



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Science of the Language

Submitted and defended by:

Hammi Amina

On: September 2020

The Role of Cooperative Learning in Managing Large Classrooms

A Case of Second Year Pupils at Mouhamed Khider Middle

School Tolga

Board of Examiners:

Dr.	SEGUENI Lamri	MCB	University of Biskra	Examiner
Mr.	BECHAR Maamer	MAA	University of Biskra	Chairperson
Mr.	AMRAOUI Khaled	MAB	University of Biskra	Supervisor

Academic Year: 2019/2020

DECLARATION

I Hammi Amina hereby declare that this dissertation presented for the fulfillment of Master degree is my own original work and has not been submitted before to any institution.

Further, I have acknowledged all sources used and have cited these in the reference section.

This research was conducted and completed at Biskra University, Algeria.

Certified by:

Miss. Amina Hammi

DEDICATION

First, I would like to thank Allah for granting me the willing and power to finish this work.

As I am always grateful for having such a supportive, caring and loving family

To my Mother Rakima and father Ibrahim who taught me the value of education and knowledge.

My older sister Madjeda who always was by my side and my three supporting brothers Mouetez Billeh, Hani and Alaa Eddine.

I would also thank all my best friends and colleagues for their support.

ACKNOWLEDGEMENT

I am sincerely grateful to my supervisor **Mr. Amraoui Khaled** for his advice, assistance
And efforts.

My appreciation also goes to the board of the examiners **Dr. Segueni Laamri** and **Mr.
Bechar Maamar**

As I am always indebted to all **my teachers** for their help during my five years in Biskra's
University.

ABSTRACT

Overcrowded classes are a common fact in the Algerian educational institutions. This problem may stand as an obstacle against the adequate teaching-learning process, yet it is not predicted to be solved in the near future; consequently teachers may look for better strategies not only to facilitate their jobs but also promote pupils learning. According to this study, it is hypothesized that overcrowded classrooms have a negative impact on the teaching-learning process; in addition, if middle school teachers adopt cooperative learning method to manage pupils learning in overcrowded classrooms, it can enhance their learning. Accordingly, we have followed descriptive approach in order to validate our hypotheses; using teachers and pupils' questionnaires as a data collection tools. After discussing and analyzing the teachers and pupils feedback, we have highlighted the major affected aspects of in the teaching-learning process. Furthermore, we have deduced that cooperative learning has positive outcomes on pupils learning; thus, we can say that the research hypotheses are validated and confirmed. Therefore, middle schools teachers are recommended to opt for more cooperative learning activities in overcrowded classes in order to maintain their pupils' active engagement.

Keywords: cooperative learning, overcrowded classes, active learning

List of Abbreviations and Acronyms

CL: Cooperative Learning

STAD: Students Teams Achievements Division

TGT: Teams Games Tournaments

List of Appendices

Appendix One: Teachers' Questionnaire

Appendix Two: Pupils' Questionnaire

List of Figures

FIGURE 1: JEOPARDY BOARD (THE MELISSA INSTITUTE LITERACY WEBSITE, 2018)	19
FIGURE 2: FORMATIVE ASSESSMENT VERSUS SUMMATIVE ASSESSMENT (THE UNIVERSITY OF SHEFFIELD, N. D.)	22
FIGURE 3 : A THE SCORING RUBRIC FOR PARAGRAPH WRITING TEST (SIMHADI, 2017)	24
FIGURE 4: A CHECK-LIST SAMPLE (IVITS, N.D.)	25
FIGURE 5: SAMPLE LESSON PLANNING MATRIX (HADDAD, 2006)	28
FIGURE 6 : A SEATING CHART (HADDAD, 2006)	30
FIGURE 7: OVERVIEW OF SOCIAL INTERDEPENDENCE THEORY (JOHNSON, JOHNSON & SMITH, 2013).....	37
FIGURE 8: INFORMAL COOPERATIVE LEARNING (JOHNSON & JOHNSON, 1999).....	43
FIGURE 9: MAIN COMPONENTS OF JIGSAW.....	47
FIGURE 10: THE QUIET SIGNAL (2012)	50

List of Tables

TABLE 1: TEACHERS' GENDER.....	59
TABLE 2: TEACHERS' ACADEMIC QUALIFICATIONS	60
TABLE 3: TEACHERS' ACADEMIC EXPERIENCES	61
TABLE 4: THE NUMBER OF PUPILS IN THE CLASSROOM	62
TABLE 5: THE EFFECT OF OVERCORWDED CLASSES.....	63
TABLE 6: DIFFICULTIES IN MANAGING LARGE CLASSROOMS	65
TABLE 7: THE MAJOR DIFFICULTIES IN LARGE CLASSROOMS.....	67
TABLE 8: REASONS BEHIND PUPILS NOISE	69
TABLE 9: PERCENTAGE OF PUPILS' INVOLVEMENT	71
TABLE 10: PUPILS' PARTICIPATION	72
TABLE 11: TEACHERS' OPINIONS ABOUT ACTIVE LEARNING.....	73
TABLE 12: THE USE OF ACTIVE LEARNING	75
TABLE 13: ACTIVE LEARNING STRATEGIES.....	76
TABLE 14: GROUP WORK FREQUENCY	77
TABLE 15: GROUP WORK PARTICIPATION.....	78
TABLE 16: GROUPING PUPILS	79
TABLE 17: PUPILS ATTITUDES TOWARDS GROUP WORK	80
TABLE 18: COOPERATIVE LEARNING PRINCIPLES.....	82
TABLE 19: CONTROLLING PUPILS' LEARNING.....	84
TABLE 20: COOPERATIVE LEARNING OUTCOMES	86
TABLE 21: PUPILS' GENDER.....	92
TABLE 22: PUPILS' IMPRESSIONS TOWARDS LEARNING ENGLISH.....	93
TABLE 23: NUMBER OF PUPILS IN THE CLASSROOMS.....	94
TABLE 24: PUPILS' FREQUENCY OF PARTICIPATION	95

TABLE 25: PROBLEMS THAT HINDERS PARTICIPATION	96
TABLE 26: PUPILS FEELING DURING THE SESSION OF ENGLISH	97
TABLE 27: PUPILS' READINESS TO ASK THE TEACHER	98
TABLE 28: PUPILS' SEATING ARRANGEMENT	100
TABLE 29: THE EFFECTS OF THE SEATING ARRANGEMENT	101
TABLE 30: THE EFFECT OF PUPILS' LARGE NUMBER ON THEIR UNDERSTANDING.....	102
TABLE 31: PUPILS' REFLECTIONS ABOUT GROUP WORK.....	103
TABLE 32: PUPILS' GROUPING	105
TABLE 33: TEACHERS' MONITORING IN THE GROUPS.....	106
TABLE 34: PUPILS' OPINIONS ABOUT COOPERATIVE LEARNING	108
TABLE 35: PUPILS' FEELINGS WHEN WORKING IN GROUPS	109
TABLE 36: PUPILS' PRACTICES DURING GROUP WORK ACTIVITIES	111
TABLE 37: PUPILS REFLECTIONS ABOUT THEIR TEACHERS OF ENGLISH.....	113

List of Graphs

GRAPH 1: TEACHERS GENDER.....	59
GRAPH 2: TEACHERS' ACADEMIC QUALIFICATION	60
GRAPH 3: TEACHERS' ACADEMIC EXPERIENCES.....	61
GRAPH 4: THE NUMBER OF PUPILS IN THE CLASSROOM.....	62
GRAPH 5: THE EFFECT OF OVERCROWDED CLASSES	63
GRAPH 6: DIFFICULTIES IN MANAGING LARGE CLASSROOMS.....	65
GRAPH 7: THE MAJOR DIFFICULTIES IN LARGE CLASSROOMS.....	67
GRAPH 8: REASONS BEHIND PUPILS' NOISE.....	69
GRAPH 9: PERCENTAGE OF PUPILS' INVOLVEMENT.....	71
GRAPH 10: PUPILS' PARTICIPATION	72
GRAPH 11: TEACHERS OPINION ABOUT ACTIVE LEARNING	73
GRAPH 12: THE USE OF ACTIVE LEARNING.....	75
GRAPH 13: ACTIVE LEARNING STRATEGIES	76
GRAPH 14: GROUP WORK FREQUENCY.....	77
GRAPH 15: GROUP WORK PARTICIPATION	78
GRAPH 16: GROUPING PUPILS	79
GRAPH 17: PUPILS ATTITUDES TOWARDS GROUP WORK.....	81
GRAPH 18: COOPERATIVE LEARNING PRINCIPLES	82
GRAPH 19: CONTROLLING PUPILS' LEARNING.....	84
GRAPH 20: COOPERATIVE LEARNING OUTCOMES	86
GRAPH 21: PUPILS' GENDER.....	92
GRAPH 22: PUPILS' IMPRESSIONS TOWARDS LEARNING ENGLISH.....	93
GRAPH 23: NUMBER OF PUPILS IN THE CLASSROOMS	94
GRAPH 24: PUPILS' FREQUENCY OF PARTICIPATION.....	95

GRAPH 25: PROBLEMS THAT HINDER PARTICIPATION	96
GRAPH 26: PUPILS FEELING DURING THE SESSION OF ENGLISH	97
GRAPH 27: PUPILS READINESS TO ASK THE TEACHER	99
GRAPH 28: PUPILS' SEATING ARRANGEMENT	100
GRAPH 29: THE EFFECT OF THE SEATING ARRANGEMENT	101
GRAPH 30: THE EFFECT OF PUPILS' LARGE NUMBER ON THEIR UNDERSTANDING	103
GRAPH 31: PUPILS' REFLECTIONS ABOUT GROUP WORK	104
GRAPH 32: PUPILS' GROUPING.....	105
GRAPH 33: TEACHERS' MONITORING IN THE GROUPS	106
GRAPH 34: PUPILS' OPINIONS ABOUT COOPERATIVE LEARNING.....	108
GRAPH 35: PUPILS' FEELINGS WHEN WORKING IN GROUPS	110
GRAPH 36: PUPILS' PRACTICES DURING GROUP WORK ACTIVITIES	111
GRAPH 37: PUPILS REFLECTIONS ABOUT THEIR TEACHERS OF ENGLISH	113

Content

DECLARATION	II
DEDICATION.....	III
ACKNOWLEDGEMENT	IV
ABSTRACT..	V
List of Abbreviations and Acronyms.....	VI
List of Appendices	VII
List of Figures.....	VIII
List of Tables	IX
List of Graphs	XI
Contents.....	XIII
General Introduction	
Statement of the Problem.....	2
Significance of the Study	3
Aims of the Study	3
Research Questions.....	3
Research Hypothesis	4
Research Methodology	4
Literature Review.....	6

Chapter One10

Introduction.....	11
1. Definitions of Large Classes	12
2. General Problems of Large Size Classes	13
2.1. Discomfort	13
2.2. Control.....	13
2.3. Individual attention	14
2.4. Evaluation	14
2.5. Learning Effectiveness	15
3. Teaching Methods for Large Classes.....	16
3.1. Encourage Active Learning	16
3.1.1. In- Class Exercises.....	16
3.1.2. Group Work.....	17
3.1.3. Cooperative Learning.....	17
3.1.4. Simulation and Games	18
3.2. Team teaching	20
4. Assessing Large Classes	20
4.1. Assessment	20
4.2. Types of Assessment	21
4.2.1.Diagnostic Assessment.....	21
4.2.2.Formative Assessment:.....	21
4.2.3.Summative Assessment.....	22

4.3. Some Techniques for Large Classes' Assessment:.....	23
4.3.1. Checklists and Rubrics	23
4.3.2. Groups Assignments.....	25
4.3.3. Peer Feedback	26
5. Management Strategies for Large Classes.....	26
5.1. Developing Positive Classroom Climate.....	26
5.1.1. The Physical Environment	26
5.1.2. The Social/Emotional Environment	27
5.1.2.1. Make Large Class feels Small.....	27
5.1.2.2. Learning Students Names.....	27
5.2. Planning	28
5.3. Maintaining Discipline:	29
5.3.1. Set Classroom Rules:	29
5.3.2. Establish a Classroom Routine:	29
5.4. Maximizing Instructional Time	30
Conclusion	31

Chapter Tow

Introduction.....	33
1.Definitions of Cooperative Learning	34
2.Theoretical Background of Cooperative Learning “The Social Interdependence Theory”.....	35
3. Basic Elements of Cooperative Learning	37

3.1. Positive interdependence	38
3.2. Face to Face Promotive Interaction	39
3.3. Individual Accountability	39
3.4. Interpersonal and small-group skills	40
3.5. Group Processing	41
4.Types of cooperative learning	41
4.1. Formal Cooperative Learning	41
4.2. Informal Cooperative Learning	42
4.3. Cooperative Base Groups	44
5. Cooperative Learning Methods.....	45
5.1.Student team Learning	45
5.1.1. Students-Teams Achievement Divisions:	45
5.1.2. Teams-Games-Tournament.....	46
5.1.3. Jigsaw and Jigsaw II:	46
5.2. Learning Together:	47
5.3. Group Investigation.....	48
6. Managing Cooperative groups.....	48
6.1. Managing Attention	49
6.1.1.The Quiet Signal.....	49
6.1.2.QuietSignal Variations.....	50
6.2.Managing the Noise Level	50
7. Cooperative Learning and Large Classrooms	51

7.1. The noise level would be high	52
7.2. Monitoring All the groups	53
7.3.The Physical Space	53
8. Advantages of Cooperative Learning.....	54
Conclusion.....	55

CHAPTER THREE

Introduction.....	57
Administration of the Questionnaires	57
1. Teachers' Questionnaire	58
1.1. Description of Teachers' Questionnaire.....	58
1.2. Analysis of Teachers' Questionnaire	59
1.3. Discussion of the Findings of Teachers' Questionnaire	88
2. Pupils Questionnaire	91
2.1. Description of Pupils' Questionnaire	91
2.2. Analysis of Pupils Questionnaire.....	92
2.3. Discussion of the Pupils' Questionnaire Findings	115
Conclusion.....	117
Limitations of the Study.....	118
Recommendations.....	118
General Conclusion.....	119

References

Appendices

المخلص

General Introduction

Introduction

An average class size is between 25 to 30 learners; however, that is not always the case. In the developing countries like Algeria, the learners number may exceed 40 per class what is called overcrowded classrooms. This problem mainly hits the public sector of education due to the decrease of schooling fees, the high growth of population and the lack of equipments. Consequently, this chaotic situation will lead to some troubles; it affects both teachers and learners, as it hinders the process of learning because an overcrowded classroom makes it harder for the teacher to control, assess or give the feedback to all the learners. Also, it reduces the interaction between the teacher and the student. Accordingly, teachers should look for practical solutions to facilitate their roles because no matter how many learners they would teach, their objectives remains the same.

Statement of the Problem

Nothing can facilitate the learning process as a well organized classroom. When the teacher knows how to manage the learning environment, consequently he/she will save more efforts, time and energy. Unfortunately, classroom's management is not that easy task especially when they face the most challenging problem nowadays which is overcrowded classrooms. Generally, teachers are responsible of their learners' achievements, as they opt for an effective learning environment where learning is taking place in the right way; and learners are actively involved and engaged; However, this would be impossible when a class contains from 40 to 50 students. Building new schools or classrooms enlargement are not a predictable solutions, thus it is up to the teacher to look for more practical solutions that will minimize the stress they are getting in their job.

Therefore, it is suggested to use the cooperative learning strategy as an attempt to help the teachers in such situation. According to Johnson and Smith (1998) Cooperative

learning is based on students achieving shared goal as a team not as individuals under the concept of ‘we sink or swim together’ so that they help each other and make sure that each one of them is taking a part in the learning process. The work is in small mixed ability groups believing that they are on the same boat, teams’ mates work to benefit each other and celebrate their joint success.

Significance of the Study

The majority of the previous studies which dealt with this topic, mainly focused on the negative effects of overcrowded classroom, yet this problem remains a reality that should be accepted and shift to the next phase which calls for suggested solutions. Accordingly, this study will shed the light on the problem of overcrowded classrooms and its impact on teaching-learning process; also how can the teacher manage the learning environment through the use of cooperative learning strategy.

Aims of the Study

This study aims to investigate the impact of overcrowded classrooms on the teaching-learning process. Moreover, it focuses on the concept of cooperative learning and how it can be used as a mean to enhance the learning environment to help both the teacher and learners.

Research Questions

The objectives of the investigation are guided by the following questions:

- ✓ What are the major effects of overcrowded classrooms on the teaching-learning process?
- ✓ How can cooperative learning strategy help in large classrooms management?

Research Hypothesis

This study is designed to test the following hypothesis:

- We hypothesize that overcrowded classrooms have a negative impact on both teachers and learners.
- If teachers know how to apply cooperative learning strategy it will help them in managing overcrowded classrooms.

Research Methodology

1.1. The choice of the method

The most suitable method for this study is the descriptive method to report how over-populated classrooms are affecting students and teachers in the course of English, and reflect their attitudes. Moreover, it highlights on teachers and pupils reflections about cooperative learning as a strategy in overcrowded classrooms

1.2. Population and sample

This study is devoted to middle schools' level which represents the first academic setting for pupils to study English language. The middle school of Mouhamed Kheider is chosen because it consists of overcrowded classes that may reach to 50 pupils per class. This problem affects both students who are having English for the first time in the curriculum and new teachers who do not know how to cope with the situation. The sample of the study consists of 40 pupils and 20 middle schools' teachers have been chosen randomly.

1.3. Data collections tools

To answer the research questions, two data collection tools are used. Two different questionnaires are administrated to both middle school teachers and pupils to gather

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

reliable data from teachers and pupils' perspectives. Accordingly, questionnaires consist of multi choices, closed ended questions and open ended to get better insights and deeper feedback about the problem of over populated classes and cooperative learning as a suggested strategy.

Literature Review

The main objective of English teachers is to help their learners in learning the language; however, in large classes it is difficult for them to recognize if all their students are learning at the same level and getting the same input. (Hayes, 1997) As he adds:

I am not sure that my students get what I have taught exactly. It is difficult to control the students and I don't know what they have learned because there are a lot of students. Some may understand, but some may be not understood and the teacher does not know what to do. (p. 109)

Rhalmi (2013) points that a large class consumes much more time and efforts, teachers always have more responsibilities and tasks to do. Moreover, it introduces some difficulties and affects the teacher-student relationship. Teachers cannot get close to all learners; remember their names, or know their needs. However, large classrooms have a positive side that is not noticed by teachers because the majority focus on the problems rather than the bright side as Rhalmi (2013) denotes "It is true that teaching a large class is challenging as it is pedagogically unacceptable and psychologically irrelevant. These classes involve, most of the times, mixed abilities, language levels, motivation, needs, interests, and goals." That is to say, despite of all the negative aspects of over-populated classes; they may have a positive side.

Ijaiya (1999) insists that large classes tend to be noisier, both teachers and learners find that noise is the most dominant problem in the classroom .Noise invades most of the valuable lesson time which left only short timing for real learning. So, this directly affects the quality and the quantity of learning. Moreover, it is noticed that noise-makers are likely to sit at the back of the class without participating or concentrating with the teacher .Eventually teachers should find strategies to control this section of the class.

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

Meador (2016) maintains that teachers should understand from the beginning that coping with a class of twenty is totally different from dealing with a one of thirty. Discipline problems and noise are predicted so it is not evident when the teacher stresses for any single problem because he cannot control everything. Moreover, teachers should be always prepared and well organized to devote the majority of the course time to their students needs; and develop their own program of management in which they mark what is efficient and what is not to be corrected afterward.

Ijaiya (1999) in his study found that punishment is one of the popular strategies used by teachers to deal with large classes. What is really assumed to be a negative reinforcement and it is not welcomed by students. While this method is not totally rejected in some cases yet educationalists call for the use of more positive methods (Fontana, 1984, as cited in Ijaiya). Dividing students into groups is more preferred option. This will consume their energy and time rather than sending them outside the classroom when they misbehave as a kind of punishment.

Felder (1997) believes that managing large classes is not an impossible task. There are effective strategies to cope with the situation of overcrowding as well as in small classrooms. Moreover, teachers should basically shift from the traditional teaching approach to more active learning strategies in order to enhance pupils' active involvement. Therefore, large classes may be productive as small classes; besides the teacher will feel more satisfied because it is a kind of achievement to succeed in this special case.

One of the suggested strategies in dealing with this problem is the implementation of cooperative learning approach. Jacobs and Loh (2003) state "Is cooperative learning more difficult in large classes? Yes, but so is any type of teaching. The point, however, is that the problem of large classes makes cooperative learning even more necessary than it is in smaller classes". Also they add that cooperative learning may be hard to apply in large

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

class; but in this case any type of teaching is hard as well. Large classrooms demand the use of cooperative learning more than small classes due to many reasons. First the teacher-fronted instruction mode doesn't help students to participate in large class's .Meanwhile when students are in groups they can speak, interact and understand better. Second, it is hard for the teacher to provide feedback to each student individually .the students in group can monitor each other and provide feedback. Third, students in large classrooms usually feel anonymous, but with cooperative learning there is no room for this feeling each one is a part of group that it cares about. (Jacobs & Loh, 2003)

In addition, Miller and Cunningham (2011) report “Research has found that classrooms with highly cooperative groups appear to have students with more positive perceptions of fairness in grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores”. In other words, cooperative learning has a positive impact on students especially in terms of social interaction which seems to be absent in over-populated classrooms; thus this method will break the ice of learners' differences.

Structure of the Dissertation

This study is based on two parts, theoretical and practical part. The theoretical part consists of two chapters:

Chapter One: It covers the topic of overcrowded classrooms, main concepts and their effect on the classroom environment.

Chapter Two: This chapter is devoted to cooperative learning approach, it covers its background, types, and different methods

Chapter Three: Concerning the last chapter, it represents the field work of this study; its main purpose is to analyze and interpret the results in order to approve or disprove the research hypotheses

Chapter One

Introduction

As a matter of fact, crowded schools and classrooms represent an integral part in the developing countries' education, due to many factors including poverty, population growth, and lack of institutions. In this case, teachers and students are the most affected parties. Smith and Warburton (1997) state "Large classes do not have any advantages for the learner, they represent the situation with the least disadvantages and are most often the solution to management and organizational problems rather than issues of pedagogy" (p. 256). So, the problem will not be solely eradicated. Instead, teachers should have better management skills and look for more effective methods to cope with the situation.

As the famous saying "We can't direct the wind, but we can adjust the sails" (Peace Corps, 1992, p 21 cited in Renaud, Tannenbaum, & Stantial, 2007). When teachers are put in this situation, they should only think of how to make the teaching-learning process work.

1. Definitions of Overcrowded Classrooms

According to Garland (2006) Overcrowded classroom is when the number of students is more than what is contracted with the teacher. The contract lists that kindergartens should contain at most 25 pupils and 32 at primary classes; while middle and high school classes are set with 30 to 34 students.

Khan and Iqbal (2012) state “A classroom is said to be overcrowded in which the number of students exceed the optimum level such that it causes hindrance in the teaching-learning process.” (p. 1062). According to them the more the number of learners is in the classroom the more it affects the quality of their learning.

Haddad (2006) admits that large class’s size cannot be determined by a precise value, yet it can be measured by student-teacher ratio which is the numbers of students divided by to the number of teachers. Some may consider 25 to 30 students per teacher in the class as a large classroom, while others may find it as a perfect size. Moreover, teachers’ perception of a large class is affected by the average number they used to teach. For instance, a teacher who used to teach a class of 25 learners, may find that a classroom of 35 students crowded and exhausting.

Davis and McLeod (1996) judge a classroom to be overcrowded when teacher-learners interaction is hindered. They consider that lectures should include communication between teacher and learners. However, when the class contains 40 learners it becomes harder to maintain individual contact, and easier for students to feel anonymous and ignored.

In the other hand, Ur (1996) has a different concept to the class size “the exact number does not really matter: what matters is how you, the teacher, see the class size in your own specific situation” (p.302). That is to say, teachers’ attitudes towards the class size also matters.

2. General Problems of Large Size Classes

Large classes often induce serious problems that challenge both teachers and learners during the teaching-learning process. Hayes (1997) lists the most common problems that occur in overcrowded classrooms. He focuses on the following points: Discomfort, Control, Individual Attention, evaluation; and learning effectiveness.

2.1. Discomfort

Hayes (1997) claims that the physical setting is the main barrier that encounters teachers. They find that the more the class is crowded by learners the more it restricts their interaction and movement. Moreover, teachers find that teaching large classes as an overwhelming mission; where they become afraid that they cannot handle or manage them effectively. Ayu (2017) admits that large classes hinder learners' active interaction; thereby teachers should work on including more interactive activities due to their importance in language classes.

2.2. Control

Teachers also find themselves unable to manage the whole class; especially when it comes to discipline problems and the noisy atmosphere. They become more stressed, frustrated and helpless to take control. Accordingly, when learners are not involved in the lecture, they work on disturbing their mates which makes the situation even worse. (Hayes, 1997)

Ijaya (1999) Adds that based on his observation noise makers are more likely to sit in the back of the class, they do not concentrate or participate in the lectures. Thus, teachers should focus more on this group of learners and look for efficient methods to make them more involved.

Carbone (1999) reports "Students behave in large classes in ways they never would in small classes. Many students find from the start that the impersonal nature of large

classes is alienating, and their uncivil behavior is often an offshoot of this alienation.” (p. 39) hence, discipline problems are more likely to occur in crowded classrooms which represent another challenge for teachers.

2.3. Individual attention

Due to the learners’ large number, teachers may not pay attention to each learner individually; thus this may seem to be unfair to their learners. It is commonly noticed that teachers occupy with a specific section of learners at the expense of others. Hayes (1997) reports: “Many teachers are concerned that they are neglecting the needs of their students as individuals: I don't have time to help all students but only some; if it is a small class, I can give the attention to them well.” (p. 109). That is to say, many learners in large classrooms are not getting their simple right in learning. Additionally, Epri (2016) mentions that teachers do not recognize all the students’ names due to their large number, so it becomes difficult to deal with them as individuals. Furthermore, he states “Teachers tend to keep pace with the bright students and neglect the others.” (Epri, 2016, p. 104). Learners are supposed to get equal opportunities of learning no matter what the levels they have.

2.4. Evaluation

Assessing and evaluating learners in large classes are other challenging responsibilities. According to Ijaya (1999) evaluation is a potential teaching element by which the teacher knows if he/she is achieving the lesson objectives. When the teacher makes an oral evaluation, it seems that not all the students respond; thus teachers may not diagnose their weaknesses. Hayes (1997) states “I didn't have enough opportunity to listen to them all; for example, when I want to practice speaking. I don't know whether their pronunciation is right or wrong.” (p. 109)

Assessment in this case may lack honesty and credibility because learners could be noted randomly or get marks that do not reflect their real levels. Epri (2016) maintains that teachers in large classes commonly rely on multiple choice questions because they can easily correct them. Besides, they do not opt for using essays due to the time they take while correcting them. In addition, time constraints impede them from doing informal assessment to know their students ongoing learning. One of the teachers in Epri's (2016) study confesses

I get confused whether students learn or not because it is hard to monitor their progress. If they do not understand, I am sorry but I move on for the ones that had learnt, otherwise slow learners drag us down and we will be late with completing our units. (p.106)

2.5. Learning Effectiveness

Hayes (1997) points out that despite of the teachers' willingness to teach English and make all of their learners grasp the lessons efficiently, they cannot determine whether they can teach all of them. According to Muthusamy (2015) due to the challenging environment of large classes, teachers lose teaching passion and become dissatisfied. Accordingly, they do not vary in their teaching strategies or design interesting lectures for their learners. Moreover, teachers emphasize on the necessity to get trained about how to teach large classrooms. Pedder (2006) affirms that restricting the variety of instructional tasks has a negative impact on the quality of pupils' learning. Thus, teachers do not use different activities due to students' behavioral problems and the lack of space.

