lesson content they cover.

Also, half of the respondents (50%) express that managing pupils' behavior becomes challenging when the class is overcrowded and noisy, leading to all students talking together. About 30% of respondents highlight that they cannot effectively listen to and correct every student due to the large class size. Half of the respondents (50%) express that providing timely feedback becomes challenging due to overcrowding and noise in the classroom. When the entire class talks together, it can be difficult for teachers to provide individual feedback effectively

The largest group, accounting for 40% of respondents, highlights the ease of interaction with students, the ability to correct all pupils, and the prompt return of homework when class sizes are smaller. The data illustrates that an ideal number of pupils in a class offers several benefits to teachers, including the ability to create detailed plans, experiment with new teaching theories,

foster a peaceful learning environment, and facilitate effective interaction and feedback with students. In conclusion, teaching large classes is tiring and hard to manage. Teachers claim they cannot reach everybody and can correct assignments. Students tend to make noise when they feel the class is crowded, hence, the mess, the discomfort and the teachers begin to enter in to nervousness.

2. Discussion of Results finding about Students' Questionnaire

Students stated that they rarely feel comfortable because 90% of overcrowded classes are noisy. Some (40%) stated that proper teacher-student interaction exist, Whereas the majority of (60%) students argue that there is no proper interaction between them. In addition, (60%) agree that the weak students felt ignored as well as the back zone students. Indeed, what students state is that that overcrowded classes affect their assimilation, and their abilities to concentrate, and they feel like they are more likely to succeed academically in smaller class than in overcrowded ones. The majority of students (22) agree that they comprehend better in smaller classes than in overcrowded ones because this affects their understanding of the materiel being taught. Hence, the majority of students (21) believe that the seating arrangement affects their comprehension while a few of students (9) do not.

Working in overcrowded classrooms has become challenging for the teachers to provide individualized attention to each student. Teachers may become overwhelmed by the number of students they are responsible for, leading them to a burnout state. In that state, students might lose their motivation and interest in what they study.

Recommendations for Improvement

To address the negative impact of overcrowded classrooms on EFL teachers and students, it is essential for educational institutions and policymakers

- to consider several measures, including reducing class sizes,
- providing professional development opportunities for the training of teachers,
- ensuring adequate resource allocation,
- and fostering a supportive learning environment.
- Additionally, innovative teaching methods, such as flipped classrooms or online learning, can be explored to reduce the challenges of overcrowding.

General Conclusion

The impact of overcrowded classrooms on EFL (English as a Foreign Language) teachers' performance and student assimilation in the case of fourth-year middle school is a significant concern in the field of education. After conducting a thorough analysis of this issue, several key conclusions can be drawn:

Negative Effects on EFL Teachers' Performance:

Overcrowded classrooms can have detrimental effects on EFL teachers' performance. Teachers may struggle to provide individualized attention and support to each student, making it difficult to cater to diverse learning needs and styles. Consequently, this can lead to teacher burnout, increased stress levels, and reduced job satisfaction. In overcrowded classrooms, maintaining classroom discipline and managing disruptions can also be challenging, further impacting the teacher's ability to effectively deliver lessons effectively. This also causes certain feeling of failure among teachers .

Diminished Student Assimilation:

Overcrowded classrooms can hinder students' assimilation of English language skills. With limited teacher-student interaction, students may have fewer opportunities for speaking practice and personalized feedback, which are crucial for language acquisition. This can result in slower progress in language proficiency and reduced motivation among students. Moreover, overcrowded classrooms may lead to increased peer distractions and less focus on learning, further hampering student assimilation. With this failure, students may become demotivated in the course of time.

Resource Constraints:

Overcrowded classrooms often strain available resources, including teaching materials, classroom space, and technology. Inadequate access to resources can hinder the implementation of effective teaching strategies and use of appropriate methods and limit the use of technology for interactive language learning. As a result, both teachers and students may face challenges in accessing the tools necessary for optimal language acquisition.