3. Teaching Methods for Large Classes

Haddad (2006) claims that even if there is no “best way” for instructing large classes, teachers should look for strategies that fit their teaching style , the lesson objective and students characteristics. Moreover, they should develop creativity in the lectures to be more enjoyable.

3.1. Encourage Active Learning

Active learning is based upon involving learners in the classroom tasks, they learn through practicing activities unlike the traditional way of teaching where the teacher is lecturing while learners are passively receiving the input. Active learning improves learners’ critical and analytical thinking, besides it engages both teachers and learners in the learning process. (Haddad, 2006)

Küçükler and Kodal (2019) state that learners’ engagement in large classes is a challenge for teachers; thus active learning may be used to enhance their engagement. They mention some active learning activities; for instance, the teacher may stop each 15 minutes in the lecture to let students remember what they had. Another activity is one-moment paper, where the teacher gives the students one minute to write down the main points about their lesson; then he/she uses students’ responses as a form of feedback.

3.1.1. In- Class Exercises

It is a technique where the teacher assigns from 30 seconds to 5 minutes tasks instead of just asking direct questions or the time wasting silence. There are different activities such as asking the learners to draw diagrams or maps ; making outlines of problem solving and the possible solutions of certain problematic; asking them to explain certain concepts and their importance in daily life. This kind of activities helps in large classes, especially when the teacher presents them regularly and spontaneously. Learners

here cannot predict when they have an exercise, so they will concentrate more in the lecture in order to give correct answers. (Haddad, 2006)

3.1.2. Group Work

Teachers use group work in large classrooms to cover the lack of resources and instructional materials. Accordingly, the classroom environment should be set in a way that facilitates groups monitoring for the instructors, as pre arranging the learners' seating in forms of groups. Yet, it was noticed that there is a lack of communication among the group members; they look as groups in the form but they are working individually. Group work activities may serve as an efficient method in crowded classes if they are used appropriately; also when learners develop the sense of community in their groups. Thus, teacher should develop this method to get its ultimate outcomes. (Nakabugo et al., 2007)

Moreover, teachers may vary students groups according to their abilities. Mixed ability groups are groups that encompass learners with different levels from brilliant to novice learners; where competent learners are managed to teach their mates, consequently they can serve as teachers' aides. Same-ability groups teacher use this type of groups in order to focus on the slower groups as long as excellent learners rely on themselves. Furthermore, the teacher may use competent learners as group monitors/ leaders to preside other mates learning. The role of the teachers here is monitoring learners' progress while moving around, providing encouragements, advice or any extra help when needed. (The British Council, n. d.)

3.1.3. Cooperative Learning

The fact of crowded classroom calls for developing more autonomous learners that work by themselves; as long as it is hard for teachers to take control of the whole classroom's learning. Rhoades (2013) States "give the students some responsibility for their own learning." (p. 29). Furthermore, groups' activities are more required in language

classrooms because learners need to interact and practice what they have learnt; Also, the majority of them are restricted to the classroom setting to express what they have learnt where they feel more confident and free.

According to Jacob and Loh (2003) “In large classes, students may easily feel lost and anonymous; however, with cooperative learning, each person is part of a group that cares about whether they are present and how they are doing” (p. 07). So, learners in cooperative groups will feel more active and involved, because when each individual feels that he/she belongs to a group and has a significant role to in the team and his/her learning process matters for others; he/she will enjoy learning and make more efforts.

3.1.4. Simulation and Games

3.1.4.1. Simulations

The teacher may set authentic situations and ask learners to express themselves. For instance, asking learners what would they do if they face certain problem, such as bullying. (Haddad, 2006) This kind of activities enhances students’ communicative skills, as they learn how to use language in real situations rather than just learning grammatical rules.

3.1.4.2. Learning Games

Games are such an attracting way to learn, language learning requires creativity and new activities to break the routine. As Kelly, Klionsky, and Weimer (2008) state “Competitive games enthusiastically engage students in large science classes.” (p. 8) Thus, pupils’ attention can easily get attracted through this method; accordingly they become more engaged in the learning process while they are playing.

Besides, learning games foster learning vocabulary, grammatical rules and reading; whether played as individual, pairs or in groups. Games may be organized as a reward for students. (Bowman, Larson, Short, Mckay, & Valdez-Peirce, 1992)

There are many types of games that creative teachers may include in their lectures, for instance: Jeopardy, Letter of the Alphabet, Pictionary and charades.

3.1.4.2.1. Jeopardy

This is about a game board that contains hidden questions that are classified by scores. The higher score learners choose, the harder the question would be. Less proficient learners may choose easy questions, while excellent learners choose more difficult ones as they play in teams. The jeopardy board may be drawn on the board or prepared on a large paper. (Bowman et al, 1992)

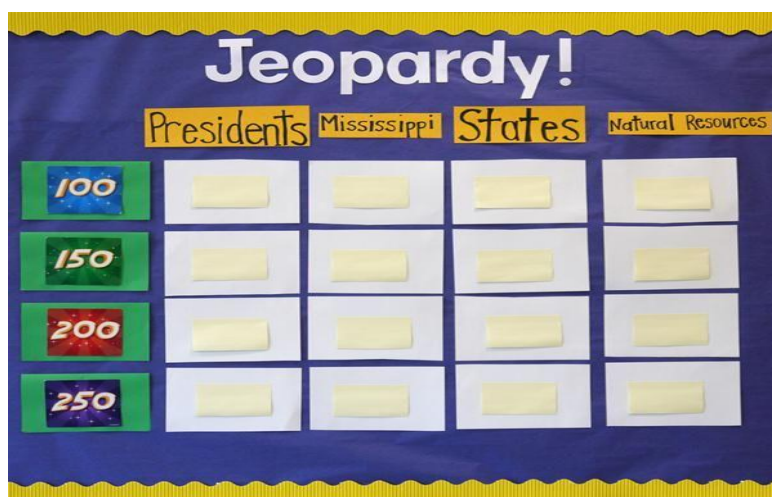


Figure 1: Jeopardy Board (The Melissa Institute Literacy website, 2018)

3.1.4.2.2. Letter of the Alphabet

In this game the teacher selects a certain domain such as: sport, food or animals then asks the pupils to find words that belong to that domain and starts with the a specific letter, they pick the letter by spinning a wheel, for instance if they settle on “S” learners who first find a word that starts with “S” and belongs to the list, gain score for his/her team. (Senior, 2012)

3.1.4.2.3. Pictionary and Charades

This is a multi level game; the teacher prepares a list of words then split the classroom into two teams. After that, the teacher picks a one participant from each team,

the participant picks a word and tries to draw it so that his/her team can guess the right word, the first team that gets the correct word gains an extra point. Then, they nominate another participant to draw. (Lander, 2008)

Charades have the same principles of the Pictionary, the only difference is that students do not draw the words they try to mime them. (Bowman et al, 1992)

3.2. Team teaching

This method is not common in all countries; meanwhile it would serve overcrowded classes because one teacher may not satisfy all the classrooms' needs. According to Gurman (1989) team teaching is “an approach in which two or more persons are assigned to the same students at one time for instructional purposes”. (p. 275)

Team teaching is a strategy that consists of more than one teacher/instructor in the classroom. They work cooperatively in the same classroom, from preparing lessons, setting goals, syllabus designing to evaluating learners' performance. Usually, new teachers work with proficient ones so that they gain more experience. This strategy promotes individual interaction between teachers and learners. (State University, n. d.)

According to Nakabugo et al (2007) in classes where two teachers were working together, it was noticed that no disruptions or discipline problems were introduced; owing to the co-teacher who was moving around and monitoring students' behaviors. Moreover, this strategy may be used with group work where each teacher is responsible for certain groups; as it reduces the load for teachers working with weak students.

4. Assessing Large Classes

4.1. Assessment

Assessment is the basis on which the teachers may rely to judge the students learning progress, and whether their teaching matches the planned objectives. Harris and Mccan (1994) states “As teachers, when we carry out assessment, we have to measure

the performance of our students and the progress they make. We also need to diagnose the problems they have and provide our learners with useful feedback.” (p. 2)

4.2. Types of Assessment

There are three types of assessment: Diagnostic, formative and summative assessment.

4.2.1. Diagnostic Assessment

This form of assessment takes place at the beginning before starting the new term or study unit; or to retrieve learners' prior knowledge when it is needed. According to Yale (2017) “Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.”

Alderson (2005) states that diagnostic assessment highlights learners' weaknesses and strengths at the same time. It allows teachers to determine the level that students have attained, also to focus on improving the weaknesses.

4.2.2. Formative Assessment

Formative assessment is a continuous process; the teacher does regularly when learning is taking place. According to Gattullo (2000, as cited in, Ketabi & Ketabi, 2014) formative assessment is “(a) an ongoing multi-phase process that is carried out on a daily basis through teacher–pupil interaction, (b) it provides feedback for immediate action, and (c) it aims at modifying teaching activities in order to improve learning processes and results.” (p. 279)

Thus, formative assessment does not serve learners only but also teachers may benefit from it. As in the case when the teacher implements a new method of teaching,

he/she can determine its effectiveness regarding to students' reflections. (Hannah and Dettmer, 2004)

4.2.3. Summative Assessment

Summative assessment measures the degree of the overall of learners' achievement. Hannah and Dettmer (2004) state that summative assessment takes place at the end of a learning unit or term, and gives a judgmental feedback as a summary of what has been taught and learnt.

Ketabi and Ketabi (2014) add that this type of assessment targets students' marks rather than providing them with feedback; it is conducted for administrative requirement to measure learners' achievement. Summative assessment may be classified as formative when it highlights learners' feedback. However, it creates a stressful atmosphere for the learners; therefore, they do not perform well when being in a test. This case is more familiar in large classes due to time restriction where learners may not be observed and get feedback individually, so it is more accurate to conduct summative tests.

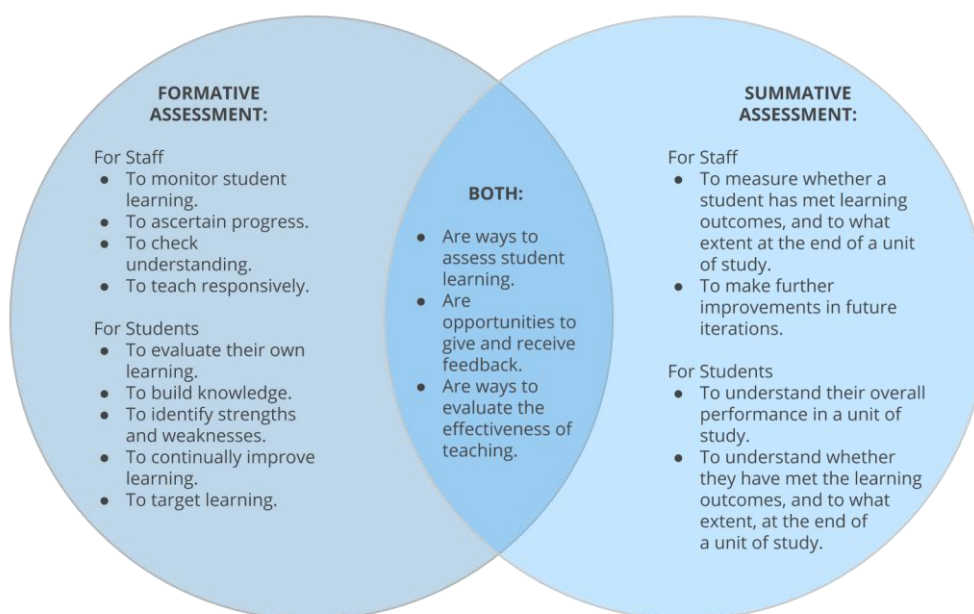


Figure 2: Formative Assessment versus Summative Assessment (The University of Sheffield, n. d.)

Meanwhile, in large classes the process of assessment may not be that easy. Teachers face more challenging issues in this case such as time and resources limitations; which restrict them to use assessments methods that can be done in a short time. Thus, these types of assessment may lack validity and reliability. (Chan, 2010)

According to Dyer (2013) teachers in large classes avoid formative assessment due to the time and effort it would take. They rely mostly on summative assessment at the end of terms to judge students learning; which will consequently harm novice learners and demotivate the competent ones. Baker and Westrup (2000) add that assessment should be done continuously in order to evaluate teacher and learners progress, hence when it is done at the end of unit or school term it may be late to redress the learners' weaknesses.

Renaud, Tannenbaum and Stantial (2007) state "Large classes mean lots of written work to correct, which is often too much for a teacher who has to plan lessons, teach classes, and meet with many students." (p. 14) when teachers think about assessing their learners they directly think about the huge load of papers to be corrected and the time that it would take.

4.3. Some Techniques for Large Classes' Assessment

4.3.1. Checklists and Rubrics

These are tools used to assess students' development according to specific criteria, and provide a systematic organization of students' feedback.

Rubrics

Rubrics are a type of rating scales which are also practical for individuals or groups. According to Goodrich (1997) a rubric is an element used to evaluate tasks according to certain model, for instance in a piece of writing there are basic points that should be present such as organization, details and mechanics.

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

So, based on that rubric the teacher decides if the required elements of the tasks are being met. Weimer (2009) adds “Rubrics speed up grading and still allow instructors to give learners a clear explanation of what their grades mean, without having to add commentary”. (p.7) Rubrics represents an effective tool because they save time and make the process of correction easier for teachers.

No	Aspect	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unaccept able	5-1 Not college- level work
1	Organization					
2	Content					
3	Grammar					
4	Punctuation, spelling and mechanics					
5	Style and quality of expression					

Figure 3 : A The Scoring Rubric for Paragraph Writing Test (Simhadi, 2017)

Checklist

This is another tool of assessment that consists of a table that lists the main components of a task. According to the British Columbia Institute of Technology (2010) A checklist is a practical piece of paper that is used to determine the absence or the presence of certain elements, skills; and if the required competences of the task have been accomplished by the learners. Checklists should have success criteria according to the expected outcomes.

Schincariol and Radford (2013) state “Checklists outline the components of performance that learners are expected to attain. The criteria are clearly stated and they indicate what students should know and be able to do”. (p.26) Checklists list the main

prescribed points of the task, so that the teacher just tick instead of being confused when looking for the right answers.

Checklist Name: _____

Opinion: The Many Faces of Genius

	No	Sometimes	Yes
The paragraph starts with a topic sentence that states an opinion.			
The paragraph includes adequate details supporting the opinion.			
The paragraph ends with a concluding sentence that states the opinion in different words.			
Linking words are used to show how the ideas connect.			
All of the sentences have a subject and a verb.			
Most words are spelled correctly.			

Comments: _____


Designed by Shantel Ivits 

Figure 4: A check-list Sample (Ivits, n.d.)

4.3.2. Groups Assignments

The teacher groups the students to work collectively for the same assignment, to encourage their interaction and communication. Renaud, Tannenbaum and Stantial (2007) point out that in addition to the group work's efficiency in maintaining learner's interaction; it also helps in minimizing the number of papers that should be corrected by the teacher. Learners may work together to write an essay or in grammar exercises and share the same mark.

According to Bahanshall (2013) study, teachers tend to divide learners into groups due to the difficulty of observing and correcting their work individually; so, assessing 8 groups is much lighter than moving around 45 students.

4.3.3. Peer Feedback

Moreover, teachers should develop the idea of peer editing, so that learners first self assess their works than exchange papers for peer editing in the written assignments; thus, it minimizes the amount of mistakes and make it easier for the teacher to correct. (Renaud, Tannenbaum & Stantial, 2007) Peer grading may be used in informal activities, which allows learners to act as teachers when assessing their mates work and giving them immediate feedback. Deslauriers, Schelew, and Wieman (2011, as cited in Strovas, 2015)

5. Management Strategies for Large Classes

5.1. Developing Positive Classroom Climate

Positive classroom environment is a crucial element for learners' progress; it determines the process of learning as it is a basic inquiry for schools' improvement. (Adelman & Taylor, 2005)

Teachers should create this climate so that students feel more comfortable and motivated to learn. This aspect is fundamental no matter what is the size of the class, as Garibay (2015) states "Whether the class is in a large lecture hall, a small seminar, or a laboratory section, a learning environment where all feel safe, valued, and respected is necessary for students to achieve and demonstrate their full potential". (p. 3)

5.1.1. The Physical Environment

A well arranged classroom is where learners and teacher feel comfortable, move around freely, and can easily see each other in order to promote active learning and learners feel more involved. However, crowded classrooms are of limited space with an overflow of learners, thus the teacher needs more efforts to design a classroom that facilitate his/her work. (Haddad, 2006) For instance, the use of the classroom walls to display motivational quotes, Proverbs, or anything that is related to the topic promotes the classroom's positive climate. (Moore, 2005)

The physical environment is the first impression the students take; accordingly, when it is well organized, it will consequently pave the way to a smooth learning process.

5.1.2. The Social/Emotional Environment

5.1.2.1. Make Large Class Feel Small

According to Gleason (1986) the teacher should do the same things in large classes he/she would do in smaller one. He reports “A space is made to feel small by treating it as if it were” (p. 20). For instance, when learners ask a question move to them to clarify, arrive early before the course starts to get in touch with students, add more personal comments on exam papers from time to time.

5.1.2.2. Learning Students Names

The learners feel more confident and attentive when they feel that their teacher care about them. Learning students’ names will strengthen the positive teacher-student relationship. Although it is not easy to recall all the names especially if they are numerous, the teacher may learn by association for instance a student wears blue sneakers, and another carries an umbrella. Moreover, if the teacher learns visually, he/she may rely on their seating arrangement. Or, ask for students names when questioning them. (Bowman et al, 1992)

According to Haddad (2006) recognizing learners’ names promotes the classroom participation, as they know that they matter as individuals. The teacher may use simple ways to memorize the names such as using cards of students’ names and pictures, memorizing a group of students per time. In addition, the teacher may organize “getting to know you” activities at the beginning of the school year. Where, five to six students have to introduce themselves in each session.

5.2.Planning

Planning is the focal point of controlling a classroom whether it is small or large, planning is a requisite step. “Who fails to plan, plans to fail.” When planning a lecture of a large class the teacher should be comfortable, knows well the objectives and why he/she is teaching certain topic, plan the teaching strategies and activities in advance, prepare the materials and resources, set a firm lesson plan. Moreover, the teacher of large classes should be more careful about time management, because he/she is committed to achieve the course objectives by the end. (Asodike & Onyeike, 2015)

Teachers need to be responsible and reliable in their students’ eyes. They must be well prepared, as they cannot just arrive to the classroom and ask the students about what they want to discuss in the lecture. (Learning Styles and Classroom Management, n. d.)

Planning does not just facilitate the process of teaching; it also reflects a good image about the teachers’ personality and discipline.

Topic	Objectives	Teaching Methods	Classroom Arrangement	Main Activities	Resources	Feedback/ Assessments	Reflection

Figure 5: Sample Lesson Planning Matrix (Haddad, 2006)

5.3.Maintaining Discipline

Large classes are more likely to have discipline problems because of the students being not interested and bored; the more students are involved and interested in the lecture the less discipline problems they may introduce. In order to cope with the situation the teacher should:

5.3.1. Set Classroom Rules

At the beginning of the school year, the teacher work collaboratively with students to determine the appropriate rules for an adequate classroom, and the consequences of breaking them. When students participate in setting these crucial rules they become wiser of their importance. (Renaud, Tannenbaum & Stantial, 2007) Thus, classroom rules represent the internal law of the classroom; when the classroom has its own laws, learners can expect the consequences of their actions so that they become more responsible and avoid what would result in problems.

5.3.2. Establish a Classroom Routine

This is about programming the ordinary classroom's practices such as the way students enter the class, how to pass the materials, and how homework are collected and checked. Moreover, the teacher should establish a routine for checking the attendance, because it is a time consuming task if the teacher calls all students name. Students consequently use this wasted time in making noise. It is suggested that the teacher prepare a seating chart for the class. The students seating arrangement is fixed from the beginning, they write their names and if there is any change of places they inform the teacher. Here the teacher may mark absentees while students are busy doing their tasks. (Moore, 2005)

Teacher _____ Period _____

Subject _____ Room number _____

Figure 6 : A Seating Chart (Haddad, 2006)

5.4. Maximizing Instructional Time

As the majority of teachers complaining about the times constraints, the class time should be firmly organized. According to Bowman et al (1992), time management starts with a well planned lecture, clear objectives and relevant activities to the objectives. The teacher should take advantage of any time saving practice, such as using the seating chart to mark the attendance while students are working, managing students to help in certain classroom's actions as distributing papers. A well organized teacher, always have a plan B for emergency situations as when they have extra time in the session; the teacher should have additional tasks to fill the time. Students will not certainly waste any free time to make noise, so the teachers should be attentive. Besides, Wong and Wong (2013) state "With a Classroom Management Plan filled with procedures for what to do in the classroom, you, too, can decrease discipline problems and increase time available for instruction".

Conclusion

Large Classes continue to be a challenging reality for many teachers, due to the problems they introduce. Consequently adapting with this case requires more skills and efforts from teachers; instead of teachers with traditional approach, teachers of large classes should be firmly organized, expert planners, good time managers, and most importantly creative mentors. They do not hesitate to try any new method that they think it would make large classes less chaos.

CHAPTER TWO

Introduction

Human beings tend to socialize, it is their instinctive nature. Communities are based on individual to individual relationships, either they share personal or academic relations, the essence is that they serve each other so that life can continue.

Johnson and Johnson (1999) introduce the Arabic saying “uadu Allah maa al-jamaa” (God’s hand is with the group). According to them human species cooperate to achieve common goals. From cradle to grave, people during their all life stations needs to join and interact with others in family, work and leisure to attain their desires and goals. “From conceiving a child to sending a rocket to the moon; our success requires cooperation among individuals” (Johnson & Johnson, 1999. p. 5)

Cooperation affects all human life aspects including education, where learners work hand in hand to accomplish their mutual learning goal. Accordingly, the current chapter will shed the light on the cooperative learning strategy, its theoretical roots and basic principles; as it is an attempt to highlight cooperative learning major activities and how it can be implemented in the case of overcrowded classrooms.

1. Definitions of Cooperative Learning

Cooperative learning is a strategy for instructing that may be used no matter what students' level is or the subject they have. The teacher groups students into heterogeneous groups that consist of four to six members; each group is a variation of students' abilities, gender and origins. For instance girls can work with boys, high performing with low performing students, and Anglo with black or Hispanic student. So each group should be a microcosm that reflects the whole class image. (Hertz-Lazarowitz, Kagan, Sharan, Slavin, & Webb, 1985)

Johnson and Johnson (1999) focus on the point of power that cooperative learning adds to the bond of students working hand in hand. Hence, students achieve more when working cooperatively. Moreover they enjoy the process itself and feel the pleasure of offering service.

Cohen (1994) Believes that cooperative learning is an effective method with valuable outcomes. She states "Co-operative learning is well recognized as a pedagogical practice that promotes learning, higher level thinking, pro-social behavior, and a greater understanding of children with diverse learning, social and adjustment needs". Cohen (1994, as cited in Ashman & Gillies, 2003, p. 13)

Cooperative Learning is an opportunity to gather learners with different abilities and help in breaking the ice among them. High performing learners would be a valuable source in the classroom that teachers have to benefit from; this section of learners would help the teacher in managing low achievers' learning. "Cooperative learning is of value for all students including those who have been identified as "at risk," "bilingual," "gifted," and "normal." Cooperative learning encourages mutual respect and learning among students with varying talents and abilities, languages, racial, and ethnic backgrounds". Marr (1997, cited in Cohen, 2004, p. 3).

Cooperative Learning is more than just putting students into groups, cooperative learning is related to two major factors. The first one is about the support among the group members and the second is about each member's individual learning. Instructors should consider the main conditions to apply it in the classroom. Otherwise the list of disadvantages will exceed the aspired advantages from this method.

Cooperative learning involves students in helping each other learn and helping each other enjoy and become more skillful in the learning process. Belief in the power of cooperation, i.e., that “two heads are better than one,” that “many hands make light the work,” and that “if you want to go fast, go alone; but, if you want to go far, go together”. Johnson and Johnson (1994, cited in Jacobs and Renandaya, 2019, p. 07)

Cooperative learning is based on students' interaction to learn from one another in different activities such as brainstorming, peer reviews and problem solving. When CL groups consist of four to six members, learner them should be assigned to specific roles so that the groups successfully work. (Scarlett, 2015)

2. Theoretical Background of Cooperative Learning “The Social Interdependence Theory”

The social interdependence theory is the most influencing theory on the foundation of cooperative learning .Back to 1900 and the Gestalt School of Psychology, one of the founders of this school Kurtt Koffka claimed that groups are dynamic wholes where the interdependence among members differs from one to another. After that, Kurt Lewin, Koffka's colleague, added to the concept of social interdependence, he focused on two

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

points: The interdependence among members is the basis of groups so that it can be dynamic whole. Any change in members and subgroups affects the state of the group.

Besides, within group members there is a kind of intrinsic tension that boosts motivation and the desire to achieve their goals. (Johnson, Johnson & Smith, 2013). So, the more the group members are interdependent, the more they can achieve as one entity.

After that, Morton Deutsch (1949), one of Lewin's students developed the theory of social interdependence in his research about cooperation and competition and how these concepts can affect interactions in the group. (Goyak, 2009)

According to Deutsch (1949) there are two concepts about social interdependence:

- **Promotively Interdependent Goals**

- a. If X helps A, B, C, in achieving their goals, he is accordingly helping himself to achieve his goal.

- b. If X disrupts A, B, C progress, he is equivalently disrupting his progress.

- **Contriently Interdependent Goals**

- a. If A, B, or C, contribute in Y's progress they will hinder their progress.

- b. Y's success is related to A, B, C Failure.

Afterwards, he expanded these concepts into 3 main types of social interdependence

Positive interdependence (cooperation): Occurs when individuals realize that their success is closely related of the success of their group mates; as they encourage and support each other's learning, in other words "Promotive interaction". (Johnson, Johnson & Smith, 2013)

Negative interdependence (competition): Occurs when individuals do not serve each other's learning. In this situation, they are in a competition against each other, and their goals are negatively correlated. Thus, individual's success occurs only if other mates fail. (Johnson, Johnson & Smith, 2013)

No interdependence (individualistic efforts): Occurs when members work individually and independently, they neither interact nor help each others. Participants think that their achievement has nothing to do with their mates' achievements; so that they can succeed regardless if others succeed or do not succeed. (Johnson, Johnson & Smith, 2013)

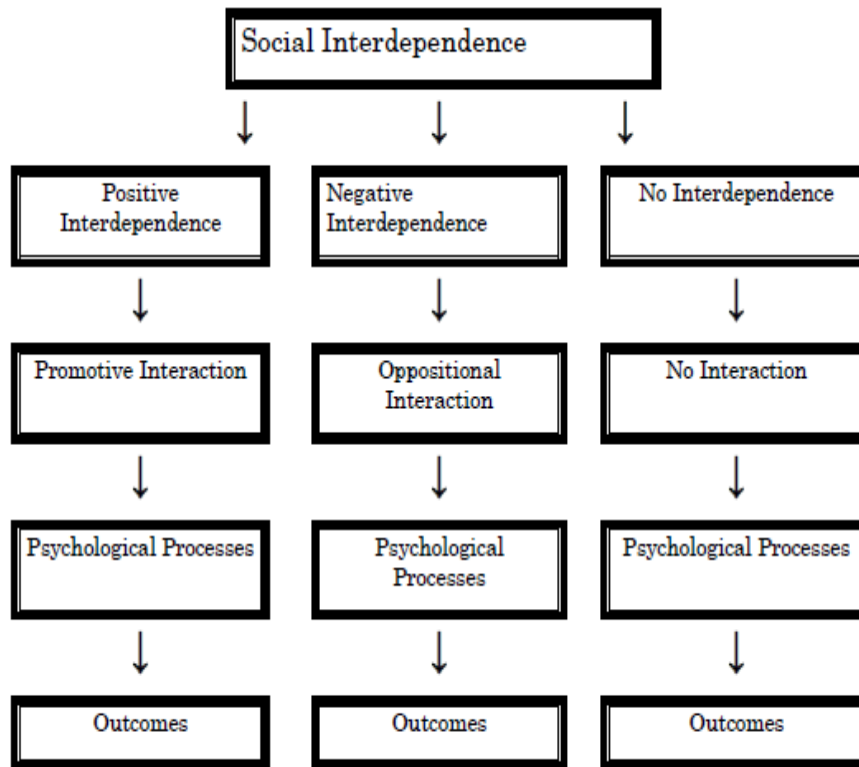


Figure 7: Overview of Social Interdependence theory (Johnson, Johnson & Smith, 2013)

3. Basic Elements of Cooperative Learning

Group work activities do not necessarily mean that students are working cooperatively. Learners may work as a team but there might be a difference in the level of participation and commitment; for instance one member may do the majority of the task while others rely on him. (Gillies & Ashman, 2003)

The main objective of these activities is to boost learners' autonomy and learning not the opposite. Many teachers consider group work activities as a burden, as they present

a source of disruption which make the teacher think of their negative effects no matter how positive is the result.

The instructor is trying out learning groups in a classroom. "This is a mess" she thinks. In one group, students are bickering over who will write the group's conclusions. In another group, a member sits quietly, too shy to participate. Two members of a third group are talking about football, while the third member works on the assignment. "My students do not know how to work cooperatively," the instructor concludes". (Johnson, Johnson & Smith 1991, p. 6)

Thus, when teachers just place students together randomly without any standards, they probably will not achieve the expected task objectives. However, setting cooperative learning groups is not that simple. There are focal principles that should be integrated in the groups; otherwise they will function like the traditional groups. Kelly (2019) claims that "cooperative learning activities take longer to create and assess but they are much more effective in helping students learn to work as part of a team".

Based on Johnson and Johnson (1994) and Kagan (2004) studies, cooperative learning should include five key principles: positive interdependence, face-to-face interaction, individual accountability, group behaviors, and group processing. (Lal, 2016)

3.1. Positive interdependence

Johnson et al (1991) point out that positive interdependence encompasses all aspects of the activity (goals, roles, resources, and rewards). It starts from learners' perception of unity; they should see themselves as a whole and think that their success depends on their mates' success. They sink together or swim together. Positive interdependence is maintained by the instructor .According to Olsen and Kagan (1992

cited in Lal 2016) positive interdependence can be achieved through the following steps:

(a) Structuring the Goal: which is about their working as one entity to achieve their mutual aim (b) Structuring the Rewards: The teacher appreciates and rewards the groups work. They get joint marks and rewards for their working as a team. (c) Structuring Students Role: each member should have a specific role in the group. For instance, the group's reader reads the assignment loudly, while the checker ensures that each member is involved in solving the problematic; and the encourager cares that everyone takes part in the group discussion. (d) Structuring Material: This is about the needed material depending on the task. (e) Structuring Rules: That is about the responsibilities among the members. For example no one is allowed to skip any part of the activity unless all other mates complete.

3.2. Face to Face Promotive Interaction

Instructors arrange groups sitting, face-to-face and knee-to-knee arrangement so that they facilitate members' interaction. In this position students can share knowledge, support and help to promote their learning productivity. (Johnson et al., 1991)

Lal (2016) states "Face-to-face interaction involves students working in environmental situations that promote eye contact and social space so that students can engage in discussions."(p. 5) .So, the sitting arrangement plays an important role in stimulating students' verbal and non verbal communication, as long as it allows the students to discuss and communicate their ideas without any limitation.

3.3. Individual Accountability

Kagan and Kagan (2009) point out that each learner in the cooperative group is responsible for his/her own learning besides to their work as a team. Learners should be independent and responsible for their in learning and not hiding behind their mates. As

they add “Lack of individual accountability creates slackers, loafers, logs, and sponges”. (p. 333)

In other words, it is basically about students responsibilities as individual not as a group. Moreover, it does not allow novice learners to rely on others achievements and grades. Green (2004) states “Each group member is held accountable for his or her work. Individual accountability helps to avoid members from "hitchhiking" on other group members' accomplishments”. Besides, Johnson et al (1991) claim that learners can evaluate this aspect after the instructor provides the group with feedback, group members then realizes who is good and who needs more help. So, they cannot neglect anyone’s results. The teacher can check this competence by testing each student randomly or choose a student to represent the whole group.

3.4. Interpersonal and small-group skills

Social skills are basics for groups to work cooperatively otherwise they cannot function efficiently. Skills such as instructorship, decision-making, trust- building, communication, and conflict-management should be taught by the instructor precisely because not every student owes them or used to work cooperatively. (Johnson et al, 1991) Thus, it is a role of the teacher to create that sociable environment and promote their social skills

Pupils do not come to school with the social skills they need to collaborate effectively with others, so teachers need to teach the appropriate communication, leadership, trust-building, decision-making and conflict-management skills to students and provide the motivation to use these skills in order for groups to function effectively (Joliffe, 2007, p.41).

3.5. Group Processing

According to Lal (2006) this represents the final step to ensure that groups are working cooperatively; where the team mates evaluate their and their peers' performance as group. Moreover, Green (2004) admits that group processing involves assessing students work as a group. After that, the instructor discusses with the students about the strengths and weaknesses they encounter while working as group; so that, they celebrate their progress and eliminate disrupting behaviors.

Johnson et al (1991) state that in this step the instructor checks how well the groups are working by processing means giving pupils time and procedures to analyze how well their groups are functioning and using the necessary skills. This reflection identifies group strengths and goals. It helps all group members achieve while maintaining effective working relationships among members. Feedback from the teacher and/or student observers on how well they observed the groups working may help processing effectiveness.

4. Types of cooperative learning

There are three types of cooperative groups: Formal, Informal, and cooperative base groups.

4.1. Formal Cooperative Learning

It includes grouping learners to work with each other for one or more sessions in order to accomplish the target goal, and complete their assignments. The instructor structures formal cooperative learning groups by making pre-instructional decisions, setting the cooperative structure, monitoring the groups, intervene when it is needed, and evaluate the students learning as a group. (Wong, 2001)

Johnson and Johnson (2013) define teacher's role in formal cooperative groups by: First, the teacher should set pre-instructional decisions including the lesson objectives, the

groups' size and students' roles. The second step is explaining the task's cooperative structure. In other words, the teacher explains the concepts of positive interdependence and individual accountability. The third role is monitoring and intervening; the teacher monitors the groups' performance and intervenes when it is needed. The last role is evaluating the groups' learning and helping students process how well their groups are working. Here the teacher emphasizes if the main elements of cooperative learning are achieved.

4.2. Informal Cooperative Learning

According to Murray (1996) informal cooperative Learning consists of having learners to work in small groups just for limited short period of time, between few minutes to a class session. Students can be more active because they may hold the role of teachers while they are helping their mates, so that they do not just learn passively. Consequently, they become more involved in the learning tasks. Johnson and Smith (1998) defines it "Students work together in temporary, ad hoc groups that last for only one discussion or class period to achieve joint learning goals" (p. 9).

The teacher focuses on the gaps, misunderstanding and misconceptions to correct them. In the session, students discuss what they are learning each 10 minutes. Adding some short cooperative activities in the lecture, demonstration or film will improve students' attention toward the material they are learning, and ensure that students are involved in the lecture. The teacher's role in the informal modal is to keep students intellectual engagement by active discussions throughout the lecture. (Johnson & Johnson, 1999)

There informal cooperative learning procedure is based on: Focused Discussions (bookend), Turn to your Partner Discussions and Closure Focused Discussion.

a. **The Introductory Focused Discussion**

The teacher prepares some questions so that students can organize their prior knowledge and expect what they are going to cover in the lecture. After answering the questions in 4-5 minutes the teacher starts the presenting the lesson. (Johnson & Johnson, 2013)

b. **Turn to your Partner Discussions**

The lecture is divided into 10-15 minutes segments which represents the typical time that adults can stay focused and motivated. After each segment students turn to their mates next to them and answer the questions cooperatively sharing and exchanging their ideas. (Johnson & Johnson, 2013)

c. **Closure Focused Discussions**

This is about 4-5 minutes task in the end of the lecture. Where students summarize what they have learned. This discussion often leads to the homework they are going to have and give hints about the coming lecture. (Johnson, 1991)

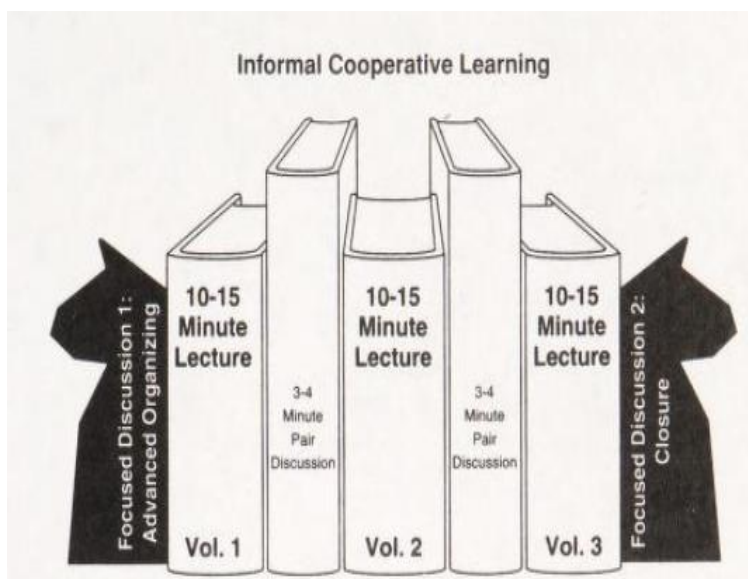


Figure 8: Informal Cooperative Learning (Johnson & Johnson, 1999)

4.3. Cooperative Base Groups

According to Smith (1996) these are long term groups, the teacher groups learners into heterogeneous groups that will last for quite long period at least one year, the group lists are fixed. This promotes members relationships due to the shared help, assistance and encouragement in their academic progress. The base group members are not restricted to the classroom's meetings; they may meet outside so they exchange phone numbers and schedules. Teachers manage based group tasks by using group folders to organize the amount of papers especially in large classes.

Johnson and Smith (1998) point out that the base group agenda consists of the following:

(a) **Academic Support Tasks:** Where members encourage each others to complete the assignments. They discuss course related issues and check if anyone needs help; their main interest is academic progress and members' achievement.

(b) **Personal Support Tasks:** This is the non-academic perspective of the group. Group members help each others in solving daily life problems, discuss and give advice. Personal support tasks develop interpersonal relationships among the group members.

(c) **Routine Tasks:** As Johnson and Smith (1998) state these tasks are about course procedures management such as taking attendance and homework

(d) **Assessment and Evaluation** which is about tracking and checking one another's' understanding.

The teacher's role in cooperative base group is about grouping heterogeneous groups and scheduling their meeting times. Students make better relationships and give more care and support when they stay together for long periods. They also have more influence on each other. (Johnson, Johnson & Smith, 2013)

5. Cooperative Learning Methods

5.1. Student team Learning

This method was developed by Robert Slavin, David DeVries and Keith Edwards. It is the most commonly used cooperative learning technique. This method has several types but the most adopted ones are: Students-Teams Achievement Divisions (STAD), Teams Games Tournament TGT and Jigsaw II. (Johnson, 1999)

5.1.1. Students-Teams Achievement Divisions

According to Lucking and Manning (1991) this method was developed by Robert Slavin in 1978. In this method, learners' teams consist of four students with mixed levels, genders and ethnicity. First, they cooperate to understand the material, after that, they have quizzes where they work individually; meanwhile, all their marks are added to represent the group's overall mark. Finally, they get rewards depending on their efforts as a group.

Slavin (1991) reports:

Think back to the baseball game; the one problem in that sport is the automatic strikeout, the team member who cannot hit the ball no matter how much he or she practices. In Student Team Learning, no one is an automatic strikeout; and by the same token, no one is guaranteed success because it is improvement that counts. (p. 9)

In STAD all members have equal chances for improvement no one is higher or have guaranteed success .So that low performing students are totally accepted and welcomed in groups.

5.1.2. Teams-Games-Tournament

This method was developed by Devries and Slavin in 1978, it differs from the STAD in the use of tournaments instead of quizzes. Where students play and compete weekly with other groups members. Each group member contributes on his/her group scoring. TGT can be applied on whatever grade or subject, the teacher split groups according to their level, so high achievers compete with the group with the same competence; As well as low achievers. (Lucking & Manning, 1991)

According to Slavin (1991) the tournament table consists of three students of a homogeneous group, each two groups with the same level compete with each other. Teachers name the groups as the pirates, superstars, chiefs...etc. while; they are not informed about this gradual grouping they only know that the standards of the competition are fair. Group structure is fixed for six weeks but they get a new assignment each week to attain equality in the competitions. After that the high and scorers of each group will be moved to the higher table of the next round and the lower scorers of each group will be moved to the next lower table. TGT is considered to be more interesting and motivating than the STAD because of the games use.

5.1.3. Jigsaw and Jigsaw II

This cooperative technique is a kind of learning puzzle. In this modal students are grouped into five/six members' teams. Moreover, the teacher breaks the lesson content into chunks that fit the groups' number. Then, the learners with similar topics meet in discussions "expert groups" to be prepared to teach what they have learnt. After that, they return to their groups where each member is responsible to teach his/her mates the piece that he/ she masters. In the end, they are evaluated through tests. (Moskowitz, Malivin, Schaeffer & Schaps, 1983)

Slavin was not satisfied by Aronson's model because he thought that it did not serve cooperation among group members; since it lacks individual accountability and groups' mutual goals. Therefore, he developed the Jigsaw II model in (1986) learners work in the same way of jigsaw; however, it differs at the level of evaluation. Jigsaw II is characterized by the use of Equal Opportunity Scoring; which means students have individual quizzes but they end up with a mutual team mark. (Mattingly & VanSickle, 1991)

In other words, they share a mutual aim which is serving the whole group's benefit.

Slavin (1991) points that students only learn from each other's while exchanging information about their sections. So they should focus when their mates are explaining their sections in order not to miss anything. Here they become unconsciously interested and motivated to learn.

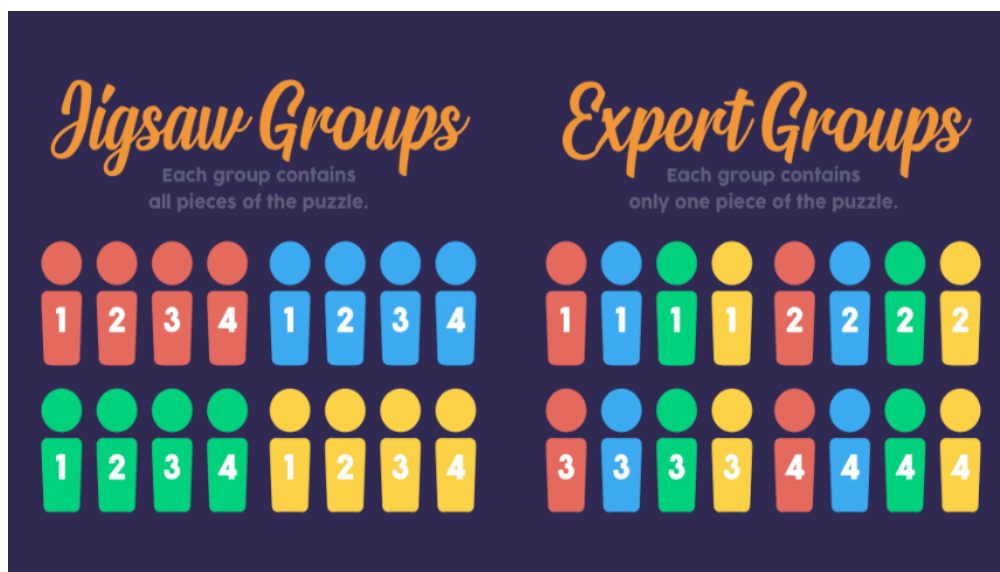


Figure 9: Main Components of Jigsaw (Feith, 2020)

5.2. Learning Together

Slavin (1991) claims that this model was developed by David and Roger Johnson (1975). This method involves heterogeneous students groups working on a single sheet assignment, and then they are evaluated and rewarded for their work as a group and how well they are cooperating.

Li and Lam (2013) state that the key elements in this method are the cross-group sharing and learning, maintaining cohesiveness and strengthening the group bound. This method emphasizes on the five elements of cooperative learning: 1. Positive interdependence; 2. Individual and group accountability; 3. Face-to-face interaction; 4. Group skills and 5. Group processing.

5.3. Group Investigation

According to Hosseini (2014) Groups Investigation modal was the product of Sharan and Sharan studies in 1991. This method works in heterogeneous groups of four-five members. What differentiates this method from the other ones is that students are autonomous in their choices, they choose freely the topics they like from the unit; then they prepare a presentation where each member has a certain role and organize themselves in order to achieve their mutual aim.

6. Managing Cooperative groups

According to Kagan and Kagan (2009), most of teachers complain about management problems that accompany cooperative groups. Managing cooperative classrooms is totally different from managing traditional ones. In traditional classrooms, teachers work on limiting students' movements and talk, the teacher is authoritarian; he/she imposes rules and management decisions, whereas in cooperative classrooms the basic concept is: doing and interacting promotes learning and they are not considered as discipline problems, the teacher is democratic and students have more freedom.

Kagan and Kagan (2009) state "Through cooperative management: Students aren't passive and controlled by the teacher demands; they play an active role in learning, and also in managing their own cooperative behaviors. Students don't feel they are in the

teacher's classroom; students are in 'our class' ” (p. 189). Therefore, succeeding in managing cooperative classrooms demands more management skills.

6.1. Managing Attention

Managing learners' attention while they are working in cooperative groups' class is harder than when they are working independently. Groups cannot be quite all of the time because they are encouraged to interact and discuss. So teachers should have some techniques to get students attention. (Kagan & Kagan, 2009)

6.1.1. The Quiet Signal

The teacher should initiate a system of signals that is understood by all students. For instance, some gestures to indicate zero noise are done by the teacher and copied by pupils. One of the common signals is “the raised hand” where the teacher raises his/her hand without spelling any word until students notice that, so they simultaneously copy and raise their hands to. Here, when the teacher realizes that everyone is paying attention, then he/she can speak and praise those who reacted faster than others; so that the signal becomes consolidated in the learners minds to be remembered the other time. (Joliffe, 2007)

Kagan and Kagan (2009) report that instead of using “be quiet” and asking for attention by the traditional expressions which consume more time and energy, the teacher may adopt more simple solutions. Besides, he considers the quiet signal as the best method to catch the full attention whereby students stop talking and doing.

QUIET SIGNAL



1. Raise Hands (No shy hands)
2. Focus fully on teacher
(No talking or working)
3. Signal to others
(Teacher congratulates those who put hands up and who are quiet)

Figure 10: The Quiet Signal (2012)

6.1.2. Quiet Signal Variations

The hand up signal is used in many other situations rather than the classroom environment, such as the school bus, gym or cafeteria while it is not the only signal that catches students' attention there are other alternatives. Signals like "Give Me Five" where the teacher raises his/her hand and spreading the five fingers. Each finger symbolizes a specific rule. 1. Eyes on the speaker. 2. Quiet. 3. Be still. 4. Hands free (put things down). 5. Listen. Moreover, Teachers may use instrumental signals to make students refocus. Such as the use of pleasant sounds of a bell, whistle piano key, or guitar. (Kagan & Kagan, 2009)

6.2. Managing the Noise Level

According to Kagan and Kagan (2009) the quiet signal use is far away from controlling the students' noise. They state "The quiet signal is ideal for quickly getting students to focus on the teacher. But as a noise management method, it is inefficient" (p. 204). So, in order to put the noise problem under control there are other techniques to adopt.

Joliffe (2007) reports that with students' discussion the noise level may be unsupportable, which means a negative environment. The teacher can use some techniques such as the traffic light cards, they are cards put on groups' tables where the teacher assigns a color for each behavior. For example the green card is for when they are doing fine, the yellow is for the need to reduce noise and the red card is for stopping noise. Moreover the teacher may appoint a group member who is a responsible monitor for the group's noise, or assign a random time to the groups to stop and evaluate their noise level.

7. Cooperative Learning and Large Classrooms

According to Jacobs and Loh (2003) Most of teachers complain when it comes to using group activities in large classes such in Southeast Asia. They think about the restrictions of time and classroom size, monitoring many groups because they are already facing difficulties in managing the large class as a whole. Moreover they state "Is cooperative learning more difficult in large classes? Yes, but so is any type of teaching". (Jacobs & Loh, 2003)

In the developing countries, it is quite normal to find classes that consist of 50-70 students which make the process of teaching even harder. Thus, the more students there are in the classrooms, the more difficult the assessment tasks would be. Additionally, overcrowded classrooms mean small space for the teacher to move around the tables and monitor the students. It is approved that in small classrooms tend to be more effective because learners rely more on the teacher. In contrast to the large classrooms, it is more likely to be student centered.

Renandya and Jacobs (2019) State

First, with TCL, the larger the class size, the less chance each student has to interact with the teacher, thereby making peer interaction that is much more important. Second, along the same lines, in large classes, students receive less teacher feedback, whereas in group activities, peers can provide some of that missing feedback. Third, students in large classes are more likely to feel lost and anonymous. Fortunately, SCCL strives to build a learning climate in which everyone feels they belong.

(p.24)

Despite of the merits of using cooperative learning method in large classroom the teacher should consider some crucial points.

7.1. The noise level would be high

Students' working in groups means more discussions, debates, explanations and brainstorming, in the case of large classrooms it is even more complicated. Slavin (1995, p. 142 cited Jacobs & Loh 2003) states, "should sound like a beehive, not a sports event." Renandya and Jacobs (2019) stated that students should distinguish between different noise level "bad, chaotic noise and good noise". Moreover they should know that the size of voice they use while interacting in their groups is not the same as when they talk to the teacher or other classmates.

Furthermore, the seating arrangement may help in reducing the sound level. Students should be arranged close to each other so that they do not need to raise their voices to be heard. (Jacobs & Loh, 2003)

7.2. Monitoring all the groups

It seems to be hard to monitor all the groups effectively; however, the teacher may use peer interaction for this purpose. Accordingly, learners are also responsible for monitoring each other's progress not just relying on their teachers; where they work under the TTT policy which means Team Then Teacher. Students seek for their mates' assistance at first and the teacher interfere only when they cannot help. (Jacobs & Loh, 2003)

When the groups start working on the task, the teacher move around the groups. And check if all the groups are involved; and based on the past activities, the teacher focuses more on the low achieving groups. Hence, if these groups are working well, it means others are alright. (Renandya & Jacobs, 2019)

7.3. The Physical Space

Arranging cooperative groups in a small class is challenging; compared with arranging 25 students into groups. Teachers should be careful when planning their learners seating arrangement. First, once learners are sitting close to each other, they can share materials easily and communicate with quiet voices because they can hear each other and observe what other team mates are doing. Moreover, it saves space for the teacher to move around the groups and facilitate monitoring. Groups size of four or less are better in managing because individual accountability seems to be harder in larger groups, where every member should be responsible of other groups mates. (Jacobs & Loh, 2003)

In addition, Jacobs and Loh (2003) report that the seating arrangement should be stable so that pupils may know their places in every group activity; for instance group members are assigned by numbers 1,2,3,4 number 1 in each group sits in the same level.

Furthermore, Johnson and Johnson (1999) declare "the smaller the group, the more difficult it is for students to hide and not contribute their share of the work" In small groups, all students are visible and their participation is taken into account.

8. Advantages of Cooperative Learning

According to Falcao (2000) the use of cooperative learning has positive outcomes on the EFL classrooms regarding to many advantages including: the interaction among the groups members which was improved; because this method brings close high achievers with low achievers. Consequently, it was remarked that high achievers become more aware that they can help their peers and share knowledge. So it reduces selfishness and promotes positive interactions. Moreover, each member in the group matters and have significant role. Thus, low achievers will have better self esteem and more self confident. Accordingly they will start participating in discussions sharing their opinions without hesitation.

In addition, Panitz and Panitz (1996) state that cooperative learning promotes intrinsic and extrinsic motivation. Intrinsic motivation is developed because the learning process becomes more enjoyable and interesting when learners work together. Also they get the pleasure of helping others so they become more altruistic. And extrinsic motivation they get it from the grades and praises they get from the teacher according to their work as group.

Jacobs and Renendaya (2019) point out that introvert learners tend to be isolated and avoid attention, they prefer small groups rather than large ones. According to them: "Introverts may be more into "doing with" than "being with." So, introverts may feel more interested in the content and the task they are working on rather than being in a group. Furthermore, when they are attracted to the subject they are studying, differences among the group members do not matter; as long as they are learning. Heterogeneous grouping make introvert learners more adapted with others so that they gradually get involved.

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

Towns (1998) admit that among the advantages of cooperative learning is promoting the sense of community and providing a warmer the classroom climate. Students make new friendships, they challenge and support each others to learn the content, and they go into active discussions about the material they are studying , and make more efforts to understand and solve the problems; moreover, they become more serious with a positive attitude because of the sense of community.

Conclusion

Although the use of cooperative learning in the classroom may require more time, the outcomes of this technique make is worth applying. Cooperative learning is based on its five elements: Positive interdependence, individual accountability, group processing, face to face interaction, and interpersonal skills. So, as long as these elements are implemented correctly, the group will work effectively. As smith (1996) states “Barriers to using cooperative learning can be minimized by starting small and early and then building. Giving students some rationale as to why you are using cooperative learning helps reduce barriers” So, the teacher should explain the purpose of these activities and put the students in the picture, in order to get the best of these activities. Moreover Smith (1995) adds that when the teacher plans cooperative activities regularly, this will strengthen students’ cooperation. Also, the teachers’ attitude matters, he/she should be positive and patient while monitoring the groups’ progress and help them whenever they encounter any difficulty; and monitor the groups’ while working and provide them with required assistance to make cooperative learning work

CHAPTER THREE

CHAPTER THREE

DATA ANALYSIS AND DISCUSSION

Introduction

This chapter is devoted to the field work of this study. Data have been collected and analyzed according to the descriptive method; which consists of teachers' questionnaire and pupils' questionnaire as a data collection tools. This study aims to highlight the effects of overcrowded classrooms on both teachers and pupils; moreover it seeks to investigate the role of cooperative learning in managing overcrowded classrooms. This practical chapter attempt to provide a detailed analysis and discussion of the obtained data, in order to check the validity of the research hypothesis.