Inequality in Education:

Overcrowded classrooms may exacerbate educational inequalities. Students with diverse backgrounds and learning abilities may find it challenging to keep pace in overcrowded environments, especially the elite in the class, leading to disparities in language proficiency. This can perpetuate inequalities in education and limit students' future opportunities.

In conclusion, overcrowded classrooms in fourth-year middle school EFL settings can have detrimental effects on both teachers' performance and students' assimilation of English language skills. Recognizing these challenges and implementing appropriate strategies to alleviate them is essential for enhancing the quality of EFL education and ensuring that students receive the best possible language learning experience with more chances to improve, ameliorate and achieve good results.

References

- Aaker A, Kumar VD, & George S. (2000). *Marketing Research*. New York: John Wiley & Sons Inc;
- Agwor, T.C., Adesina, O., 2017. Ethical Issues for Consideration in Conducting Research in the Social and Behavioural Sciences. *Int. J. Humanit. Soc. Stud.* 5, 185–188.
- Aliaga, M. & Gunderson, B. (2002). *Interactive statistics*. New Jersey: Prentice-Hall. Provides an introduction to basic statistical methods with its strong emphasis on data analysis, and also describes how to understand and interpret a variety of statistical results.
- Amarat, S. M. (2011). The classroom problems faced teachers at the public schools in Tafila province, and solutions. *International Education Science*, 3(1), 37-48.
- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart, and Winston.
- Baines, E., Blatchford, P., & Kutnick, P. (2006). Changes in grouping practices over primary and secondary school transitions: what do pupils and teachers think? *Educational Studies*, 32(3), 259-271.
- Baines, E., Blatchford, P., & Kutnick, P. (2006). Changes in grouping practices over primary and secondary school transitions: what do pupils and teachers think? *Educational Studies*, 32(3), 259-271.
- Blatchford, P., Bassett, P., & Brown, P. (2008). Teachers' and pupils' behavior in large and small classes: A systematic observation study of pupils aged 10 and 11 years. *Journal of Educational Psychology*, 100(2), 331-345.

- Blatchford, P., Bassett, P., & Brown, P. (2011). Teachers' and pupils' behavior in large and small classes: A systematic observation study of pupils aged 10 and 11 years. *Journal of School Psychology, 49*(1), 113-132.
- Blatchford, P., Bassett, P., Brown, P., Martin, C., & Russell, A. (2011). The effect of class size on the teaching of pupils aged 7-11 years. *School Effectiveness and School improvement, 22*(4), 429-453.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Burnett, G. (1995). *Overcrowding in urban classrooms*. New York: ERIC Clearing House
- Caballero, C., Abello, R. & Palacio, J. (2007). Relación de burnout y rendimiento académico con la satisfacción frente a los estudios en estudiantes universitarios. *Avances en Psicología Latinoamericana, 25*(2), 98-111. Recuperado de <http://www.scielo.org.co/pdf/apl/v25n2/v25n2a7.pdf>
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*(6), 473-490.
- China. (A. Herrmann, & M. K. M, Eds.) *Expanding Horizons in Teaching and Learning Proceedings of the 10th Annual Teaching Learning Forum, 7-9*.
- Chingos, M. M. (2013). Class Size and Student Outcomes: Research and Policy Implications. *Journal of Policy Analysis and Management, 32* (2), 411-438
- Cohen, L. & Manion, L. (1983). *A guide to teaching practice*. London: Routledge/Falmer.