Administration of the Questionnaires

Both teachers' and pupils' questionnaires were distributed via internet; these online versions were designed using the platform Google Forms. This later facilitates the data collection stage; questionnaires were posted in different middle schools teachers Facebook groups where 22 teachers have responded. Meanwhile, pupils' questionnaires were distributed to relatives and their colleagues, so that we have collected 40 participants.

1. Teachers' Questionnaire

1.1. Description of Teachers' Questionnaire

This questionnaire was designed for middle school teachers to investigate their reflections about the problem of overcrowded classrooms, and mainly how do they perceive the method of cooperative learning in this situation. This questionnaire is divided to three sections that cover 20 questions, (Yes/No) questions, multiple choices, and open ended questions.

1.1.2. Section one: Background information

The first section is devoted to teachers' personal information including their gender, levels and years of experience.

1.1.3. Section Two: Overcrowded classrooms

This section highlights the major induced problems by the factor of learners' large number. Moreover, it is an attempt to unveil teachers' attitudes toward crowded classes and how teaching-learning's main procedures are affected by this phenomena.

1.1.4. Section Three: Cooperative Learning

The last section of this questionnaire highlights teachers implications of active learning methods in crowded classrooms including cooperative learning as it represents the foci of our study.

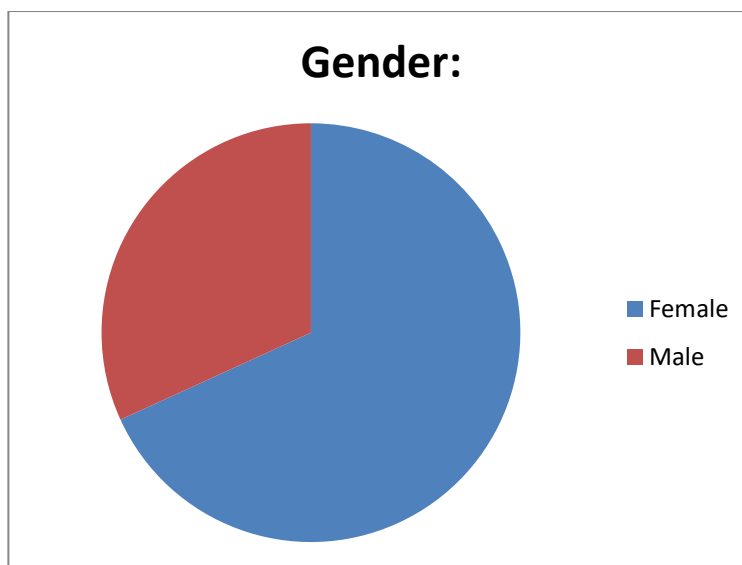
1.2. Analysis of Teachers' Questionnaire

Section One: Background Information

Question 01: Would you specify your gender?

Table 1.
Teachers' Gender

Gender	Participants	Percentage
a. Male	7	32%
b. Female	15	68%
Total	22	100%

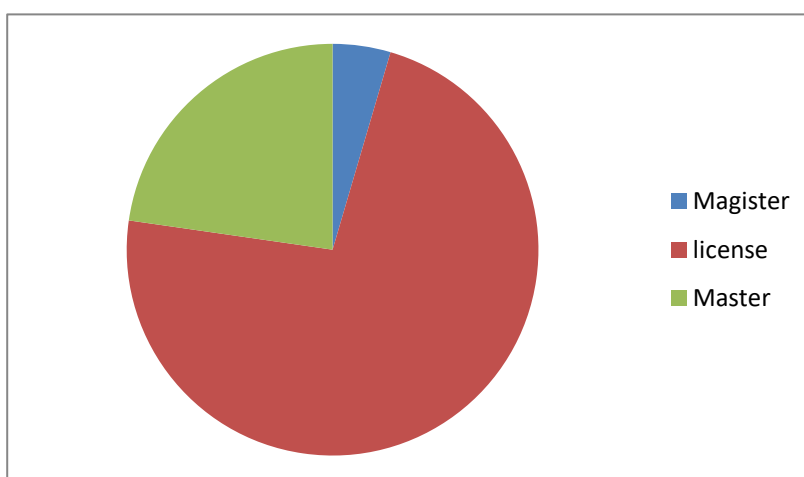


The table above indicates that the sample consists of (15) females and (7) males. Depending on these results, we notice that females (68%) are more than males (32%); while the teachers' gender does not influence the results of the research.

Question 02: Please, specify your degree

Table 2.
Teachers' Academic Qualifications

Teacher's Qualification	Number	Percentage
Magister	1	4%
License	16	73%
Master	5	23%
Total	22	100%

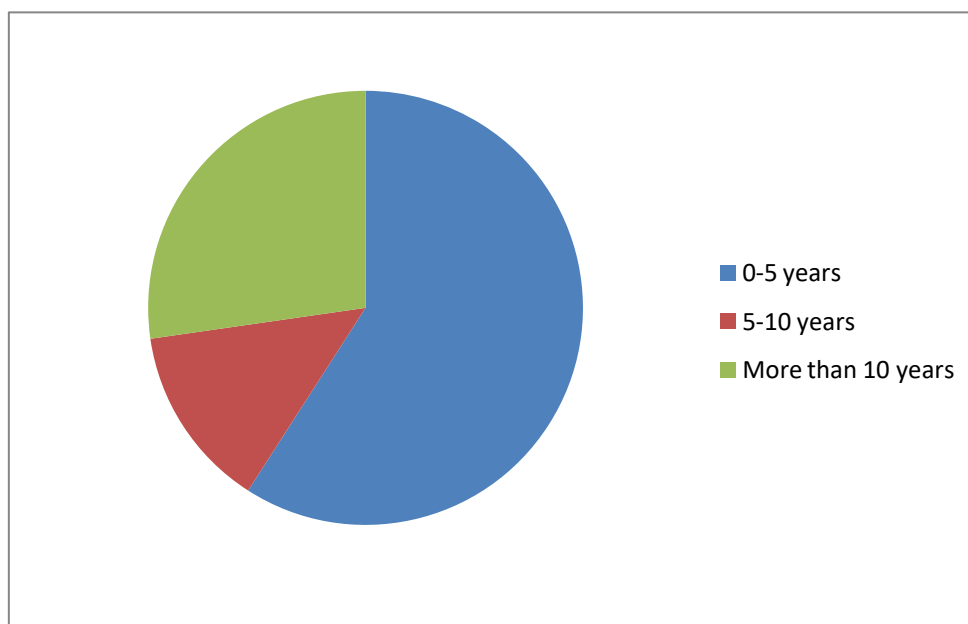


Graph 2: Teachers' Academic Qualification

From teachers' responses, it is observed that the majority of teachers (73%) have the License degree while five others (23%) hold the Master degree, and only one participant (4%) hold the Magister degree.

Question 03: Teachers' experience**Table 3.**
Teachers' Academic Experiences

Option	Number	Percentage
0-5 years	13	59%
5-10 years	3	14%
More than 10 years	6	27%
Total	22	100%

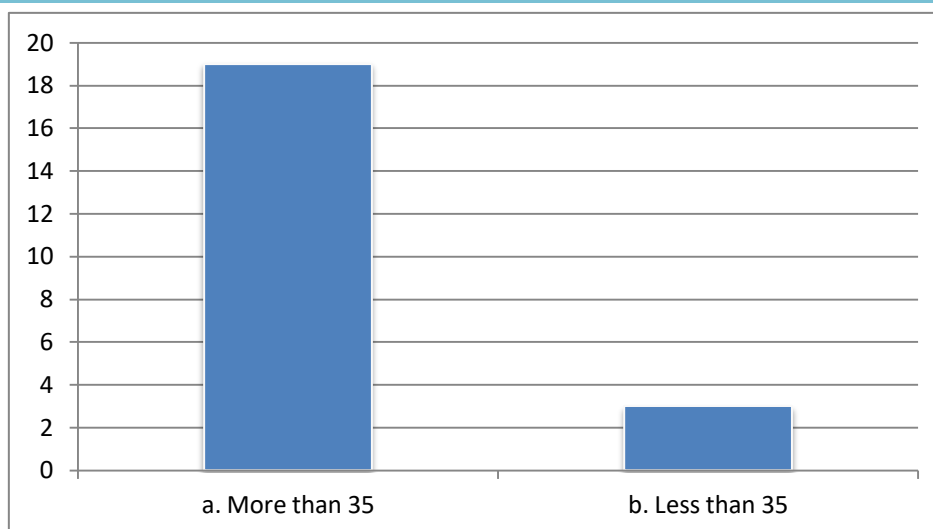
**Graph 3: Teachers' Academic Experiences**

The table above illustrates that 13 teachers (59%) have an experience less than 5 years, and 6 teachers (27%) of the have an experience that exceeds 10 years; while 14% of the teachers have an experience between 5 to 10 years. Consequently, the majority of the sample consists of novice teachers.

Question 04: How many pupils do you have per class?

Table 4.
The Number of Pupils in the Classroom

Option	Number	Percentage
More than 35	19	86.4%
Less than 35	3	13.6%
Total	22	100%



Graph 4: The Number of Pupils in the Classroom

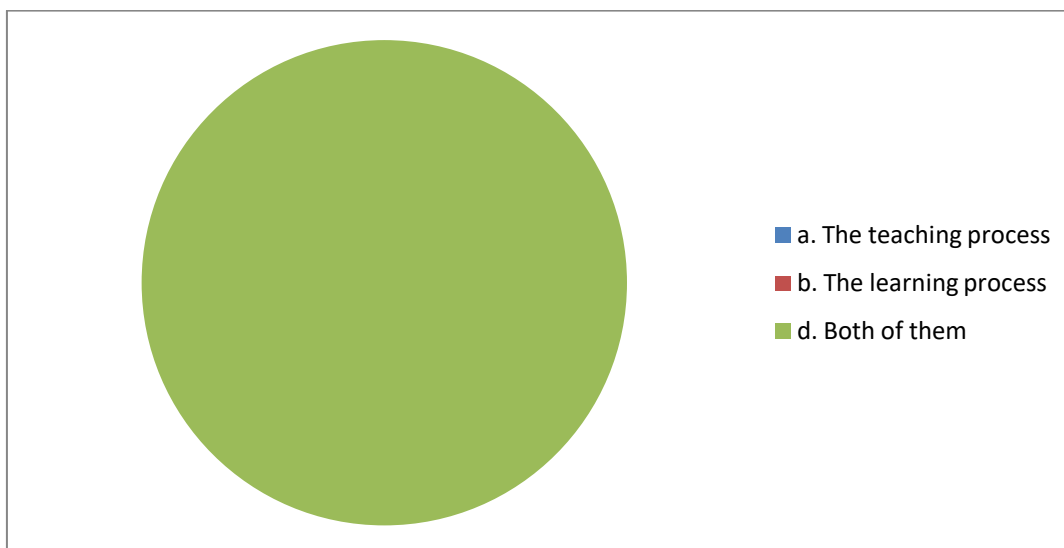
As it can be seen from the graph the majority of the teachers (86.4%) are dealing with overcrowded classes that consist of more than 35 pupils, while only 3 teachers (13.6%) deal with normal classrooms of less than 35 pupils. Accordingly, we can notice that large classrooms are common phenomena.

Section Two: Overcrowded Classrooms

Question 01: Does overcrowded classrooms' environment affect:

Table 5.
The Effects of Overcrowded Classes

Option	Number	Percentage
a. The teaching process	0	0%
b. The learning process	0	0%
c. Both of them	22	100%
Total	22	100%



Graph 5: The Effect of Overcrowded Classes

This questions' aim is to unveil the effect of the overcrowded classrooms, as it can be noticed from the graph above, all the teachers (100%) have agreed that overcrowded

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

classes affect both the learning and teaching processes, while no one has selected that crowded classes affect only the teaching process or the learning process.

————→ **Justification:**

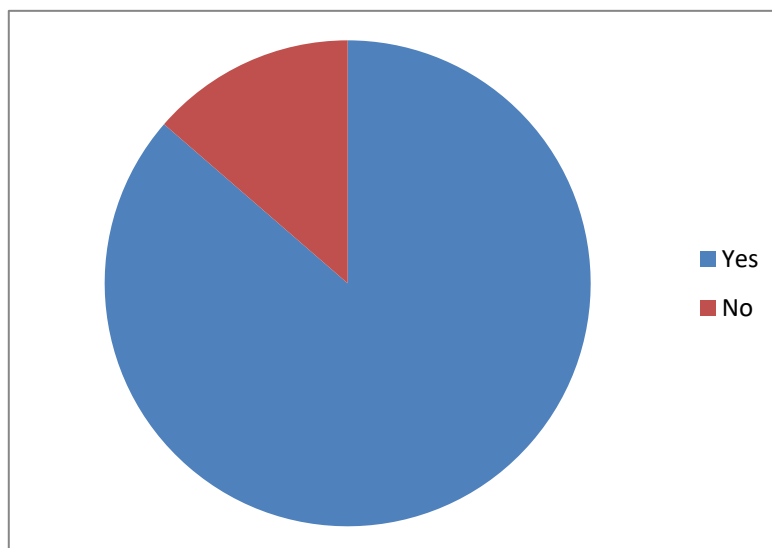
When teachers were asked to justify their choices the answers were as follows:

- The teacher will find difficulties in dealing with each student, in controlling classroom chaos, and in appropriately using the teaching materials. All these will definitely affect the learners' achievement and knowledge acquisition.
- Large classrooms' environment affects directly both teaching and learning processes where the teacher cannot do his job appropriately, and the learners cannot achieve full understanding of the material being taught.
- We will face problems of disruptive behaviors and also the teacher cannot control 100% of the class and don't know all my learners needs. Moreover, the teacher cannot guide, help and support all the students and not all students have the same capabilities.
- It's often difficult to manage large classes and this causes discipline problems which distract learners and hinder teacher-student interaction

Question 02: Do you find any difficulties in managing large classrooms?

Table 6.
Difficulties in Managing Large Classrooms

Option	Frequency	Percentage
Yes	19	86%
No	3	14%
Total	22	100%



Graph 6: Difficulties in managing large classrooms

This question sought to determine whether teachers are facing any difficulties in their classroom management. As it can be noticed that the majority of the teachers (86%) declare that it is difficult to manage large classes, while only a minority (14%) others are fine with the situation.

————→ **Justifications**

The majority of the participants encounter the same following difficulties, they answer as follows:

- The noise level is very high
- I feel that I can't deal with all learners equally.
- I cannot control the pupils' misbehavior.
- Only minority of the pupils understand the lesson.
- Controlling the whole class and it's difficult to make the majority pay attention.
- The lack of students' participation and engagement.
- I have difficulties when it becomes to correcting their work.
- The main one is noise and this latter affects negatively the time that is planned to the session.
- Pupils sitting in the back can't see well.
- The major difficulties would be the difference between the level of students, I mean am trying to do some sort of challenge between lower and upper levels and I give also many opportunities to them, but it is not working always.

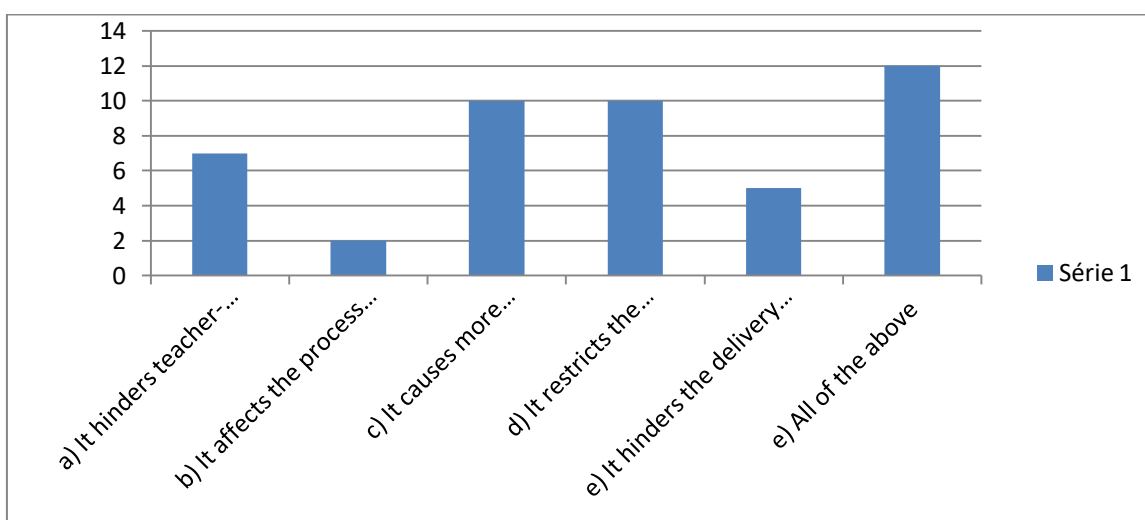
In the other hand, teachers who voted that they do not have any problems have admitted:

- No, I don't have any difficulties when managing my classroom because of my strict behavior with my learners from the first contact.
- I have a heavy personality in class that's why I face fewer difficulties.
- There isn't any difficulty since you are able to control the overall class and you're a good manager.

Question 03: In your opinion, how can large number of learners affect the teaching-learning operation? (You may choose more than one answer)

Table 7.
The Major Difficulties in Large Classrooms

Option	Frequency	Percentage
a. It hinders teacher-student interaction	7	31%
b. It affects the process of assessment.	2	9.1%
c. It causes more discipline problems	10	45.5%
d. It restricts the learners' attention	10	45.5%
e. It hinders the delivery of teachers' constructive feedback	5	22.7%
f. All of them	12	54.5%



Graph 7: The major difficulties in large classrooms

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

This item attempts to identify the major induced problems by the pupils' large number. Considering this question teachers are free to choose more than one answer, so the results indicate how many times each item has been chosen. As it can be clearly observed, the option "All of them" has been selected 12 times (54.5%). Moreover, 10 respondents (45.5%) have selected that they face discipline problems; equally, 45.5% of the teachers have declared that crowded classes restrict learners' attention, while 7 teachers (31%) assert that this problem affects teacher-students interaction, and 5 others (22.7%) affirm that the pupils' large number hinders the delivery of the teachers' feedback. In addition, only two teachers (9.1%) assert that the process of assessment may be affected in the case of crowded classes.

Others:

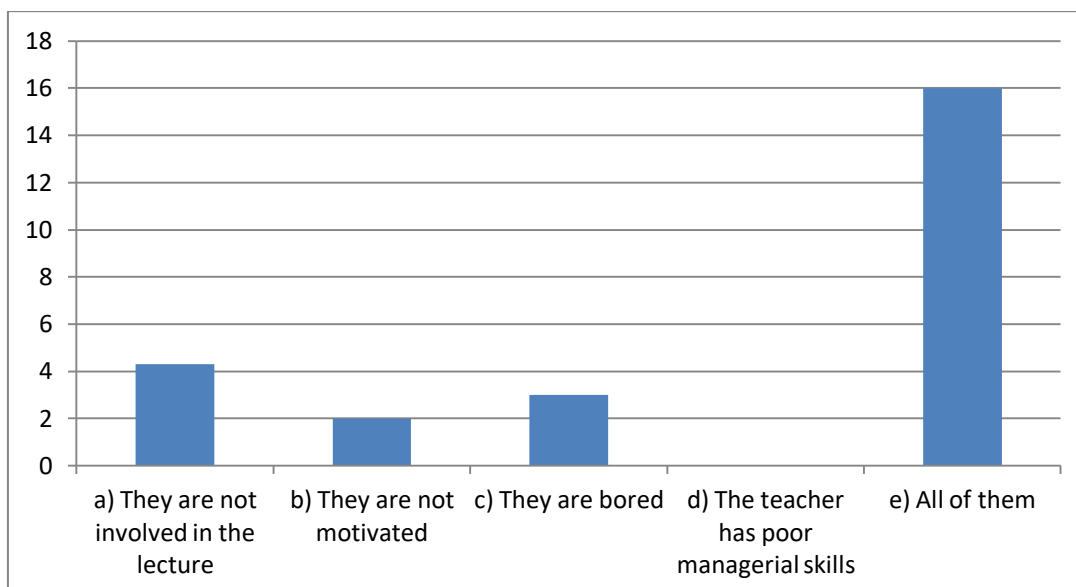
Participants are allowed to add any extra comment or if they face any obstacle that is not mentioned above. They have stated the following points:

- Some learners feel shy so we cannot know if they understand or not and what do they need
- It obliges teachers to add extra sessions to explain difficult lessons
- A large number might affect student attitudes more significantly than it affects achievement
- It hinders students' motivation and interest to learn the language.
- A large number might affect student attitudes more significantly than it affects achievement.

Question 04: In your opinion, pupils tend to be noisy when:

Table 8.
Reasons behind Pupils Noise

Option	Number	Percentage
a. They are not involved in the lecture	1	4.5 %
b. They are not motivated	2	9%
c. They are bored	3	14%
d. The teacher has poor managerial skills	0	0%
e. All of them	16	73%
Total	22	100%



Graph 8: Reasons behind Pupils' Noise

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

As far as this question is concerned, it intends to determine the main causes of pupils' noise in the classroom. According to the participants' answers, the highest percentage of them (73%) assert that pupils become noisy whenever they are bored, not motivated or involved in the lecture; also the high noise level may refer to the teachers' poor managerial skills. Besides, (14%) highlight that pupils make noise when they are bored, while (9%) affirm that they become noisy when they are not motivated, and only one respondent has reported that the lack of pupils' involvement in the lecture may lead them to make noise.

Others

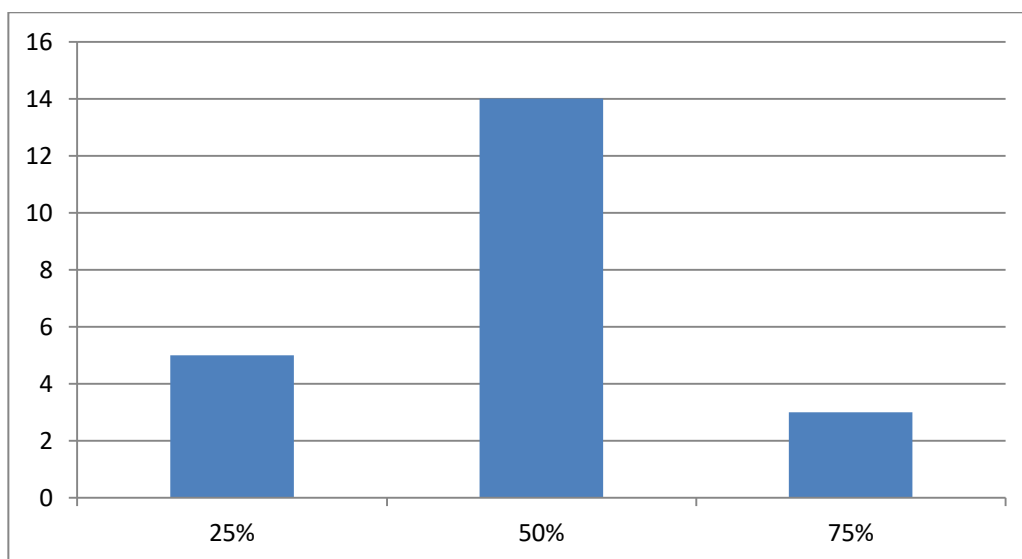
Teachers have added other points rather than the pre-mentioned in the table above:

- When students are not involved in the lecture and somehow ignored by the teacher, they try to show off by making troubles.
- Also, when the content is too difficult for them.
- If they do not understand the lesson.
- When the teacher always uses the same method when presenting the lesson.
- When students know that the lesson will be the same as the other lessons. ie; the same procedures and steps. When there is nothing new, pupils get bored easily. Hence, the teacher should bring changes to his lessons using new methods and activities which can be effective

Question 05: According to you, what is the overall percentage of your pupils' involvement during the lecture?

Table 9.
Percentage of Pupils' Involvement

Option	Frequency	Percentage
25%	5	22.7%
50%	14	63.6%
75%	3	13.6%
Total	22	100%



Graph 9: Percentage of Pupils' Involvement

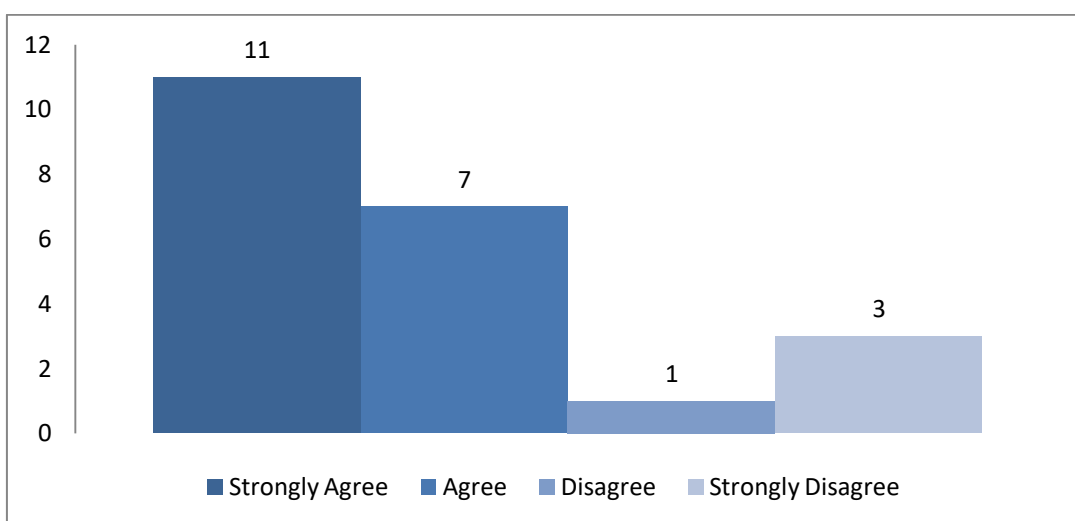
This question intends to reveal the percentage the teachers gave to their learners' attention, the case of large classroom makes it more challenging to get all the pupils attention. Thus, the majority of the teachers (63.6%) have voted that they can make only the half of their pupils concentrate in the lesson. Moreover, (22.7%) of the teachers have

stated that only 25% of the class is involved, which is very low percentage compared to any learning environment; whereas only (13.6%) of the teachers have declared that the majority of their pupils (75%) are involved during the lecture.

Question 06: Classroom participation is monopolized by competent pupils?

Table 10.
Pupils' Participation

Option	Frequency	Percentage
Strongly Agree	11	50%
Agree	7	31.8%
Disagree	1	4.5 %
Strongly Disagree	3	13.6%
Total	22	100%



Graph 10: Pupils' Participation

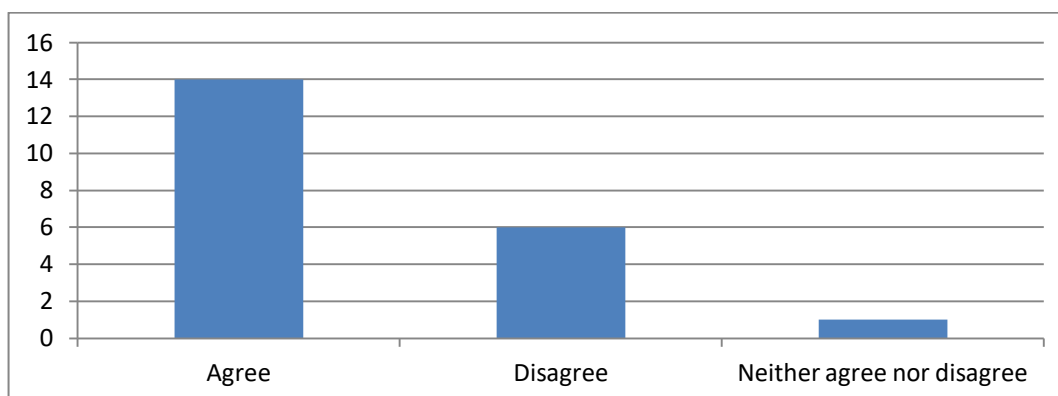
The table above illustrates teachers' opinions about their students' participation. As it is noticed, 11 teachers (50%) do strongly agree that competent students monopolize the classroom participation. Also, 7 others (37.8%) agree on the idea, whereas only one participant (4.5%) disagrees and three others (13.6%) express their strong disagreement.

Section Three: Cooperative Learning

Question 01: Encouraging active learning can be effective in managing overcrowded classes.

Table 11.
Teachers' Opinions about Active Learning

Option	Number	Percentage
Agree	14	63.6%
Disagree	6	27.3%
Neither agree nor disagree	2	9.1%
Total	22	100%



Graph 11: Teachers Opinion about Active Learning

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

This question was asked to reveal teachers' attitudes toward active learning. Based on the results shown in the bar graph above, it is clearly remarked that the majority of the participants (63.6%) agree that encouraging active learning may be effective in managing large classes, whereas 6 participants who represent (27.3%) disagree, and only 2 participants (9.1%) are neutral.

————→ **Justify**

In order to collect more data about how can active learning strategies help in managing overcrowded classrooms, participants were asked to justify their answers. Initially, the respondents who agreed on the statements have admitted:

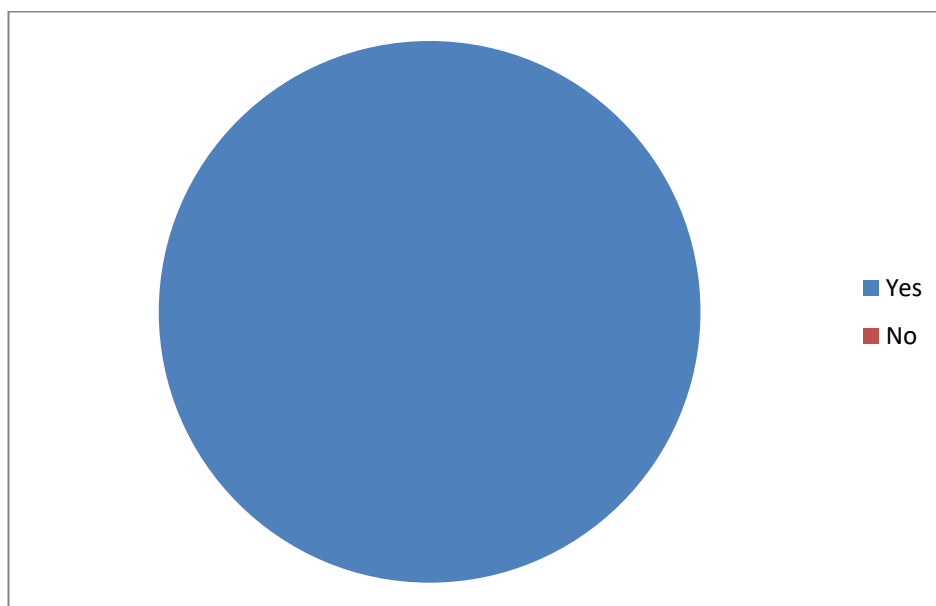
- It helps students get engaged and involved in the lecture
- Pupils have different learning styles and Skills.
- To motivate learners
- Yes, it increases students' motivation and autonomy as well as their interest to learn. However, the teacher needs to have strong managerial skills otherwise, students may misbehave.
- Because they feel themselves involved in the process and that they are part of it so they will be more attentive.
- Active learners can help teachers in class through group work i.e that learners will help by explaining to his classmates

In the other hand, teachers who disagreed, have argued as follows:

- We can achieve better outcomes with smaller class sizes.
- It can be effective with small group of pupils only.
- That approach cannot be achieved in overcrowded classes.

Question 02: Do you encourage active learning in your sessions?**Table 12.**
The Use of Active Learning

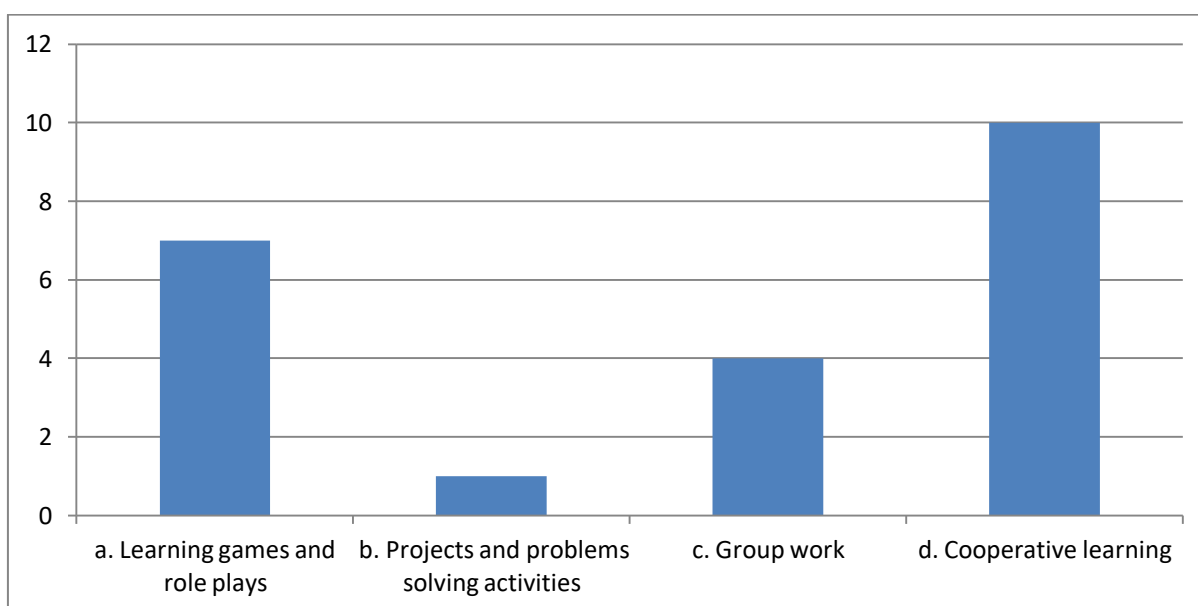
Option	Number	Percentage
Yes	22	100%
No	0	0%
Total	22	100%

**Graph 12: The Use of Active Learning**

Regarding this question, its aim is to discover whether participants opt for active learning strategies in their sessions. The rates display that all the participants (100%) adopt active learning in their lectures. However, no participant has selected the option “No”, which means that the whole sample encourage active learning in their teaching process.

Question 03: If yes, what are the strategies you adopt?**Table 13.**
Active Learning Strategies

Option	Number	Percentage
a. Learning games and role plays	7	31.8%
b. Projects and problems solving activities	1	4.5%
c. Group work	4	18.2%
d. Cooperative learning	10	45.5%
Total	22	100%

**Graph 13: Active Learning Strategies**

This question aims to investigate the different strategies of active learning that teachers adopt. The bar chart above indicates that 45.5% of the sample use cooperative learning, whilst 37.8% of the participants rely on learning games and role plays. Moreover,

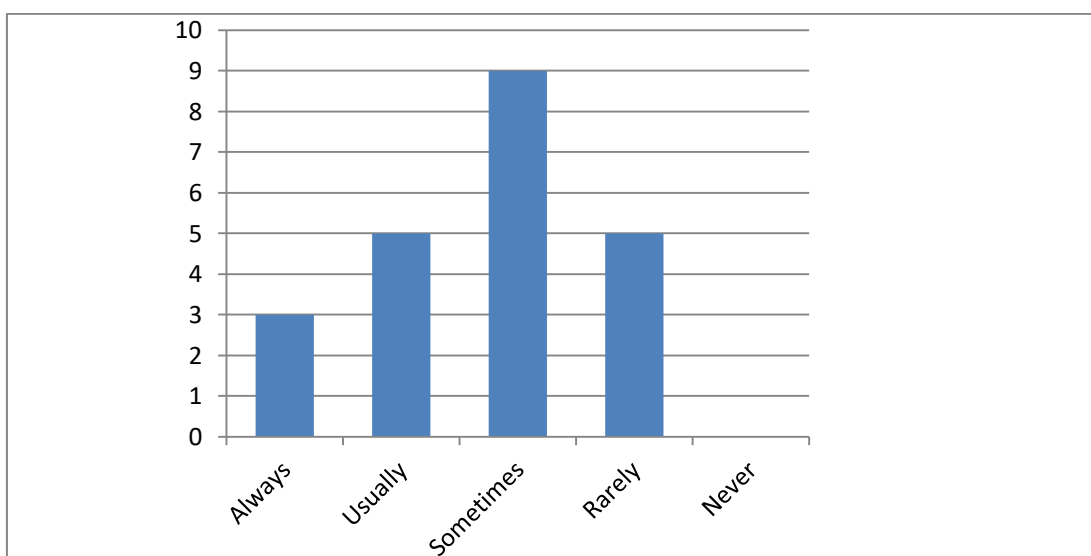
COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

4 participants (18.2%) indicate that they support group work activities; whereas, only one teacher (4.5%) adopts projects and problem solving activities. Thus, we can say that cooperative learning is the mostly applied strategy.

Question 04: How often do you use group work?

Table 14.
Group Work Frequency

Option	Frequency	Percentage
Always	3	13.6%
Usually	5	22.7%
Sometimes	9	40.9%
Rarely	5	22.7%
Never	0	0%
Total	22	100%



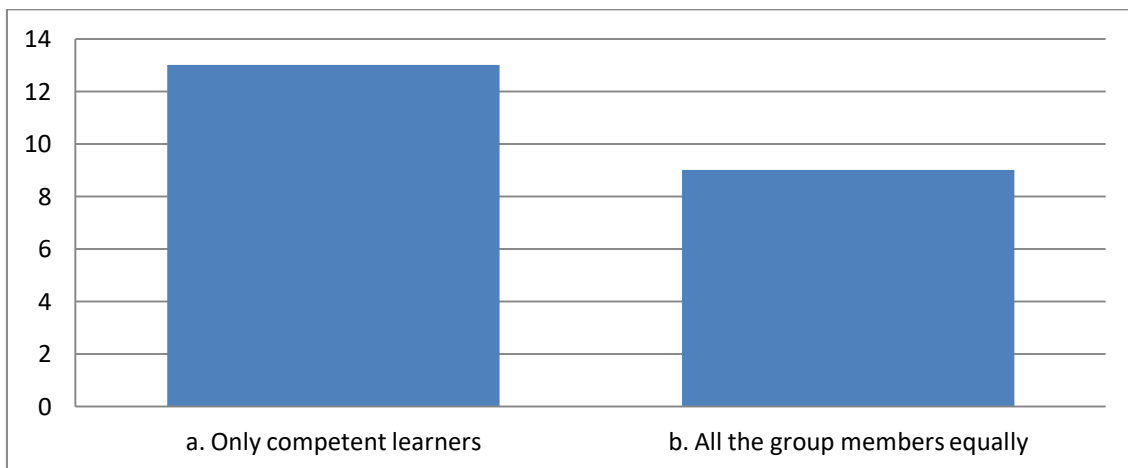
Graph 14: Group Work Frequency

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

This question intends to reveal how often teachers manage group work activities. We notice from the table that the highest rate (40.9%) of participants confirm that they sometimes use group work in their lectures. However, (22.6%) of the teachers report that they usually use it, equally (22.6%) others claim that they rarely adopt it; whereas, (13.6%) of the teachers vote for “Always” and no one have selected the option “Never”.

Question 05: Groups tasks are generally achieved by:**Table 15.*****Group Work Participation***

Option	Number	Percentage
a. Only competent learners	13	59.1%
b. All the group members equally.	9	40.9%
Total	22	100%

**Graph 15: Group Work Participation**

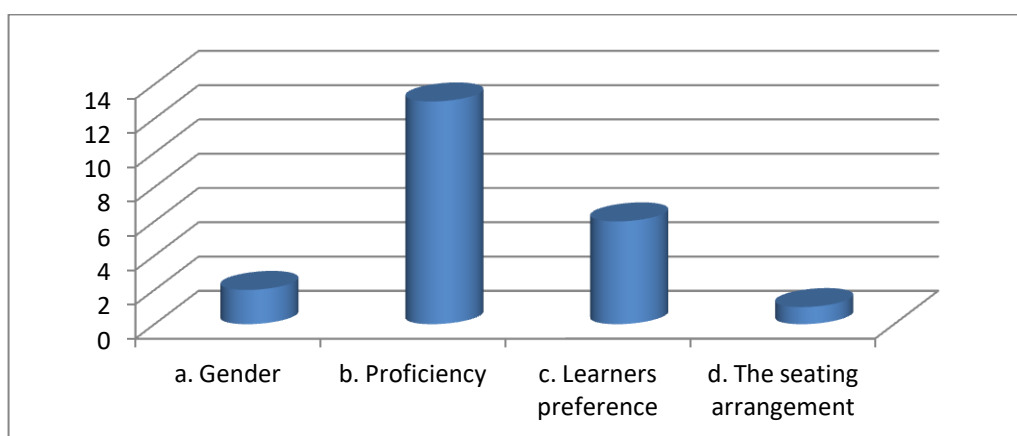
COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

This question is designed to diagnose teachers' perception about their pupils' participation within their groups. 13 teachers (59.1%) have affirmed that groups' tasks are mainly achieved by the groups' competent members, while 9 teachers (40.9%) claim that all the group members contribute in their groups' tasks. This indicates that group work activities do not provide equal learning opportunities to the pupils.

Question 06: Do you group students according to:

Table 16.
Grouping Pupils

Option	Number	Percentage
a. Gender	2	9.1%
b. Proficiency	13	59.1%
c. Learners' Preference	6	30%
d. The seating arrangement	1	4.5%
Total	22	100%



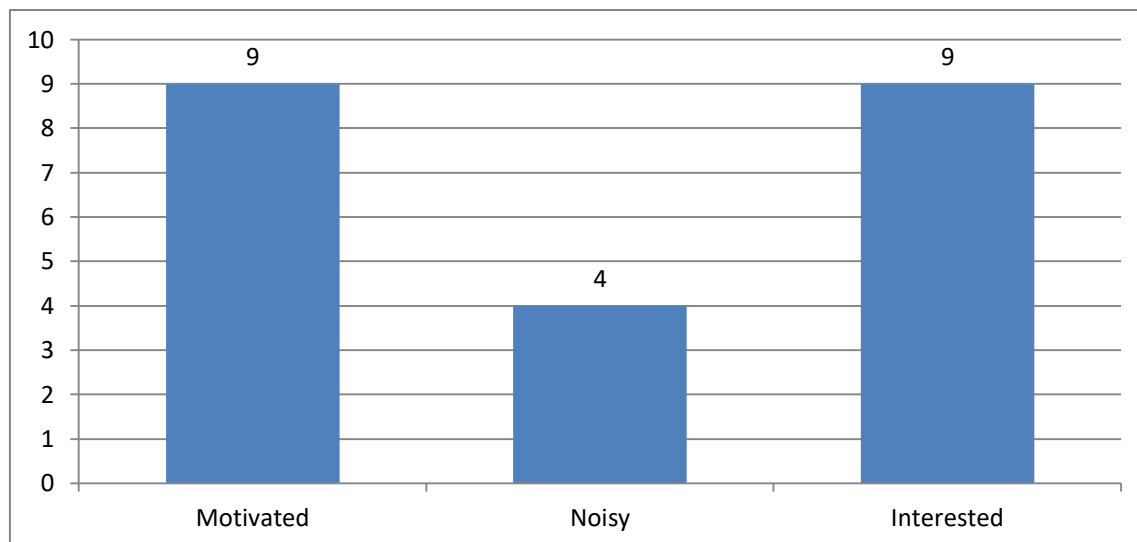
Graph 16: Grouping Pupils

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

This question aims to investigate the way(s) in which teachers group their pupils. The findings indicate that the majority of the teachers (59.1%) prefer to group their pupils' depending on their proficiency which means the pupils work either with the same level or mixed abilities groups; whereas 30% of the teachers have affirmed that they group the pupils according to their preferences where they are free to choose their mates, and two teachers (9.1%) confirm that learners' group are set according to their gender, homogeneous groups that consist of either girls or boys. However, only one teacher (4.5%) admits that he/she groups the learners according to their seating arrangement; so that they just turn to their classmates to make a learning group.

Question 07: While working in groups, pupils tend to be:**Table 17.***Pupils Attitudes towards Group work*

Options	Number	Percentage
a. Motivated	9	40.9%
b. Interested	4	18.2%
c. Noisy	9	40.9%
Total	22	100%



Graph 17: Pupils Attitudes towards Group Work

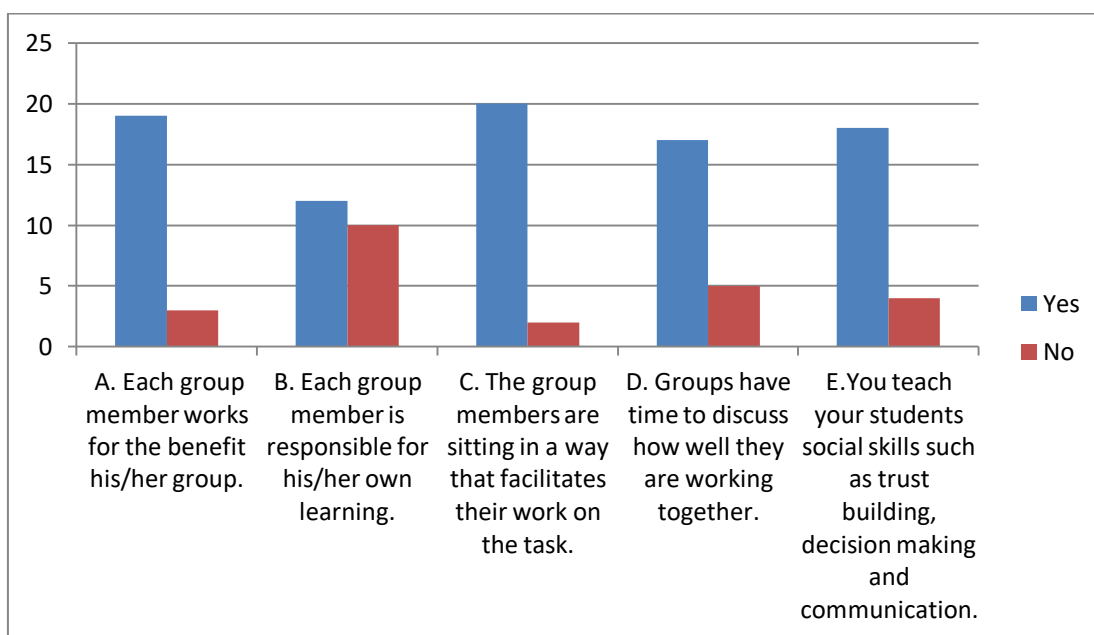
As it can be noticed from the graph above, 9 teachers (i.e., 40.9%) assume that their pupils tend to be motivated during groups' activities. Equally, other 9 teachers (i.e., 40.9%) indicate that their pupils seem noisier while working in groups. However, 4 teachers (i.e., 18.2%) declare that their pupils feel more interested in groups.

Question 08: Do you ensure the following points while pupils are working in cooperative groups?

- A. Each group member works for the benefit his/her group.
- B. Each group member is responsible for his/her own learning.
- C. The group members are sitting in a way that facilitates their work on the task.
- D. Groups have time to discuss how well they are working together.
- E. You teach your students social skills such as trust building, decision making and communication.

Table 18.
Cooperative Learning Principles

Option	Yes		No	
	Participants	Percentage	Participants	Percentage
A	19	86.4%	3	13.6%
B	12	54.5%	10	45.5%
C	20	90.9%	2	9.1%
D	17	77.3%	5	22.7%
E	18	81.8%	4	18.2%



Graph 18: Cooperative Learning Principles

To simplify what is illustrated on the above table, this question is based upon the five focal elements of cooperative learning; teachers were asked whether they maintain these principles while learners are working in groups.

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

First, the majority of the participants (87.5%) claim that they ensure that each group member works for the benefit of his/her group. However, (12,5%) of them indicate that they do not pay attention to this aspect.

In the same path, when the participants were asked if they make sure that their pupils are responsible for their own learning as individuals; (57.5%) of them respond with “Yes” which indicates that teachers are careful of their pupils’ learning, while (42.5%) negate that they ensure this point when their pupils are in groups.

Furthermore, teachers were asked whether they ensure that their pupils sit in a way that facilitates the groups’ interaction. The majority of them (92.5%) affirm that they assure to provide this condition. Still, only (7.5%) who report that they neglect this point.

Moreover, when we asked respondents if they make sure that the groups have time to discuss how well they are working together; (80%) of the teachers assert that they do, yet the (20%) others state that they do not.

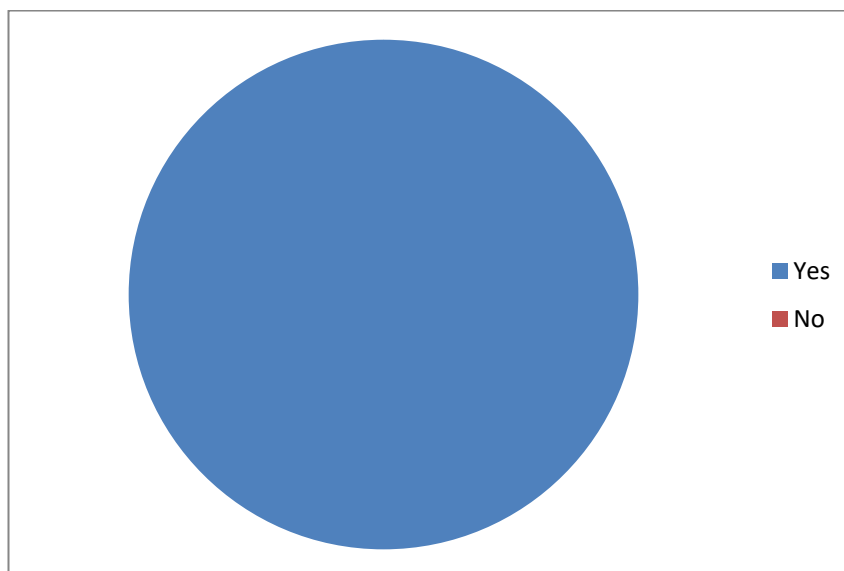
Finally, Teachers were asked if they teach their pupils the social skills they need to work in groups, such as trust building, decision making and communication. The majority of them (82.5%) confirm that they teach these skills to their pupils, while (17.5%) of the participants declare that they do not teach their pupils the required social skills.

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning. (Johnson, Johnson, & Smith, 2013, p. 3)

Question 09: Do you think that controlling students' learning in cooperative groups is better than controlling each student's learning individually?

Table 19.
Controlling Pupils' Learning

Option	Number	Percentage
Yes	22	100%
No	0	0%
Total	22	100%



Graph 19: Controlling Pupils' Learning

The pie chart demonstrates that all the teachers (100%) agree upon the fact that controlling students' learning in cooperative groups is better than controlling each student's learning individually, whereas no participant has chosen the option "No".

—————▶ **Justification**

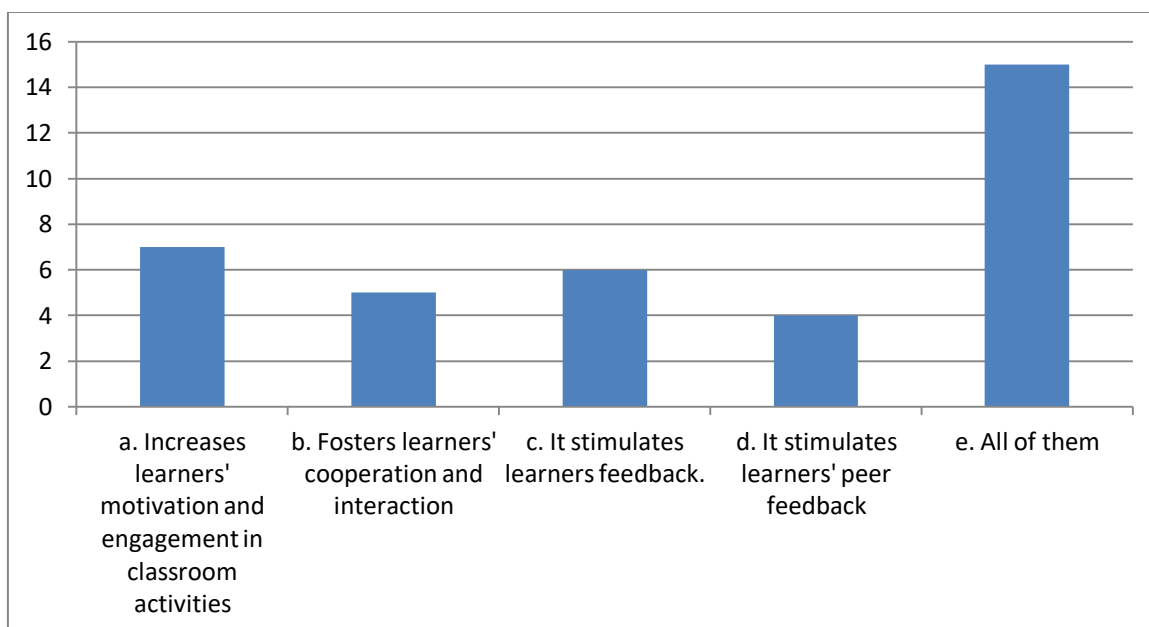
For more feedback participants were asked to justify their answers:

- Yes, it's right because the learner feels conformable in groups and no shyness and he can talk and participate so it reduces embarrassments.
- The number of groups you create, compared to individual learners, is less. The teacher treats the whole group as being one student. Moreover, some of the teaching can be transferred to some active members of the group.
- It will be easy to control groups since each group will have a chief who will guide and control his group.
- Teachers use quick learners to back up slow ones
- Yes it may facilitate the job of the teacher, as you mentioned previously learners may be another source of feedback, rather than just relying on the teacher to provide feedback.
- Because through this process we save time and give students an opportunity to interact with each other and discover their mistakes.
- In this way the teacher gains time and learners learn from the mistakes of each other's learning in cooperative group, also it encourages brainstorming.
- Cooperative learning Saves time, motivates learners, encourages collective work, and makes them interact.
- When the teacher corrects their mistakes the entire group will benefit.