- Creswell, W & Creswell, J. (2019). *Research Design Qualitative, Quantitative, and Mixed Methods Approach*. Fifth Edition. Retrieved From: <https://lcn.loc.gov/2017044644>
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291-309.
- DeCorby, Kara, Joannie Halas, Sheryle Dixon, Lainie Wintrup, and Henry Janzen. "Classroom teachers and the challenges of delivering quality physical education." *The Journal of Educational Research* 98, no. 4 (2005): 208-221.
- Earthman, G. I. (2002). School facility conditions and student academic achievement. UCLA's Institute for Democracy, Education, & Access, Virginia.
http://www.escholarship.org/help_copyright.html#reuse
- Ehrenberg, R.G., Brewer, D.J., Gamoron, A., & Willms, J.D. (2001). Class Size and Student Achievement. *Psychological Science in the Public Interest*, 2(1), 1-30
- Fin, J. D. (2003). Tennessee's class size study: Findings, implications, misconceptions. *Education Evaluation and Policy Analysis*, 21(2), 97-109.
- Education E Hachem, H., & Mayor, P. (2019, October 04). Overcrowding in schools: Why is it a huge Issue? Retrieved September 28, 2020, from <https://patch.com/michigan/dearborn/overcrowding-schools-why-it-huge-issue>. valuation and Policy Analysis, 21(2), 97-109.
- Fin, J. D.(2003) Tennessee's Class size study: Findings, Implications misconceptions. *Education Evaluation and policy Analysis*, 21(2). 97-109.
- Finn, J. D., & Achilles, C. M. (1999). Tennessee's class size study: Findings, implications, misconceptions. *Educational Evaluation and Policy Analysis*, 21(2), 97-109.

Gillham, B., (2000). Developing a Questionnaire.

https://books.google.dz/books/about/Developing_a_Questionnaire.html?id=ACsRmvaJ9J4C&redir_esc=y

Green, M. & Doran H. (2000). Still no room to learn. ERIC Processing and Reference Facility, Maryland.

Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495-513.

Han, S. (2018). Effects of class size on student achievement in elementary and secondary education: A systematic review. *International Journal of Educational Research*, 88, 48-62.

Han, S. (2018). Effects of class size on student achievement in elementary and secondary education: A systematic review. *International Journal of Educational Research*, 88, 48-62.

Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Hayes, David. "Helping teachers to cope with large classes." *ELT journal* 51, no. 2 (1997): 106-116.

Hess, N. (2001). *Teaching Large Multilevel Classes*. Cambridge: CUP Hidden curriculum. (2014, August 26). Retrieved from the Glossary of Education Reform: [http://: ed glossary.org /hidden curriculum](http://edglossary.org/hidden-curriculum)

Hopkins, K. D., Stanley, J. C., & Hopkins, B. R. (1990). *Educational and psychological measurement and evaluation* (7th ed.). New Jersey: Prentice-Hall.

- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Iqbal, P., & Khan, M. (2012). Overcrowded classrooms: A serious problem for teachers. *Elixir International Journal*, 2(5), 10162-10165.
- Iqbal, P., & Khan, M. (2012). Overcrowded Classrooms: a serious problem for teachers. *Elixir International Journal*, 2(5), 10162-10165.
- Johnson, S., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27-35.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27-35.
- Lannoy, A, and, Hall, K,(2010). *Statistics on Children in south Africa*. CapeTown; CapeTown University Press.
- Leedy P, Ormrod J. (2016). *Practical Research: Planning and Design*. (11th Ed), Pearson.
- Mahmood, S., Fatima, Q., & Lodhi, H. (2022). Overcrowded Classroom Management Strategies used by Teachers and their Challenges at Primary School Level in Pakistan. *Pakistan Languages and Humanities Review*, 6(2), 935–949. [https://doi.org/10.47205/plhr.2022\(6-II\)79](https://doi.org/10.47205/plhr.2022(6-II)79).
- Martínez-Otero, V. (2007). *Los adolescentes ante el estudio. Causas y consecuencias del rendimiento académico*. Madrid: Fundamentos.