Question 10: According to you cooperative learning:

Table 20.
Cooperative Learning Outcomes

Option	Frequency	Percentage
a. Increases learners' motivation and engagement in classroom activities	7	31.8%
b. Fosters learners' cooperation and interaction.	5	22.7%
c. Reduces teachers' roles and facilitates their work	6	27.3%
d. It stimulates learners' peer feedback	4	18.2%
All of them	15	68.2%



Graph 20: Cooperative Learning Outcomes

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

As the table shows, 68.2% of the respondents affirm that cooperative learning increases learners' motivation and engagement in classroom activities, fosters learners' interaction, reduces teachers' roles and facilitates their work, in addition it stimulates learners' peer feedback; while 7 teachers (31.8%) admit that it benefits the learners' motivation and engagement. In addition, 6 teachers who represent (27.3%) declare that cooperative learning facilitates the teaching process while pupils may help each other. Meanwhile, 22.7% of the participants believe that cooperation among pupils in groups promotes their interaction, and 4 teachers (18.2%) affirm that it encourages peer feedback.

For extra comments teachers added:

- Cooperative learning saves time and creates a good atmosphere for learning.
- It may facilitate the learning process
- It helps weak students to be more productive and motivated.
- Working in groups can help all type of learners to interact.
- Working of cooperative groups is a vital part in students learning as it allows them to share and exchange ideas and learn from each others. Especially for those who are shy. Some students tend to learn from their peers better than teachers
- It decreases shyness within pupils.
- They may accept to criticize their work and correct their mistakes if it is made by their mates easier than if it is done by the teacher.
- It develops students' communicative and social competence.

- Realizing the learner centered approach and minimizing the teacher's role by just monitoring, guiding, clarifying..etc

1.3. Discussion of the Findings of Teachers' Questionnaire

The study was proposed to investigate the role of cooperative learning in managing overcrowded classes at the middle school level. The analysis of the teachers' responses provided us with valuable feedback that supports our hypothesis.

Initially, the majority of the teachers deal with problem of overcrowded classes; hence we can say that large classes are a part of the Algerian educational system. Accordingly, all of them (100%) have admitted that the pupils large number affect both teaching and learning process.

In the same vein, the highest rate of the respondents has argued that crowded classrooms hinder teacher-pupils interaction. This later is crucial for learners' psychological state and self esteem the more teachers interact with their pupils the more they feel important and have a higher self esteem which will reflect on their behaviors and efforts afterward. No one would like to feel anonymous in the place that he/she spends most of the day in, as well as the pupils they should feel more appreciated because if they do not feel so they will try to show off by other ways such as making noise and inducing disruptive behaviors. As Bahanshall (2013) reports "Students in large classes receive less individual attention than their peers in small classes and that leads to dissatisfaction among students especially weak ones who will feel marginalized". (p. 55)

Moreover, the learners' large number affects the process of assessment especially formative assessment since it requires much more time and efforts. Hence, teachers would rely more on summative assessment as the term test or final exams rather than providing

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

immediate feedback. Summative assessment is not enough for adequate learning; pupils require continuous assessment and more feedback so that they can improve their levels.

Unfortunately, formative assessment with a huge number of learners would be too hard if not impossible; so the teacher should rely on other sources of feedback including peer feedback this will reduce the load on teachers as it will benefit the learners. Marais (2016) affirms that regular assessment in large class becomes impossible, for instance it is hard for teachers to verify if their learners have done their homework or not in every session; consequently pupils skip them because they are sure that the teacher will not notice.

Furthermore, one of the biggest challenges that teachers encounter in large classes is discipline problems. Depending on the teachers' responses, the majority of them complain about the discipline problems and their negative effects. Pupils in the back misbehaviors, the high noise level are issues that obstruct the good functioning of the lectures; where the teacher becomes puzzled whether he/ she takes control of the pupils' behaviors or pursues the lecture to finish the syllabus on time.

Besides, the majority of the teachers agree upon the fact that active learning is highly recommended in crowded classrooms. Teachers in this case may not manage all the pupils' learning at the same time or insure that each learner is getting an adequate input. Moreover, as it was mentioned previously, teachers' may not always provide regular feedback; thus, learners should not be passive 100% where they are just seating and receiving the information, they should take actions about their learning and be more responsible.

Similarly, the findings have revealed that teachers adopt cooperative learning as an active learning method, as they all agree on the fact that pupils learning in groups become

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

manageable better than managing each pupil's learning individually; since cooperative learning groups provide positive interdependent relation among the group members, individual accountability, where each learner is responsible for his/her own learning as well as his/her group mates'. Banshall (2013) declares "Dividing he class into small group which makes it easier and less hectic to monitor 8 groups instead of going around 45 students". (p.56) Moreover, she adds that this method not only facilitates classroom's observation but also saves time

In addition, the majority of the respondents have declared that cooperative learning increases the learners' motivation and engagement in classroom activities, since they are all involved and active while working on the task and each member's learning matters. Besides, it strengthens their interaction and cooperation as long as they work as a one entity. Also, cooperative learning stimulates peer feedback which will serve the pupils learning. Pupils will take advantage of each others' skills and competences, especially when the groups are formed of mixed abilities where proficient learners aid the novice ones. Accordingly, cooperative learning will reduce teachers' roles and facilitate their work; as long as the pupils are active and engaged they would have better opportunities to learn, also providing peer feedback makes it easier for the teachers to manage the whole classroom's learning. The teacher would stand as a guide or facilitator rather than doing taking charge of the entire teaching-learning process.

Pupils Questionnaire

2.1 Description of Pupils' Questionnaire

The present questionnaire is devoted for middle school pupils to shed the light on the phenomena of overcrowded classrooms; moreover it seeks to capture the pupils' attitude toward this problem and how it is affecting their learning process. Furthermore, this questionnaire intends to reveal the pupils' opinions about the use of cooperative learning as a method for learning English in their classrooms. This questionnaire consists of (18) questions divided to three sections: General Information, Overcrowded Classrooms, and Cooperative Learning. The included questions are either closed-ended questions that require the pupils to select an answer from the suggested choices, or (Yes/No) questions; or open-ended questions that require more explanation and feedback.

Section One: General Information: This section consists of 3 questions which represents the pupils background, such as their gender, whether they belong to an overcrowded classroom, and their interest in learning English.

Section Two: Overcrowded Classes: The second section "Q4-Q10" attempts to shed the light on the main problems that face the pupils in overcrowded classrooms.

Section Three: Cooperative Learning: The last section "Q11-Q18" targets the pupils' attitudes toward cooperative learning, their preferences in learning and their readiness to work cooperatively. Moreover, it seeks to reveal teachers' practices and methods in overcrowded classrooms.

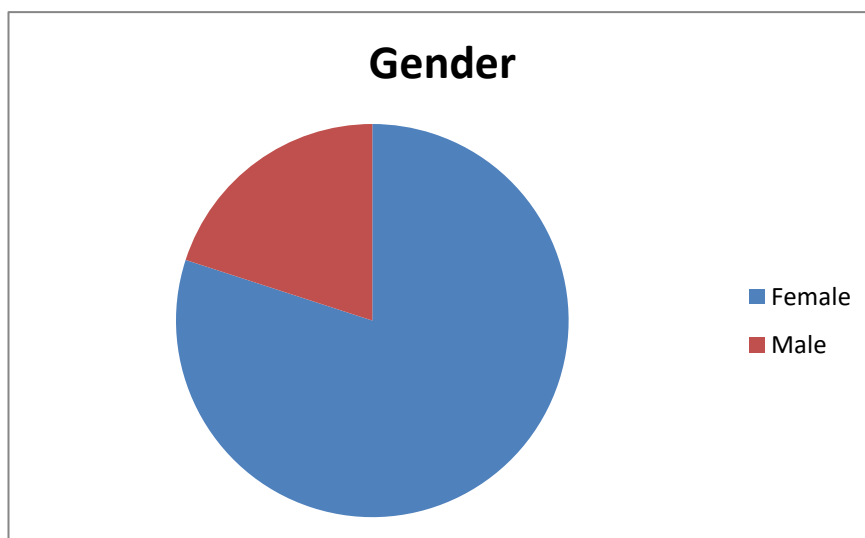
2.2. Analysis of Pupils Questionnaire

Section One: General information

Question01: Would you specify your gender please.

Table 21.
Pupils' Gender

Option	Frequency	Percentage
a. Male	8	20%
b. Female	32	80%
Total	40	100%

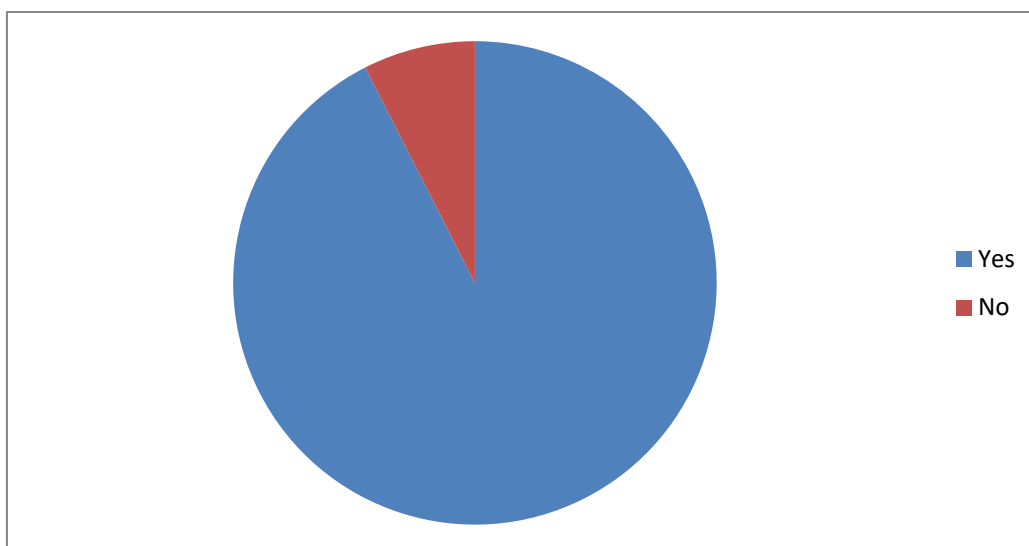


Graph 21: Pupils' Gender

The table demonstrates the distribution of gender in the sample; it presents the number as well as the percentage of females and males. As it is observable, the majority of the questioned participants (80%) are females, whereas (20%) are males.

Question02: Do you like learning English language?**Table 22.***Pupils' Impressions towards Learning English*

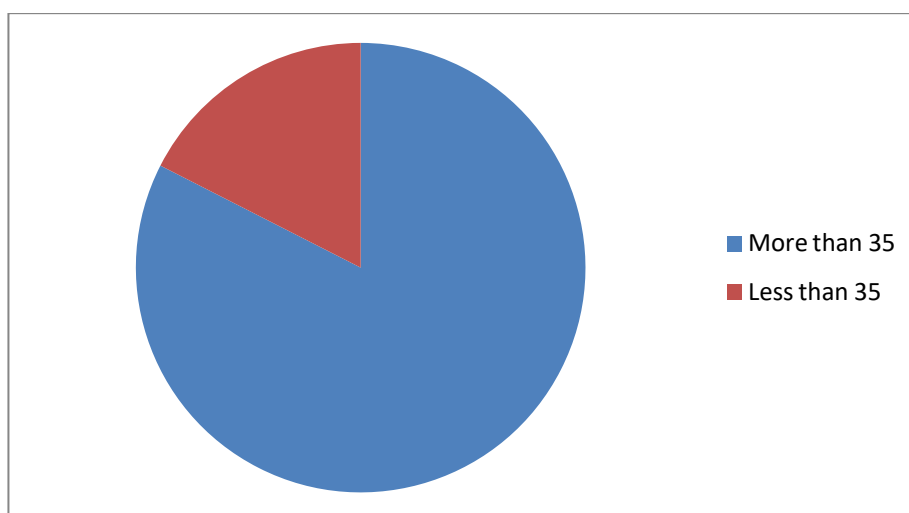
Option	Participants	Percentage
a. Yes	37	92.5%
b. No	3	7.5%
Total	40	100%

**Graph 22: Pupils' Impressions towards Learning English**

This question was asked to unveil pupils' attitudes toward English language. Based on the data obtained from the pupils' responses, the majority of the respondents (93%) affirm that they like studying English, while only a minority of (7%) has a negative attitude toward learning English.

Question 03: How many students are there in your classroom?**Table 23.***Number of Pupils in the Classrooms*

Option	Participants	Percentage
a. Less than 35	7	18%
b. More than 35	33	83%
Total	40	100%

**Graph 23: Number of Pupils in the Classrooms**

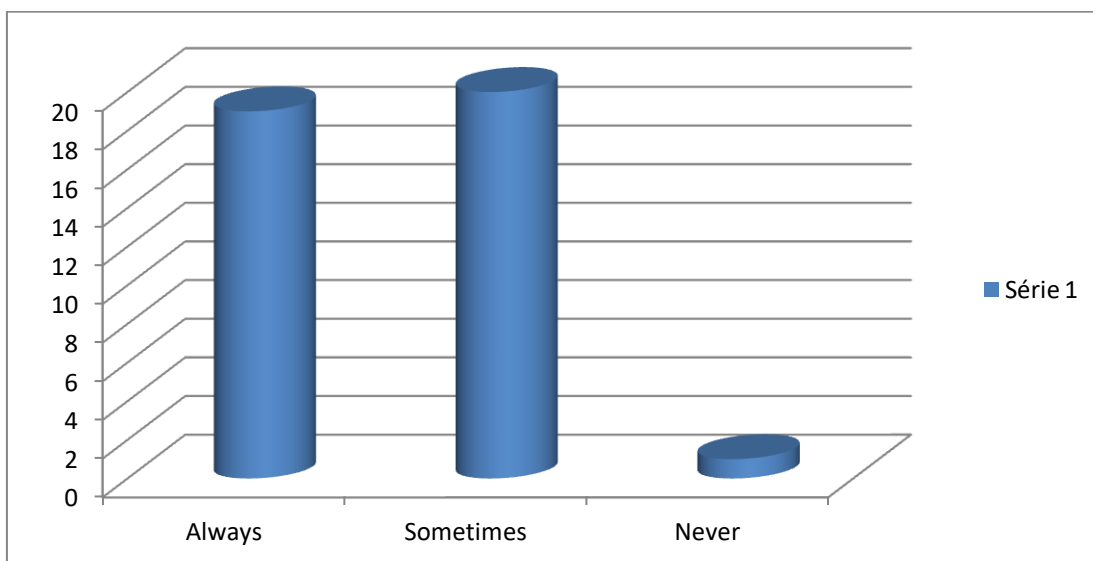
According to the graph above, the highest percentage of pupils (83%) asserts that they belong to large classes of more than 35 pupils, whereas 17% of the participants declare that they study in ordinary classrooms with less than 35 pupils. Accordingly, we can notice that overcrowded classrooms are very familiar in the middle schools.

Section Tow: Overcrowded Classrooms' Environment

Question 01: How often do you participate in the classroom?

Table 24.
Pupils' Frequency of Participation

Options	Participants	Percentage
a- Always	19	47.5%
b- Sometimes	20	50%
c- Never	1	2.5%
Total	40	100%



Graph 24: Pupils' Frequency of Participation

Regarding this Question, its aim is to unveil pupils' participation frequency. As it is shown in the table above, half of the sample (50%) affirm that they sometimes participate

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

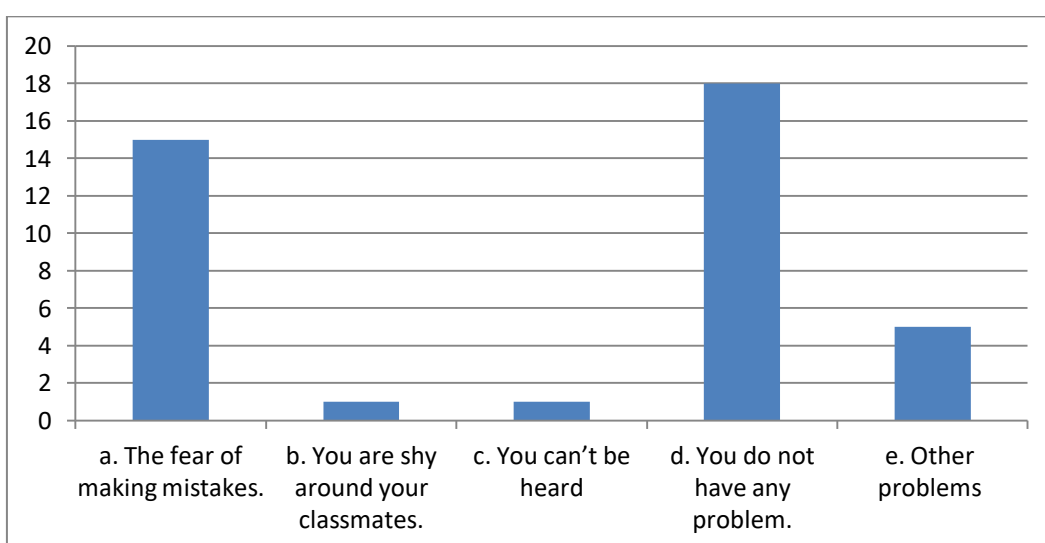
in the English session. Accordingly, (47.5%) of the pupils have reported that they always participate; whilst only (2.5%) of them claim that they never participate in the session.

Question 02: What are the major obstacles that hinder your participation?

Table 25.

Problems that Hinders Participation

Option	Participants	Percentage
a. The fear of making mistakes.	15	37.5%
b. You are shy around your classmates.	1	2.5%
c. You can't be heard	1	2.5%
d. You do not have any problem.	18	45%
e. Other problems	5	12.5%
Total	40	100%



Graph 25: Problems that Hinder Participation

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

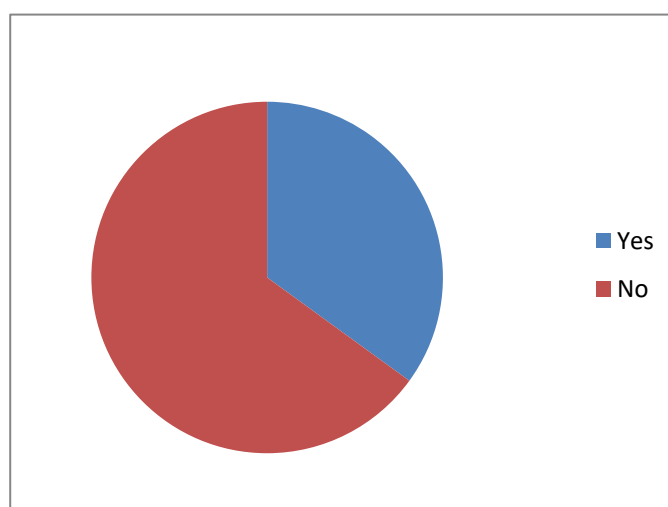
This question is asked to investigate the reasons behind pupils' lack of participation. Based on the data stated above, 18 pupils (45%) declare that they do not face any problem in classroom participation; whereas 15 pupils indicate that their main obstacle is the fear of making mistakes. Additionally, only 1 pupil (2.5%) considers that being shy hinders the classroom participation. Equally, another one (2.5%) declares that he/she tries to participate but the teacher cannot hear him/her, maybe because this pupil sits in the back; while five pupils (12.5%) reveal other reasons such as teachers who do not treat them fairly and the lack of understanding.

Question 03: Do you feel bored during the English language session?

Table 26.

Pupils Feelings during the Session of English

Option	Participants	Percentage
a. Yes	14	35%
b. No	26	65%
Total	40	100%



Graph 26: Pupils Feeling during the Session of English

This question is designed to capture the participants' impressions about the English session. According to the participants' answers revealed above, the majority (65%) have denied that they feel bored during the lecture; whilst the other (35%) have confirmed that they feel bored during the English session.

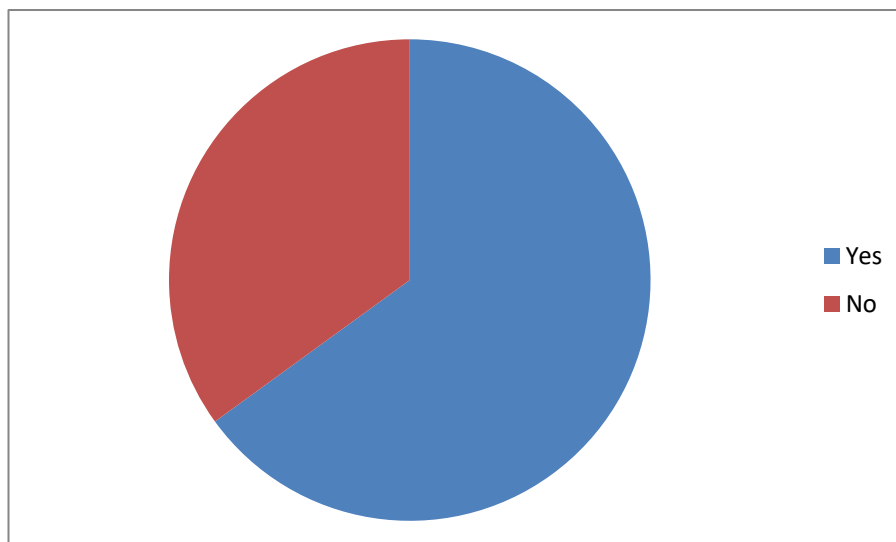
→ **Justification**

Furthermore, participants who have declared that they feel bored were asked to justify their answers. Some of them have declared that they do not like their teachers' methods of teaching, while others find that the learning tasks and activities are boring.

Question Four: When you do not understand anything, do you ask your teacher?

Table 27.
Pupils' Readiness to Ask the Teacher

Option	Participants	Percentage
a. Yes	26	65%
b. No	14	35%
Total	40	100%



Graph 27: Pupils Readiness to Ask the Teacher

The current question sought to probe the pupils' tendency in asking questions. The graph above reveals that the majority of respondents (65%) are ready to ask their teachers whenever they encounter any difficulty; whilst 35% of the pupils have responded that they do not ask for clarifications.

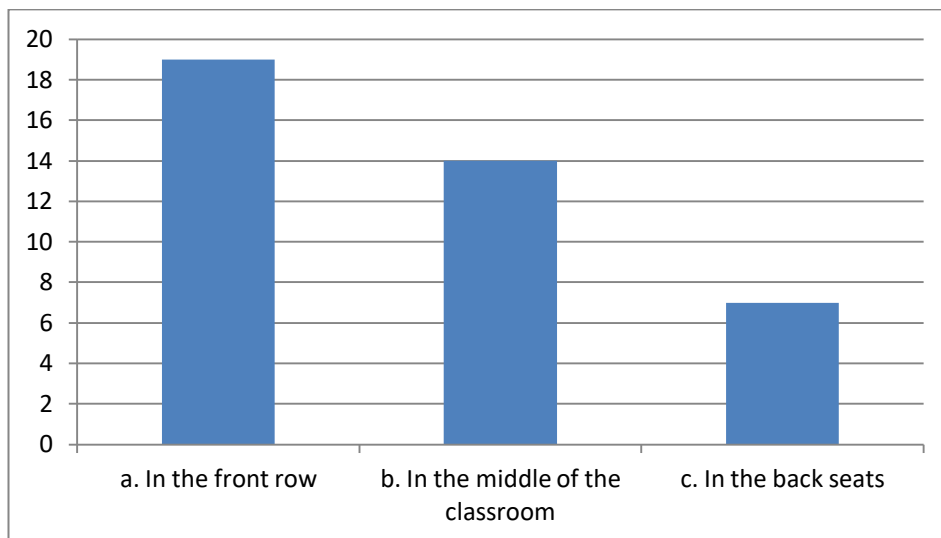
→ **Justification**

Pupils who have responded with "No" were asked to justify their answers in order to reveal the major obstacles. The majority of them declare that they are shy to ask, others report that they have a fear from the teacher's reaction, for instance some pupils state that their teachers mock them so they become embarrassed. However, other participants claim that they prefer to do their own researches on the internet or ask one of their families to explain.

Question Five: Where do you sit in the classroom?

Table 28.
Pupils' Seating Arrangement

Option	Participants	Percentage
a. In the front row	19	47.5%
b. In the middle of the classroom	14	35%
c. In the back seats	7	17.5%
Total	40	100%



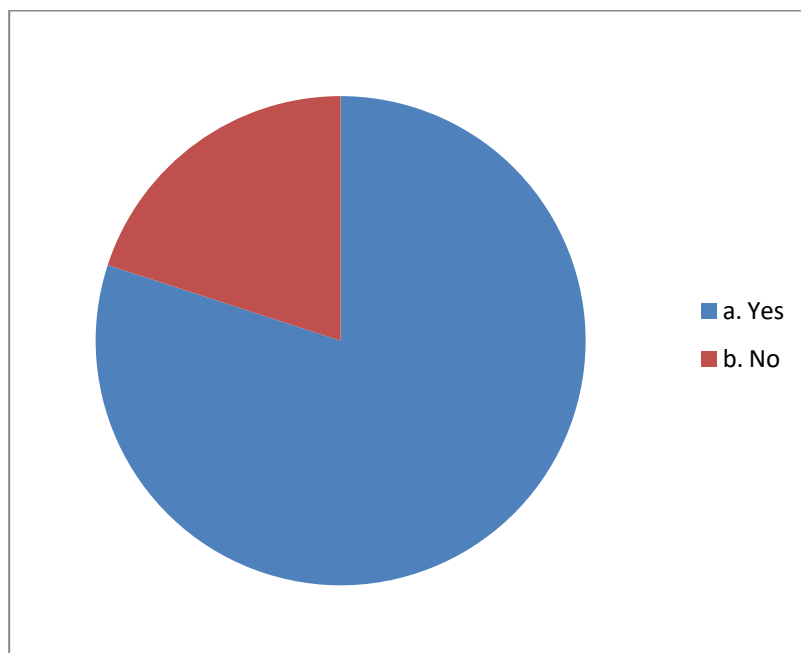
Graph 28: Pupils' Seating Arrangement

As far as this question is concerned, it intends to investigate the participants' seating arrangement. As it is illustrated in the table above, 19 pupils (47.5%) declare that they sit in the front row. Moreover, 14 pupils (35%) report that they sit in the middle of the class; whereas, only a minority of 7 pupils (17.5%) sit in the back seats.

Question 06: Does your place help you to concentrate?

Table 29.
The Effects of the Seating Arrangement

Option	Participants	Percentage
a. Yes	32	80%
b. No	8	20%
Total	40	100%



Graph 29: The Effect of the Seating Arrangement

The table represents the participants' opinion about whether their seating arrangement helps their concentration. The highest percentage of the participants' (80%) respond with "Yes" their seating helps them to concentrate. Based on the previous question

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

responses, the majority of them sit in the front row which makes it logical. However, (20%) of participants respond with ‘No’, their seating obstruct their concentration.

————→ **Justify your answer**

Pupils were asked to justify their choices. Participants who responded with “Yes” have declared that they sit in the front rows or in the middle of the class where they are closer their teachers and the board; also they hear and see everything clearly. Furthermore, they have asserted that teachers pay more attention to them rather than students who sit in the back.

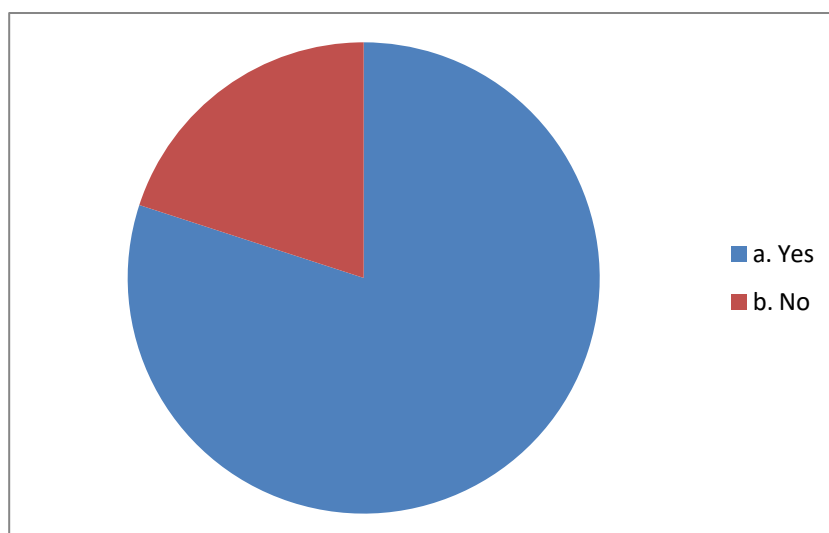
In the other hand, pupils who responded with “No” have reported that they neither hear what the teacher says nor see what he/she writes on the board well. In addition, some of them have declared that their teachers do not pay attention to those who sit in the back; which leads to more disruptive behaviors; noise and gossiping consequently it become harder to concentrate.

Question 07: Does the pupils’ large number obstruct you from hearing and understanding what the teachers says?

Table 30.

The Effect of Pupils’ Large Number on their Understanding

Option	Participants	Percentage
a. Yes	32	80%
b. No	8	20%
Total	40	100%



Graph 30: The Effect of Pupils' Large Number on their Understanding

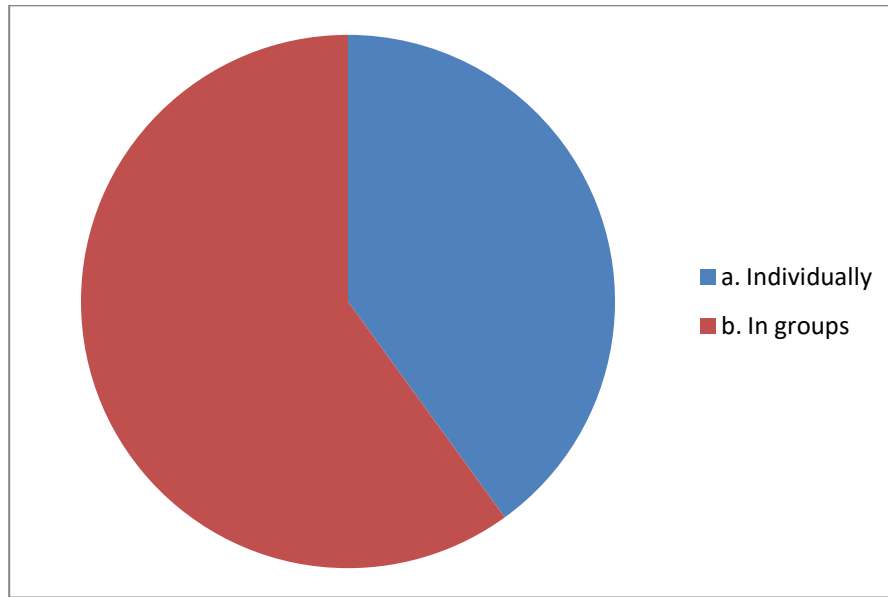
This question sought to determine the effect of the pupils' large number in the classroom. As it is shown in the table above, the high majority of them (80%) assert that the pupils' large number affects their learning as it obstruct them from understanding and hearing what the teacher say; while (20%) of the respondents claim that it does not affect their learning.

Section Three: Cooperative Learning

Question 01: Do you prefer to work?

Table 31.
Pupils' Reflections about Group Work

Option	Participants	Percentage
a. Individually	16	40%
b. In groups	24	60%
Total	40	100%



Graph 31: Pupils' Reflections about Group Work

Regarding this question, it intends to reveal the pupils' preferred mode of interaction during classroom tasks. Relying on the data indicated in the graph, 60% of the pupils declare that they prefer to learn in groups; whereas, the rest 40% assert that they like to learn individually.

→ **Justification**

Later in this question, participants were asked to justify their answers. Pupils who prefer working individually claim that they concentrate better when they work individually. Also they consider it as a better way to avoid chatting with their mates.

In the other hand, pupils who opt for working in groups have justified their choice as follows. The majority of them have stated that working in groups allows them to exchange ideas; as their mates ask questions that do not come to their minds which lead to better understanding. Furthermore, other pupils claim that as long as they work within a

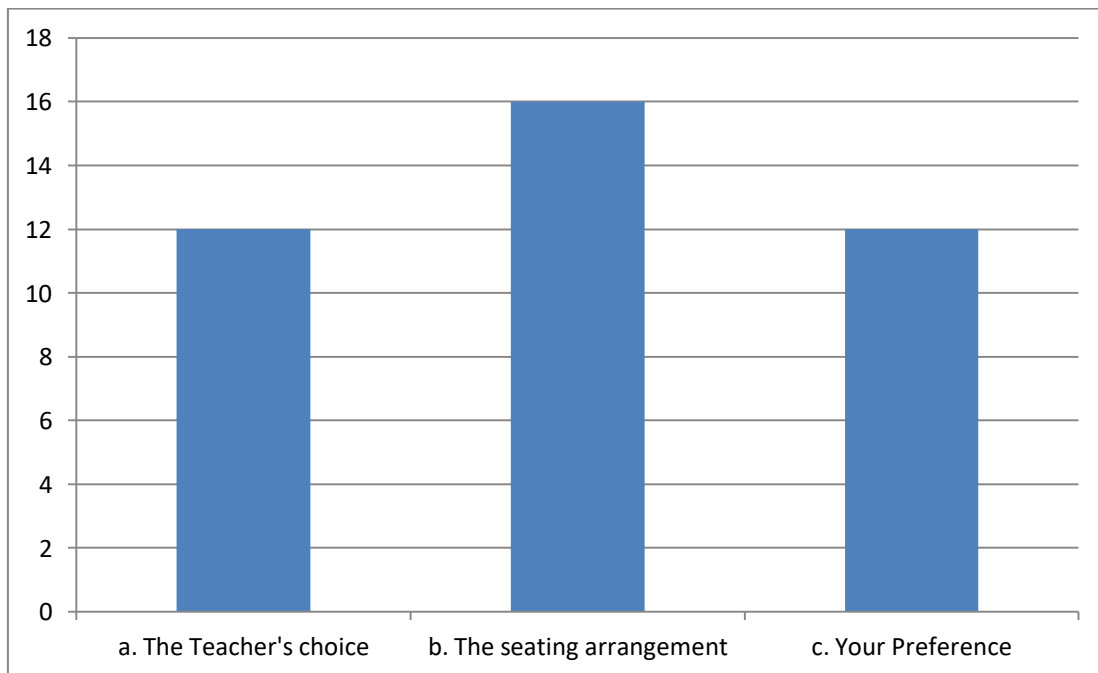
COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

group they do not feel bored. Moreover, some of them report that their mates questions facilitate their understanding because they are shy to ask.

Question 02: Groups are divided according to:

Table 32.
Pupils' Grouping

Option	Participants	Percentages
a. The teacher's choice.	12	30%
b. The seating arrangement.	16	40%
c. Your preference.	12	30%
Total	40	100%



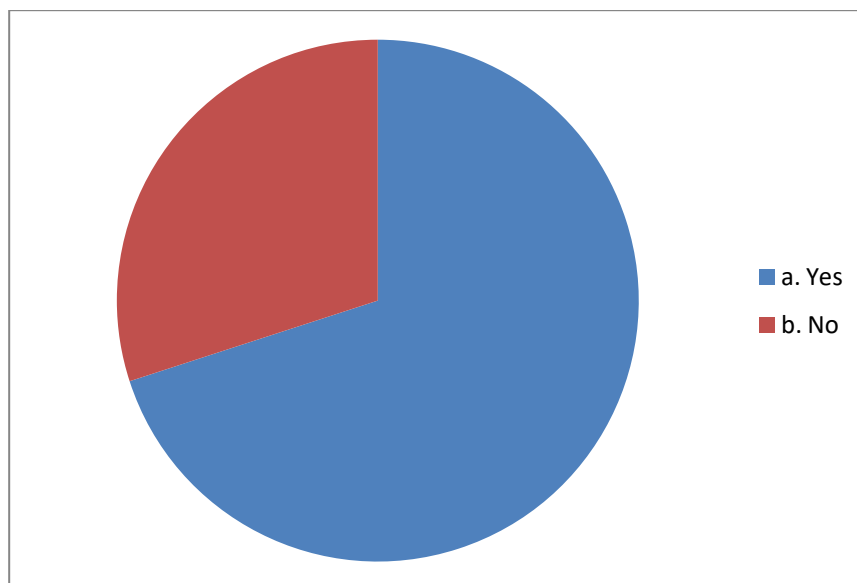
Graph 32: Pupils' Grouping

Considering this question, was designed to investigate teachers' ways of grouping their pupils. As the table above shows, the highest percentage (40%) of the pupils report that they are being grouped according to their seating arrangement; whereas 30% of the participants declare that their teachers group them depending on their choice. Equally, the other 30% of the sample have reported that they are being grouped according to their preference.

Question 03: Does the teacher monitor the learning groups regularly and provide the necessary help?

Table 33.
Teachers' Monitoring in the Groups

Option	Participants	Percentages
a. Yes	28	70%
b. No	12	30%
Total	40	100%



Graph 33: Teachers' Monitoring in the Groups

This question aims to reveal if the pupils get the necessary assistance by their teachers while working in groups. As it is illustrated in the graph above, a high rate of the participants (80%) respond with “Yes” which means that their teachers help them; while the rest (20%) choose the option “No” that is to say that they do not get the assistance they need by their teachers.

Question04: What do you think about learning in groups of different levels to exchange ideas and skills?

This open ended question was asked to determine pupils’ attitude about cooperative learning strategy; the majority of them welcomed the idea and have agreed upon the same points:

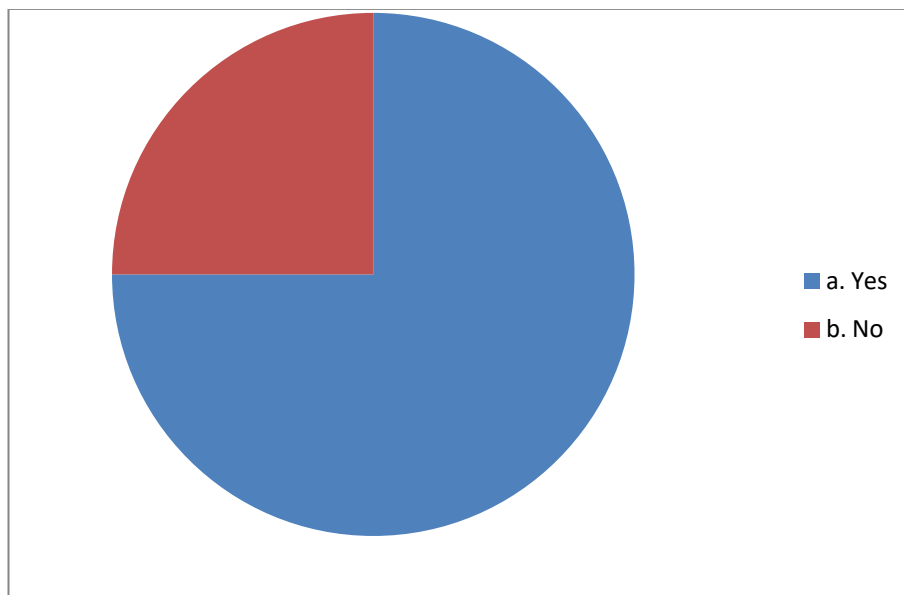
- I think it is a great idea.
- Groups with different pupils’ levels help to lift weak pupils.
- Yes, I agree because the more we have different ideas the more we can understand and avoid mistakes
- I like it because it helps us to learn easily and I feel more motivated and encouraged to learn when I am with my friends.

In the other hand, only a minority has declared that they do not support this strategy because they think that it may lead to fights, they like it yet they may not adapt with other pupils. In addition, they have reported that some pupils would be dependent on the expert learners and exploit them.

Question 05: Do you think that cooperative learning will improve introvert pupils' learning?

Table 34.
Pupils' Opinions about Cooperative Learning

Option	Participants	Percentage
a. Yes	30	75%
b. No	10	25%
Total	40	100%



Graph 34: Pupils' Opinions about Cooperative Learning

The current question sought to probe the introvert pupils' attitudes toward working within cooperative groups. Based on the results shown in table, the highest rate (75%) respond with "Yes" that being a part of a learning group helps them to overcome their shyness, while 25% of the participants claim that it does not help.

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

A follow up question required pupils to justify their choices. Initially, the majority of them who agreed on the statement have declared:

- My colleagues' participation motivates me to participate.
- I feel more confident when I share my thoughts with my colleagues while they are sharing theirs.
- When I am shy to ask the teacher, I rely on my mates to understand as they may ask questions that are running in my head.
- Working in groups disrupt the teacher's attention, so that he does not focus only on me if I make mistake my friends would help me.

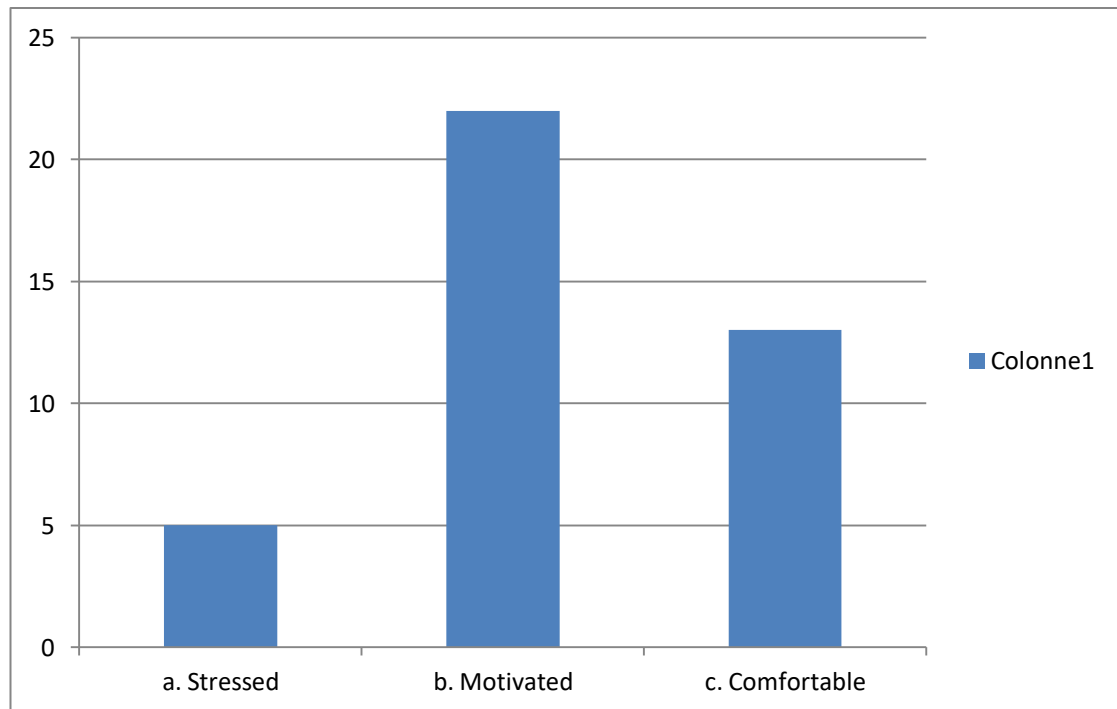
In the other hand, pupils who disagree on the statement have affirmed that they are not introverts and do not face any problem with classroom participation.

Question 06: How do you feel while working within a group?

Table 35.

Pupils' Feelings when working in Groups

Option	Participants	Percentage
a. Stressed	5	12.5%
b. Motivated	22	55%
c. Comfortable	13	32.5%
Total	40	100%

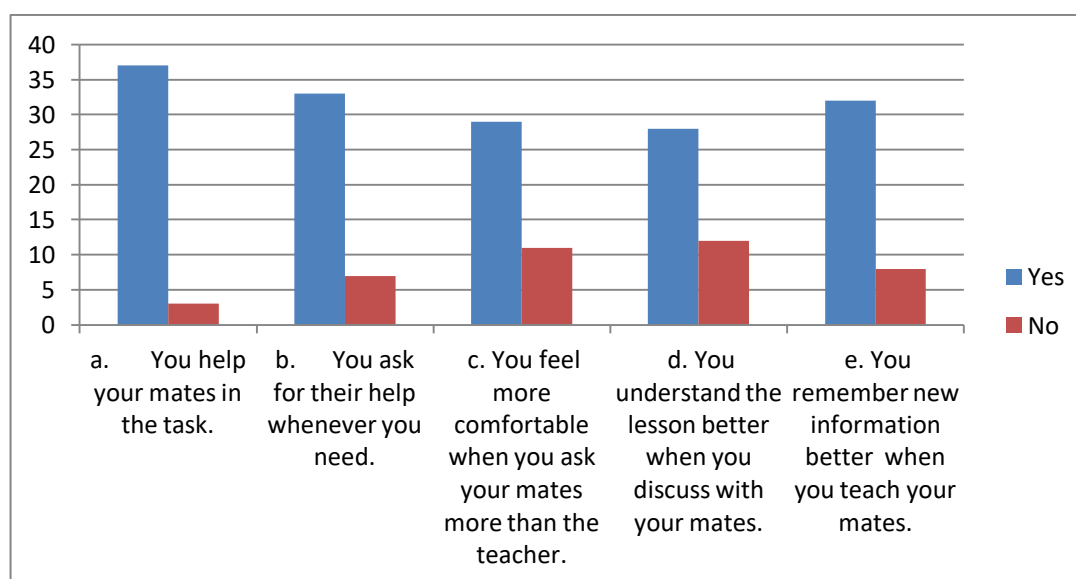


Graph 35: Pupils' Feelings when working in Groups

This question is designed to capture the pupils' impressions about working in groups. As it is presented in table, 22 pupils who represent (55%) admit that they feel motivated during cooperative tasks. Moreover, 13 pupils with the percentage (32.5%) assert that they feel comfortable; whilst only 5 respondents who represent (12.5%) claim that they feel stressed.

Question 07: While working within groups:**Table 36.***Pupils' Practices during Group Work Activities*

Option	Yes		No	
	Participants	Percentage	Participants	Percentage
a. You help your mates in the task.	37	92.5%	3	7.5%
b. You ask for their help whenever you need.	33	82.5%	7	17.5%
c. You feel more comfortable when you ask your mates more than the teacher.	29	72.5%	11	27.5%
d. You understand the lesson better when you discuss with your mates.	28	70%	12	30%
e. You remember new information better when you teach your mates.	32	80%	8	20%

**Graph 36: Pupils' Practices during Group Work Activities**

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

To simplify what the displayed graph and table indicated, pupils were asked several questions to determine their readiness to work cooperatively within their groups.

First, participants were asked if they help their mates when they work in groups. The percentages show that 37 out of 40 pupils (92.5%) help their mates while working as a group, whilst only 3 pupils (7.5%) assert that they do not help.

Second, we asked the pupils whether they ask their groups mates if they do not understand something. 82.5% of them declare that they seek their mates' support if every time they need, while only 17.5% of the participants claim that they do not look for their mates help.

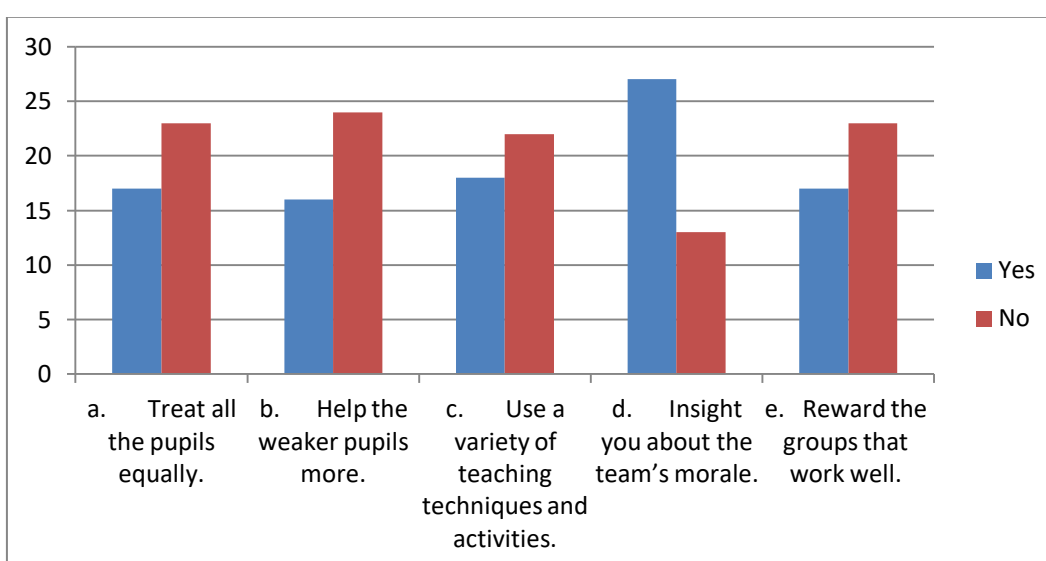
Moreover, pupils were asked if they feel more comfortable when asking their group mates rather than asking their teachers. The highest percentage of (72.5%) agrees that they prefer to ask their mates more than the teacher. However, 27.5% disagree, in other words they do not mind asking their teachers every time they need.

In addition, the majority of respondents (70%) affirm that they understand their lessons better when they discuss them within their groups. However, 30% of them claim that they do not find that working in groups enhance their understanding.

Furthermore, pupils were asked if tutoring their group mates facilitate their memorization. As it is shown in the results, a high rate of them (80%) agree on this fact; that is to say they remember new information better when they are in groups. However, the rest 20% disagree, in other words working in groups does not enhance their memorization.

Question 08: Does the teacher?**Table 37.***Pupils Reflections about Their Teachers of English*

Option	Yes		No	
	Participant	Percentage	Participant	Percentage
a. Treat all the pupils equally.	17	42.5%	23	57.5%
b. Help the weaker pupils more.	16	40%	24	60%
c. Use a variety of teaching techniques and activities.	18	45%	22	55%
d. Insights you about the team's morale.	27	67.5%	13	32.5%
e. Reward the groups that work well.	17	42.5%	23	57.5%

**Graph 37: Pupils Reflections about Their Teachers of English**

This set of questions aim at revealing the teachers' attitude toward their pupils in overcrowded classrooms.

The first question intends to unveil whether all the pupils are treated equally by their teachers. As the graph illustrates, 23 respondents (57.5%) affirm that their teachers do not treat them in the same way, while 17 others (42.5%) claim that their teachers manage to treat all the pupils equally. That is to say, the majority of the teachers may not fill each student's needs individually.

Regarding the second question, it was asked to determine whether weak pupils are getting more assistance by their teachers. Relying on the data in the table above, the highest rate (60%) of the respondents affirms that their teachers do not provide any supplementary help for the weaker pupils; whilst the rest 40% report that their teachers support the weaker pupils. We can say that overcrowded classrooms limit the pupils' right to get adequate learning.

As far as the third question is concerned, it intends to investigate the teachers' capability to use different methods of teaching. As the table statistics display, the majority of the pupils (55%) declare that their teachers do not tend to vary in their teaching methods. However, 45% of the respondents affirm that their teachers use a variety of teaching methods including technologies and active learning.

The fourth question is sought to determine whether the teachers try to implement the team morale among the groups' members which represents a focal point in cooperative learning groups. As it can be noticed, the highest rate of the participants (67.5%) has declared that their teachers insight them about the groups' morals and how they should

work as a one entity. Meanwhile, 32.5% of the respondents claim that their teachers do not pay attention to this point.

Considering the last question, it was asked to investigate whether the participants are getting any kind of incentives if they do well in their groups. As the table illustrates, 23 out of 40 pupils (57.5%) have declared that they are not getting any rewards. However, the rest 17 pupils (42.5%) have affirmed that their teachers reward the competent groups.

2.3. Discussion of the Pupils' Questionnaire Findings

Relying to the analysis of the pupils' feedback, we get relevant responses about the fact of being a part of overcrowded classrooms; moreover we capture their attitudes toward the use of cooperative learning method. Initially, the results reveal that a high majority of pupils belong of overcrowded classrooms, meanwhile nearly all of them like English Language subject. That is to say, belonging to an overcrowded classroom does not limit their interests in learning English. Moreover, the majority of them do not feel bored during English session which means they are motivated to learn English language; however, the ones who feels bored their arguments are about either their teachers' methods of teaching or the types of the learning tasks. Accordingly, this calls for the need of new teaching methods and a variety of learning activities.

Furthermore, the highest percentage of the participants sits either in the front rows or in the middle of the classroom; which narrows the tendency of facing classroom problems such as participation problems. As a result, the frequency of the pupils' participation varies from "Always" to "Sometimes" which is a good indicator. As it justifies their capability to concentrate better and to ask their teachers, because most of them express that they do not have any problem to ask their teachers whenever they face any ambiguity. However, we would prefer if the sample included more pupils who sit in

the back seats because this portion is more likely to face problems. Meanwhile, the highest rate of the participants declares that the pupils' large number affects their learning quality.

Moreover, the majority of the pupils affirm that they like to work in groups rather than working individually to exchange ideas and benefit from each other's knowledge. Accordingly, they expressed their acceptance to work in cooperative groups with pupils that have different levels. However, the vast majority of the respondents affirm that they are being grouped depending on the seating arrangement or their own choices; while cooperative groups need to be systematically arranged by the teachers who know better their pupils' levels and capacities.

Additionally, a high rate of the participants asserts that they feel more comfortable and motivated when they work with their mates in cooperative groups; meanwhile introvert pupils affirm that being a part of cooperative groups makes them more involved since they do not hesitate to participate within their groups or ask clarification questions. Cooper (1995) mentions "It is less threatening for students to speak in front of a large class if they have first tried out their ideas within their group" (p.162)

Furthermore, when pupils were asked about their interference in groups most of them help their mates whenever they need, as they ask for their help similarly; also, they express their comfort to ask their group mates rather than asking their teachers. In addition, they understand and memorize better after discussing with friends.

Finally, pupils were asked about how the teachers treat the pupils in large classes. They have responded that teachers cannot treat all the pupils equally, as they cannot provide more assistance for low achievers who need more efforts. These are normal facts in the case of overcrowded classes, because teachers cannot cover each learner's needs due to their large number.

In a small class it is possible for the teacher to give intensive attention to the shy or reluctant students, and still have ample time to speak individually with the rest of the class. In the large class, individual attention to all is not possible. (David & McLeod, 1996, p. 5)

Thus, cooperative groups may facilitate this issue since all the learners are involved in multi levels learning groups. Besides, expert learners may take charge of the novice learners learning which facilitates the teacher's role.

In addition, considerable percentage of participants declares that their teachers follow only the traditional way of teaching which becomes an old-fashioned method; however, the need for new methods of teaching has risen nowadays; such as active learning that requires learners to be active, aware and involved in their learning process rather than being passive audience. In the case of overcrowded classes, teachers may not manage all the pupils learning, so they should be more responsible about it. Sachs, Candlin and Rose, (2003) report that not only high achievers benefit from cooperative learning tasks but also low achievers, due to their active involvement.