- Marzano, R. J. (2007). *The Art and Science of Teaching: A comprehensive framework for effective instruction*. ASCD.
- Matus, Don E. "Humanism and effective urban secondary classroom management." *The Clearing House* 72, no. 5 (1999): 305-307.
- McIntyre, T., Rose, J., Hargreaves, L., & Macdonald, R. (2017). Classroom management and teacher stress and burnout. *Educational Psychology*, 37(4), 487-500.
- McMullan, M., Endacott, R., Gray, M.A., Jasper, M., Miller, C.M., Scholes, J. and Webb, C. (2003), "Portfolios and assessment of competence: a review of the literature", *Journal of Advanced Nursing*, Vol. 41 No. 3, pp. 283-294, doi: 10.1046/j.1365-2648.2003.02528.x.
- Renzulli, J.S. (1977). *The enrichment triad model*. Mansfield Center, CT: Creative Learning Press
- Montori et.al, (2004). GRADE guidelines: 4. Rating the quality of evidence—study limitations (risk of bias). GRADE Series - Guest Editors, Sharon Straus, and Sasha Shepperd <https://www.sciencedirect.com/science/article/abs/pii/S0895435610004130>
- Muthusamy, Nirashnee. "Teachers' Experiences with Overcrowded Classrooms in a Mainstream School." PhD diss., University of KwaZulu-Natal, Durban, 2015
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257.
- OECD. (2010). *Overcrowded classrooms: The views of teachers and students*. OECD Publishing.

- OECD. (2010). Overcrowded classrooms: The views of teachers and students. OECD Publishing.
- Oliver, R. (2006). Exploring a technology-facilitated solution to cater for advanced students in large undergraduate classes. *Journal of Computer Assisted Learning*, 22(1), 1-12.
- Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
- Pizarro, R. (1985). *Rasgos y actitudes del profesor efectivo (Tesis de Maestría)*. Pontificia Universidad Católica de Chile.
- Plank, S. B., & Candliffe, B. (2011). *A descriptive look at classroom quality in second and third grade classrooms*, Baltimore: Baltimore Education Research Institute
- Robinson, G. (1990). Synthesis of research on the effects of class Size. *Educational Leadership*, 47(7), 80-90.
- Shah. J. and. Inamullah, M.(2012). The impact of Overcrowded Classroom on the Academic performance of the students at secondary level. *International Journal of Research in Commerce. Economics and management*. Volume No. 2, Issue No. 6(June) ISSN 2231-4245-India.
- Shawa, L.B., (2017). *Ethics in Educational Research*. In book: *Education Studies for Initial Teacher Education* Editors: Labby Ramrathan, Lesley le Grange, Phillip Higgs
https://www.researchgate.net/publication/312069857_Ethics_in_educational_research
- Shin, Y. (2012). Do black children benefit more from small classes? multivariate instrumental variable estimators with ignorable missing data. *Journal of Educational and Behavioral Statistics*, 37(4), 543-57

- McKeachie, W. (1980). Class Size, Large Classes and Multiple Sections. *Academe* 66 (!), 24-27
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038.
- Smith, T. M. (2016). Reflections on classroom management: A conversation with classroom management scholars. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(3), 76-80.
- Smith, T. M. (2016). Reflections on classroom management: A conversation with classroom management scholars. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(3), 76-80.
- Todd, R. W. (2006, August). Special Issue: Large Classes. (J. Hull, & W. Singhasiri, Eds.)*Reflections, KMUTT Journal of Language Education*, 9.
- Tomlinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A., (2014). *The differentiated classroom: responding to the needs of all learners*.
- UNESCO. (2005). *Overcrowded classrooms: A 12-country analysis*. International Institute for Educational Planning.
- UNESCO. (2019). *Behind the numbers: Ending school violence and bullying. Education for people and planet: Creating sustainable futures for all, Global Education Monitoring Report, 2019*, UNESCO.

UNESCO. (2019). Behind the numbers: Ending school violence and bullying. Education for people and planet: Creating sustainable futures for all, Global Education Monitoring Report, 2019, UNESCO.

Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge University Press.

Ur, P. (2000). A Course in Language Teaching: Practice and Theory. Foreign Language Teaching and Research Press

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

[www.thoughtco.com/teaching-in-an-overcrowded-classroom 3194352](http://www.thoughtco.com/teaching-in-an-overcrowded-classroom-3194352)

[www.thoughtco.com/teaching-in-an-overcrowded-classroom 3194352](http://www.thoughtco.com/teaching-in-an-overcrowded-classroom-3194352)

Xu, Z. (2001) Problems and Strategies of Teaching English in Large Classes in the People's Republic of China. In: Herrman, A. and Kulski, M.M., Eds., Expending Horizons in Teaching and Learning, Proceedings of the 10th Annual Teaching Learning Forum, 7-9 February 2001, Curtin University of Technology, Perth, 7-9.

Yaman, H., & Uygulamada, K. (2009). Teachers' views on the applicability of the Turkish course curriculum in crowded primary classrooms, Eğitim Danışmanlığı ve Araştırmaları İletişim Hizmetleri Tic. Ltd. Şti, Turkey.

Internet Links

<https://nces.ed.gov/pubs2014/2014022.pdf>

<https://nces.ed.gov/surveys/frss/publications/2000032/index.asp?sectionid=8>

<https://www.epa.gov/schools/about-state-school-environmental-health-guidelines>

Appendices

Appendix A:

Teacher's questionnaire:

Dear teachers

You are requested to fill in this questionnaire for the purpose of gathering information about your experiences with Overcrowded Classes and how it has affected your teaching practices and your performance . we appreciate your time and effort in completing this Questionnaire. .

Section One: Background information:

Q1. What is your age ?

Q2. What is your gender?

a. Male Female

Q3. How many years have you been teaching?

Section Two: On Overcrowded Classrooms

Q4. How do you define an Overcrowded Class ?

.....
.....

Q5. How many pupils are there in your class ?

Q6. Are large class noisy ?

a. Always Sometimes Rarely

Q7. Do you think that teaching small classes is easier for you than teaching large classes ?

a. Yes No

If yes , why ?

.....
.....
.....

Section Three : On The impact of Overcrowded Classes on teacher's performance

Q8. Do you feel comfortable while teaching large classes?

a. Always Sometimes Never

Q9. In a large class, can you pay individual attention to all the pupils?

a. Yes b. No

. If No , why ?

.....
.....

Q10. Do Overcrowded Classroom influence your choice of teaching method?

a. yes, b. No,

Q11. What are the problems that you face when you teach large classes?

1.
2.
3.

Q12. Do you believe that teaching an Overcrowded Class affect your performance ?

a. Yes No

Q13. How does the size of your classes affect your ability to plan and deliver lesson?

.....
.....

Q14. How does the size of your classes affect your ability to manage pupils' behaviour ?

.....
.....

Q15. How does the size of your classes affect your ability to provide timely feedback to pupils ?

.....
.....

Q16. What can you do if you have an ideal number of pupils in class?

.....
.....
.....

Thank you for your Collaboration.

Appendix B
Students' Questionnaire

Student's Questionnaire:

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather the information needed for the accomplishment of a master dissertation. The questionnaire aims to investigate about **The impact of Overcrowded Classrooms on EFL Teachers performance and students assimilation.** We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Section One : Background information :

Q1. What is your age?

Q2. What is your gender ? Female Male

Section Two: The impact of overcrowded classrooms:

Q3. How many students are there in your (class) group?

a. From 20 to 30 **b.** From 30 to 50 **c.** 50 student or more

Q4. Do you feel comfortable in crowded class?

a. Frequently **b.** Sometimes **c.** rarely

Why?

.....
.....
.....

Q5. Is there any noise in the class?

a. Frequently **b.** sometimes **C.** Rarely

Q6. Please tick the response that you agree with most :

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1. Large class sizes contributes to a decrease in student achievement.				
2. The instructions methods can be a good reason for students' achievement .				

3.Large classrooms cause various discipline problems.				
4.EFL teachers have difficulties marking the big number of students work .				

Q7. How helpful do you find the following teaching techniques in assisting you learn better?

Teaching Method	Very effective	Not very effectively	Fairly effective
1.Lectures			
2.Tutorials			
3.language Lab work			
4.Pair-work			
5. Group work			
6. Discussions			

Please, put a cross (x) in the appropriate box.

Questions	Yes	No
Q8. Does the teacher give you individual attention?		
Q.9.Are most of the modules taught through the lecture method?		
Q.10.Is your attendance checked regularly?		
Q.11.Can you easily ask and answer questions?		
Q.12. Does proper teacher-student interaction exist?		
Q.13.Do the weak students feel ignored?		
Q.14.Are good students given more attention?		
Q.15.Are the students at the back neglected?		
Q.16.Do the students sitting in the front dominate the entire class?		
Q.17.Do the teachers know most of the students' names?		
Q.18.Are sufficient assignments given to you ?		
Q.19.Does the teacher check all the assignments?		
Q.20.Is there any other teaching aid available except the blackboard?		

Section Three : students' assimilation

Q21. Do Overcrowded Classes affect your assimilation to the different courses?

- a. Yes b. No

Q22. Do you comprehend better in a smaller class than in an overcrowded classes?

- a. Yes b. No

Q23. Do overcrowded classes affect your understanding of the materiel being taught?

- a- Yes b. No

Q24. How does the size of your classes affect your ability to concentrate?

.....
.....
.....

Q25.Do you get enough individual attention from your teacher in an Overcrowded Class ?

- a. Yes b. No

Q26. Do you feel like you are more likely to succeed academically in smaller class than in an Overcrowded Class?

- a. Yes b. No

Q27. Do the teacher 's questions help you to focus during the lesson ?

- a.Yes b. No

Q28. Do you believe that the seating arrangements affects student's comprehension?

- a. yes b. No c. sometimes

Q29.Please, suggest other additional comments about Overcrowded Classrooms

.....
.....
.....

Thank you for your collaboration

Abstract in Arabic

الملخص:

تتناول هذه الدراسة التدايعات المتعددة الأوجه للفصول الدراسية المكتظة على أداء معلمي اللغة الإنجليزية واستيعاب المعلومة لطلاب المرحلة المتوسطة من السنة الرابعة. مع عدد تلاميذ يبلغ 90 طالبًا و15 معلمًا، تم اختيار عينة مكونة من 30 طالبًا و10 مدرسين بدقة لتقديم قيمة حول ظروف الفصل الدراسي السائد. استخدم البحث منهجية شاملة تشمل الأساليب الوصفية والتحليلية والنوعية والكمية للحصول على منظور شمولي حول هذه القضية. من خلال إدارة استبيانين متميزين مصممين لكل من المعلمين والطلاب، تكشف هذه الدراسة التحديات والفرص التي توفرها الفصول الدراسية المكتظة في سياق تعليم اللغة الإنجليزية كلغة أجنبية. ومن خلال استخدام مزيج من أساليب تحليل البيانات النوعية والكمية، يهدف البحث إلى تسليط الضوء على آثار الاك، وتأثيره على أداء المعلم وعلى استيعاب الطلاب لمهارات اللغة الإنجليزية. ونسلط هذه الدراسة بشكل كبير في مجموعة المعرفة الموجودة في مجال التعليم، وخاصة في مجال تعليم اللغة الإنجليزية كلغة أجنبية. ستكون الأفكار المكتسبة من هذا البحث مفيدة في توجيه السياسات والاستراتيجيات التعليمية التي تهدف إلى تحسين بيئات التعلم، وتحسين فعالية المعلم، وتعزيز نتائج الطلاب في الفصول الدراسية المكتظة.

الكلمات المفتاحية: الفصول المكتظة، التأثير، أداء المعلم، استيعاب الطلاب