Conclusion

To sum up, this chapter represents the field work of this study, it provides a thorough discussion about the topic of overcrowded classrooms with their effects in relation to cooperative learning as a management strategy. ; Ultimately, findings were gathered through two questionnaires; submitted for both teachers and pupils of middle schools. Results were discussed and analyzed following the descriptive method; they spot the light on the major obstacles that hinders the teaching-learning process as they report the effectiveness of cooperative learning method. The findings of this chapter validate both research hypothesis that state the following "Overcrowded classrooms have a negative

impact on both teaching and learning process” and “if teachers adopt cooperative learning as a strategy it may help in managing overcrowded classrooms”.

Limitations of the Study

This study was held depending on only one data collection tool which is online questionnaires, due to the COVID-19 pandemic and the exceptional circumstances of our schools' lockdown we could not pursue the observation process. Meanwhile, the study requires a closer observation of overcrowded middle school classrooms to capture the real situation. Besides, the questionnaires may not provide a holistic classroom view; we would prefer to report reflections about all the types of learners in the classroom. For instance, the majority of the pupils reported that they sit in the front rows or in the middle seats so that they will not suffer from the same problems of the pupils in the back. Furthermore, we could not select a specific sample of one level due to the lack of participants, thus this study is dedicated to the middle school level in general.

Recommendations

Overcrowded classrooms are a part of our educational system, so teachers in this case should be more prepared, organized, and competent in managing their classrooms. Hence, they should:

- ✓ Create classroom routines at the very beginning of the school year in order to assure the good functioning of
- ✓ Set classroom rules to make everything clear and avoid discipline problems.
- ✓ Prepare the lessons and tasks before coming to the classroom so as to gain more time and can maximize the instructional time.

- ✓ Vary teaching methods so that learners become more engaged and motivated to learn.
- ✓ Opt for more active learning strategies to enhance learners' active involvement, and induce their autonomy to be more independent and responsible for their learning because the teacher cannot cover 100% of the classrooms' learning.
- ✓ Teachers should be trained to deal with overcrowded classes managerial skills including managing discipline problems and new teaching methods

General Conclusion

Pupils large number and the lack of equipments resulted in the situation both teachers and learners experience. Over-crowded classrooms are a fact that cannot be avoided, any teachers may encounter this case one day; thus he/she either decides to establish the potentials to face this situation and make it under control or just give up and let things go worse. Developing good strategies will not serve the teachers only but also the learners. This research paper was prepared to spot the light on the problem of overcrowded classes in the middle school sector meanwhile suggests the use of cooperative learning as a strategy to cope with it.

The first two chapters represent the literature review of this study, while the third one is devoted to the practical part. More precisely, the first chapter tackles the issue of crowded classes' definitions, the major problems that encounter both teachers and pupils, and some suggested management strategies for this case.

Furthermore, the second chapter is about the cooperative learning strategy, its definitions from different perspectives, theoretical roots, types, main principles and how it can be applied in large classes. According to the third chapter, it is about the practical part of this study; it provides a deep analysis and discussion of the pupils and teachers

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

feedback, it reports their reflections as witnesses of our research problems and their attitudes toward the use of cooperative learning as a suggested method.

To sum up, results gathered from pupils and teachers' feedback confirms the research hypothesis that overcrowded classes have a negative impact on the teaching-learning process; also the application of cooperative learning would help in managing overcrowded classrooms.

References

- Adelman, H. S., & Taylor, L. (2005). Classroom climate. *Encyclopedia of school psychology*, 88-90.
- Alderson, J. C. (2005). *Diagnosing foreign language proficiency: The interface between learning and assessment*. London, England: Continuum.
- Ashman, A., & Gillies, R. (2003). *Cooperative learning: The social and intellectual outcomes of learning in groups*. London, England: Routledge.
- Asodike, J. D., & Onyeike, V. C. (2016). Managing large classes in developing countries. *Global Journal of Educational Research*, 15(1), 31-39. doi:10.4314/gjedr.v15i1.4
- Ayu, M. (2017). *Interactive activities for effective learning in overcrowded classrooms*. Palembang.
- Bahanshal, D. A. (2013). The effect of large classes on English teaching and learning in Saudi secondary schools. *English Language Teaching*, 6(11), 49-59.
- Baker, J., & Westrup, H. (2000). *English language teacher's handbook: How to teach large classes with few resources*. Bloomsbury publishing.
- Bowman, B., Larson, M. J., Short, D., McKay, H., & Valdez-Peirce, L. (1992). *Teaching English as a foreign language to large, multilevel classes*. Washington: Peace Corps.
- British Columbia Institute of Technology. (2010). Developing checklists and rating scales. *Instructional Job Aid*, 1-12.
- British Council. (n.d.). Teaching large classes | TeachingEnglish | British Council | BBC. Retrieved from <https://www.teachingenglish.org.uk/article/teaching-large-classes>
- Carbone, E. (1999). Students behaving badly in large classes. *New Directions for Teaching and Learning*, 1999(77), 35-43.

- Chan, C. (2010). Assessment: Assessing Large Class. *Assessment Resources*. Retrieved from http://ar.cetl.hku.hk/large_class.htm
- Cohen, E. G., Brody, C. M., & Sapon-Shevin, M. (2004). *Teaching cooperative learning: The challenge for teacher education*. Albany: SUNY Press.
- Cooper, M. M. (1995). Cooperative learning: An approach for large-enrollment courses. *Journal of Chemical Education*, 72(2). doi:10.1021/ed072p162
- David, G., & McLeod, N. (1996). Teaching large classes: The silver lining. *HERDSA News*, 18(1).
- Deutsch, M. (1949). A Theory of Co-operation and Competition. *Human Relations*, 2(2), 129-152. doi:10.1177/001872674900200204
- Dyer, K. (2013). Large class sizes? formative assessment for learning fits just fine. *The Education Blog*. Retrieved from <https://www.nwea.org/blog/2013/large-class-sizes-formative-assessment-for-learning-fits-just-fine/>
- Epri, M. L. (2016). A case study on the impact of large classes on student learning. *Contemporary PNG Studies*, 24, 24.
- Feith, J. (2020, February 20). *Jigsaw learning in physical education* [Graph]. Retrieved from <https://thephysicaleducator.com/2020/02/20/jigsaw-learning-in-physical-education/>
- Felder, R. M. (1997). Beating the numbers game: Effective teaching in Large class. In *ASEE Annual Conference*. Department of Chemical Engineering North Carolina State University.
- Garibay, J. C. (2015). Creating a positive classroom climate for diversity. *UCLA Diversity & Faculty Development*, 4.
- Garland, S. (2006, September 27). Overcrowded classrooms double in city. *The Sun* [New York].

- Gleason, M. (1986). Better communication in large courses. *College Teaching*, 34(1), 20-24.
- Goodrich, H. (1997). Understanding rubrics: The dictionary may define " rubric," but these models provide more clarity. *Educational Leadership*, 54(4), 14-17.
- Goyak, A. M. (2009). *The effects of cooperative learning techniques on perceived classroom environment and critical thinking skills of preservice teachers* (Doctoral dissertation). Retrieved from <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1166&context=doctoral>
- Green, K. (2004). Group size when using cooperative learning. Retrieved from <http://www.thirteen.org/edonline/concept2class/coopcollab/index.html>
- Gurman, E. B. (1989). The effect of prior test exposure on performance in two instructional settings. *The Journal of Psychology*, 123(3), 275—78.
- Haddad, C. (Ed.). (2006). *Practical Tips for Teaching Large Classes*. Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau for Education.
- Hanna, G. S., & Dettmer, P. (2004). *Assessment for effective teaching: Using context-adaptive planning*. Boston: Allyn & Bacon.
- Harris, M., & McCann, P. (1994). *Handbooks for the English classroom assessment*.
- Hayes, D. (1997). Helping teachers to cope with large classes. *ELT Journal*, 51(2), 106-116. doi:10.1093/elt/51.2.106
- Hertz-Lazarowitz, R., Kagan, S., Sharan, S., Slavin, R., & Webb, C. (1985). An introduction to cooperative learning research. In *Learning to cooperate, cooperating to learn*. Berlin, Germany: Springer Science & Business Media.
- Hosseini, S. M. (2014). Competitive team-based learning versus group investigation with reference to the language proficiency of Iranian EFL intermediate students.

- International Journal of Instruction*, 7(1), 177-188. Retrieved from <https://www.researchgate.net/publication/292850729>
- Ijaya, Y. (1999). Effects of overcrowded claddrooms on teacher student interaction. *Ilorin Journal of Education*, 19, 1-11.
- Ivits, S. (n.d.). *A checklist sample*. Retrieved from <https://ecampusontario.pressbooks.pub/adultlitfund5/back-matter/appendix-2-writing-checklists/>
- Jacobs, G. M., & Loh, W. I. (2003). Using cooperative learning in large classes. *Large Classes*, 142-157.
- Jacobs, G. M., & Renandya, W. A. (2019). Student centered cooperative learning: An introduction. *Student Centered Cooperative Learning*, 1-17. doi:10.1007/978-981-13-7213-1_1
- Johnson, D., & Smith, K. A. (1998). Active Learning: Cooperation in the college classroom. Retrieved from DOI: 10.5926/arepj1962.47.0_29
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Cooperative learning: Increasing college faculty instructional productivity: ASHE-ERIC high education research reports*.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *The new circles of learning: Cooperation in the classroom and school*. Alexandria: ASCD.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Upper Saddle River: Prentice Hall.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2010, March 25). Cooperative learning returns to college what evidence is there that it works? *Change: The Magazine of Higher Learning*, 30(4), 26-35.

- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2013). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in University Teaching*. Retrieved from http://personal.cege.umn.edu/~smith/docs/Johnson-Johnson-Smith-Cooperative_Learning-JECT-Small_Group_Learning-draft.pdf
- Jolliffe, W. (2007). *Cooperative learning in the classroom: Putting it into practice*. Thousand Oaks: SAGE.
- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- Kelly, M. (2019, February 1). Cooperative learning versus traditional learning. Retrieved from <https://www.thoughtco.com/cooperative-learning-for-group-activities-7749>
- Kelly, R., Klionsky, D., & Weimer, M. (2008). Strategies for Teaching Large Classes. *The Teaching Professor, Special Report*.
- Ketabi, S., & Ketabi, S. (2014). Classroom and formative assessment in second/foreign language teaching and learning. *Theory & Practice in Language Studies*, 4(2).
- Khan, P., & Iqbal, M. (2012). Overcrowded classroom: a serious problem for teachers". *Elixir International Journal*, 10162-10165.
- Küçükler, H., & Kodal, A. (2019). Foreign language teaching in over-crowded classes. *English language teaching*, 12(1), 169-175.
- Lal, N. (2016). Critical evaluation of teacher's role in implementing cooperative learning in the mathematics class in Fiji. *International Journal of Education and Research*, 4(9).
- Lander, E. (2018). 10 Best ESL games for English teachers abroad. *Go Overseas*. Retrieved from <https://www.gooverseas.com/blog/10-best-games-esl-teachers>

Learning styles and classroom management. (n.d.). Retrieved from

http://www.bobbijokenyon.com/crm/classroom_management_learning_styles.pdf

Lloyd-Strovas, J. (2015). *Tips for teaching large classes* (Doctoral dissertation, Texas Tech University).

Manning, L., & Lucking, R. (1991). The what, why, and how of cooperative learning. *The Social Studies*, 82(3), 120-124. Retrieved from DOI:

10.1080/00377996.1991.9958320

Marais, P. (2016). We can't believe what we see: Overcrowded classrooms through the eyes of student teachers. *South African Journal of Education*, 36(2), 1-9. doi:

10.15700/saje.v36n2a1201

Matshipi, M. G., Mulaudzi, N. O., & Mashau, T. S. (2017). Causes of overcrowded classes in rural primary schools. *Journal of Social Sciences*, 51(1-3), 109-114.

doi:10.1080/09718923.2017.1305568

Mattingly, R. M., & VanSickle, R. L. (1991). Cooperative learning and achievement in Social Studies: Jigsaw II. *National Council for the Social Studies*, 55(6), 385-392.

Retrieved from

<http://www.socialstudies.org/sites/default/files/publications/se/5506/550613.html>

Miller, A., & Cunningham, K. (2011). Classroom environment. *Updated April, 18*.

Moore, M. (2005). Meeting the educational needs of young gifted readers in the regular classroom. *Gifted Child Today*, 28(4), 40-65.

Moskowitz, J. M., Malvin, J. H., Schaeffer, G. A., & Scharps, E. (1983). Evaluation of a cooperative learning strategy. *American Education Research Journal*, 20(4), 687-

696. Retrieved from doi.org/10.3102/00028312020004687

COOPERATIVE LEARNING AND CROWDED CLASSES MANAGEMENT

- Moskowitz, J. M., Malvin, J. H., Schaeffer, G. A., & Schaps, E. (1985). Evaluation of jigsaw, a cooperative learning technique. *Contemporary Educational Psychology*, 10(2), 104-112. Retrieved from doi.org/10.1016/0361-476X(85)90011-6
- Murray, S. L. (1996). Applying informal cooperative learning groups techniques in the classroom. In *ASEE Annual Conference Proceedings*. Missouri.
- Muthusamy, N. (2015). *Teachers' experiences with overcrowded classrooms in a mainstream school* (Doctoral dissertation).
- Nakabugo, M. G., Opolot-Ukurut, C., Ssebbunga, C. M., Ngobi, D. H., Maani, J. S., Gumisiriza, E. L., ... Bisikwa, R. (2007). Instructional strategies for large classes: Baseline literature and empirical study of primary school teachers in Uganda. In *Report of the Proceedings of the Africa-Asia University Dialogue for Basic Education Development Second Reflective Dialogue Meeting* (pp. 15-17). Paris.
- Panitz, T. (1999). Collaborative versus cooperative learning: A comparison of the two concepts which will help us understand the underlying nature of interactive learning. Retrieved from <http://www.capecod.net/~TPanitz/Tedspage>
- Pedder, D. (2006). Are small classes better? Understanding relationships between class size, classroom processes and pupils' learning. *Oxford Review of Education*, 32(2), 213-234.
- Renaud, S., Tannenbaum, E., & Stantial, P. (2007). Student-Centered Teaching in Large Classes with Limited Resources. *English Teaching Forum*, 45(3), 12.
- Rhalmi, M. (2013, May 23). Teaching large classes: problems and suggested tips. Retrieved from <https://www.myenglishpages.com/blog/teaching-large-classes-problems-and-suggested-techniques/>
- Rhoades, G. (2013). Minimizing the chaos through cooperative classroom management. US department of State. In *English Teaching Forum*, 51(4), 28-34.

- Sachs, G. T., Candlin, C. N., & Rose, K. R. (2003). Developing cooperative learning in the Efl/Esl secondary classroom. . *RELC Journal*, *34*(3), 338-369. Retrieved from doi.org/10.1177/003368820303400305
- Scarlett, W. G. (Ed.). (2015). *The SAGE encyclopedia of classroom management* (Vol. 1, p. 219).
- Schincariol, L. M., & Radford, K. W. (1998). Checklists and rubrics: An alternative form of assessment in a university volleyball activity course. *Journal of Physical Education*, *69*(1), 25-32. doi:10.1080/07303084.1998.10605043
- Senior, R. (2012). Competitive games in the language classroom. *Classcentered Teaching Online*. Retrieved from <http://rosenior.com/blog/classcentred-teaching/competition-in-language-classrooms/>
- Simhadi, F. (2017). *The scoring rubric for paragraph writing test*. Retrieved from https://www.researchgate.net/figure/1-The-Scoring-Rubric-for-Paragraph-Writing-Test_tbl2_319273598
- Slavin, R. E. (1991). *Student team learning: A practical guide to cooperative learning* (3rd ed.). Washington.
- Smith, K. (1995). Cooperative learning: effective teamwork for engineering classrooms. *Proceedings - Frontiers in Education Conference*, *1*, 208-213. doi:10.1109/FIE.1995.483059
- Smith, K. A. (1996). Cooperative learning: Making “groupwork” work. In *New directions for teaching and learning* (pp. 71-82). Jossey-Bass Publishers.
- Smith, P., & Warburton, M. (1997). Strategies for managing large classes: a case study. *Journal of In-Service Education*, *23*(2), 253-265.
- State University. (n.d.). Team teaching: Advantages, disadvantages. Retrieved from <https://education.stateuniversity.com/pages/2493/Team-Teaching.html>

Tes. (2012). *The quiet signal*. Retrieved from <https://www.tes.com/teaching-resource/co-operative-learning-6307456>

Towns, M. H. (1998). How do I get my students to work together? Getting cooperative learning started. *Journal of Chemical Education*, 75(1), 67. doi:10.1021/ed075p67

The University of Sheffield. (n.d.). *Formative Assessment versus Summative Assessment*. Retrieved from <https://www.sheffield.ac.uk/staff/elevate/essentials/assessment-feedback-1>

Ur, P. (1996). *A Course in Language Teaching*. Cambridge University Press.

Wong, H., & Wong, R. (2013, September). Effective Teaching. Retrieved from <https://www.teachers.net/wong/SEP13/>

WONG, T. S. (2001). Group work in science learning - international scenarios and implications for teaching and learning in Hong Kong. *Asia-Pacific forum on science learning and teaching*, 2(1). Retrieved from https://www.eduhk.hk/apfslt/v2_issue2/wongts/index.htm

Yale, J. B. (2017). What is diagnostic assessment? - Definition & examples. Retrieved from <https://study.com/academy/lesson/what-is-diagnostic-assessment-definition-examples.html>

Appendices

Teachers Questionnaire

Dear teachers

You are invited to take part by filling in the questionnaire below. This questionnaire investigates the issue of using cooperative Learning techniques in managing large classes. Your contribution will be a great help to me. You are kindly requested to answer the following questions by ticking (✓) the appropriate box or giving full answers in the space provided

N.B: There are no right or wrong answers.

Please tick (✓) the correct answer and provide full statements whenever necessary.

Section One: Background Information

Question 01: Would you specify your gender?

a) Male

b) Female

Question 02: Please, specify your degree

a) License

b) Magister

c) Master

Question 03: How many years have you been teaching English at middle school level?

a) 0-5 years

b) 10 years

c) More than 10 years

Question 04 : How many Pupils do you have per class?

a) Less than 35 students

b) More than 35 Students

Section Two: Overcrowded Classrooms

Question 01: Does overcrowded classrooms' environment affect:

- a) The teaching process
- b) The learning process
- c) Both of them

Question 02: Do you find any difficulties in managing large classrooms?

- a) Yes
- b) No

Justify please

.....

.....

.....

.....

Question 03: In your opinion, how can large number of learners affect the teaching-learning operation? (You may choose more than one answer)

- a) It hinders teacher-student interaction
- b) It affects the process of assessment.
- c) It causes more discipline problems
- d) It restricts the learners' attention
- e) It hinders the delivery of teachers' constructive feedback
- f) All of them

Question 04: In your opinion, pupils tend to be noisy when:

- a) They are not involved in the lecture
- b) They are not motivated
- c) They are bored

- d) The teacher has poor managerial skills
- e) All of them

Question 05: According to you, what is the overall percentage of your pupils' involvement during the lecture?

- a) 25%
- b) 50%
- c) 75%

Question 06: Classroom participation is monopolized by competent students?

- a) Agree
- b) Strongly Agree
- c) Disagree
- d) Strongly Disagree

Section Three: Cooperative Learning

Question 01: Encouraging active learning can be effective in managing overcrowded classes.

- a) Agree
- b) Disagree
- c) Neither agree nor disagree

Justify please

.....

.....

.....

.....

.....

Question 02: Do you encourage active learning in your sessions?

- a) Yes
- b) No

Question 03: If yes, what are the strategies you adopt?

- a) Learning games and role plays
- b) Projects and problems solving activities
- c) Group work
- d) Cooperative learning

Question 04: How often do you use group work?

- a) Always
- b) Usually
- c) Sometimes
- d) Rarely
- e) Never
- f) Total

Question 05: Groups tasks are generally achieved by:

- a) Only competent learners.
- b) All the group members equally.

Question 06: Do you group students according to:

- a) Gender
- b) Proficiency
- c) Learners' Preference
- d) The seating arrangement

Question 07: While working in groups, pupils tend to be:

- a) Motivated
- b) Interested
- c) Noisy

Question 08: Do you ensure the following points while pupils are working in cooperative groups?

Statement	Option	
	Yes	No
a) Each group member works for the benefit his/her group.		
b) Each group member is responsible for his/her own learning.		
c) The group members are sitting in a way that facilitates their work on the task.		
d) Groups have time to discuss how well they are working together.		
e) You teach your students social skills such as trust building, decision making and communication.		

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. (Johnson, Johnson, & Smith, 2013, p. 3)

Question 09: Do you think that controlling students' learning in cooperative groups is better than controlling each student's learning individually?

- a) Yes
- b) No

Justify Please

.....

.....

.....

.....

.....

Question 10: According to you cooperative learning:

- a) Increases learners' motivation and engagement in classroom activities
- b) Fosters learners' cooperation and interaction.
- c) Reduces teachers' roles and facilitates their work
- d) It stimulates learners' peer feedback
- e) All of them

Thank You for Your Time

A Questionnaire for Middle School Pupils

استبيان لتلاميذ التعليم المتوسط

Dear pupil ,

You are kindly requested to fill in this questionnaire, which it is an attempt for gathering information needed for the accomplishment of a master dissertation. This questionnaire aims to identify your attitudes toward « The Role of Cooperative Learning in Managing Overcrowded Classrooms : The Case of Middle School Pupils ». I would be so grateful if you could sincerely answer the following questions. Please put a tick (√) 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 be used for research purposes only. Thank you for your time and for your collaboration

عزيز(ت)ي التلميذ(ة)

أنت مدعو(ة) لملء هذا الإستبيان الموجه لجمع معلومات من أجل اتمام مذكرة تخرج في مستوى ماستر في اللغة الإنجليزية . هذا الإستبيان يهدف الى التعرف على أرائكم حول " دور التعلم التعاوني في تسير الأقسام المكتظة : تلاميذ الطور المتوسط انموذجا " سأكون جد ممتنة اذا جاوبت(ي) على الأسئلة بصدق. من (على الإختيارات المناسبة /فضلك ضع(ي) علامة) وقدم(ي) أجوبة كاملة اذا تطلب الأمر. كن كوني على ثقة أن إجاباتك(ي) ستكون في غاية السرية وستستعمل لغرض البحث فقط .
شكرا لك على وقتك (ي) وتعاونك(ي)

Prepared by:
Hammi Amina

Supervised by : Amraoui Khaled



2019/2020

Section one : General Information

Q1. Would you specify your gender please

- a- Male b- Female

Q2. How many pupils in your calssroom?

- a- More than 35 b- Less than 35

Q3. Do you like learning english language ?

- a- Yes b- No

Section Tow: Overcrowded Classrooms

Q4. How often do you participate in the classroom?

- a- Always b- Sometimes c- Never

Q5. What are the obstacles that might prevent your participation in the session of English ?

- a- You are shy around your classmates
b- You fear from making mistakes
c- You try but you cannot be heard
d- Others

Q6. Do you feel bored during the English language session?

- a- Yes b- No

Q7.If your answer is « yes », justify please?

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

Q8.When you don't understand something, do you ask the teacher ?

- a- Yes b- No

Justify your answer please :

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

س1.هلا تقوم(ين) جنسك لو سمحت(ي) ؟

- الذكر ب- أنثى

س2.كم عدد التلاميذ في قسمك ؟

- أ-أكثر من 35 ب- أقل من 35

س3. هل تحب(ين) تعلم اللغة الإنجليزية ؟

- أنعم ب-لا

س4. كيف تشارك(ين) في القسم ؟

- أدائما ب- أحيانا ج- أبدا

س5. ماهي العوائق التي تحول بينك وبين

المشاركة في حصة اللغة الإنجليزية ؟

- أ - تشعر بالخجل من زملائك
ب- تخاف من ارتكاب أخطاء
ج- تحاول المشاركة لكن لا أحد يتم سماعك
د- أسباب أخرى

س6.هل تشعر(ين) بالملل في حصة اللغة

الإنجليزية ؟

- أ- نعم ب-لا

س7.إذا كانت إجابتك(ي) نعم,هل تستطيع تحديد السبب ؟

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

س8. عندما لا تفهم(ين) شيئا هل تسأل(ين) الأستاذ(ة) ؟

- أنعم ب-لا

علل(ي) إجابتك(ي) من فضلك

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

Q9. Where do you sit?

- a. In the front rows
- b. In the middle of the class
- c. In the back seats

س9. هل تجلس(ين)

- في المقاعد الأمامية
- أب-في الوسط
- ج- في المقاعد الخلف

Q10: Does your place help you to concentrate?

- a. Yes
- b. No

س10. هل يساعدك (ي) موقع جلوسك(ي) في التركيز

مع الدرس؟

- أ-نعم
- ب-لا

Justify your answer please

.....

.....

.....

علل(ي) إجابتك(ي) من فضلك

.....

.....

.....

Q11. Does the number of pupils prevent you from hearing and understanding the teacher's explanation?

- a. Yes
- b. No

س11. هل يشكل عدد التلاميذ الكبير عائقا بينك وبين سماع شرح الاستاذ وفهمه؟

- أ- نعم
- ب- لا

Section Tow: Cooperative Learning

Q 01: Do you prefer to learn

- a. Individually
- b. In Groups

س01- هل تفضل التعلم على انفراد ام في مجموعات؟

- أ على انفراد
- ب- في مجموعات
- التعليل

Justify your answer please:

.....

.....

.....

.....

.....

.....

Q02: Groups are divided according to:

- a. The teacher's choice.
- b. The seating arrangement.
- c. Your preference.

س02- عند العمل في مجموعات , الأفواج تقسم

- أ-الاستاذ (ة) هو من يقوم بتفويج التلاميذ
- ب-على أساس وضعية الجلوس
- ج-حسب رغبة التلاميذ

Q 03: Does the teacher monitor the learning groups regularly and provide the necessary help?

- a. Yes
- b. No

س3- هل يقوم الاستاذ بمراقبة المجموعات باستمرار و يقدم المساعدة اللازمة؟

- أ-نعم
- ب- لا

Q 04: What do you think about learning in groups of different levels to exchange ideas and skills?

س 04- ما رأيك في التعلم في مجموعات مع زملاء بمختلف المستويات لتبادل الافكار و المهارات؟

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

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

Q5. If you are a shy pupil do you think that learning in groups will help you ?

س 05- اذا كنت تلميذ خجول هل تعتقد ان العمل في مجموعة يساعدك اكثر؟

a- Yes b- No

أ. نعم ب- لا

Justify your answer please:

علل اجابتك

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

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

Q6. When you work in group, do you feel :

س 06- عند العمل مع مجموعة, هل تشعر
أ- بالتوتر

a- Nervous

b- Motivated

ب- بالتحفيز

c- Comfortable

ج- بالارتياح

Justify your answer please :

علل
علل اجابتك

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

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

Q07 : While working whithin groups:

Statements	Options	
	Yes	No
a. You help your mates in the task. تساعد زملائك في حل التمرين		
b. You ask for their help whenever you need. تطلب المساعدة منهم اذا استصعبت امرا		
c. You feel more comfortable when you ask your mates more than the teacher. تشعر بالارتياح عندما تسأل زملائك اكثر من الاستاذ		
d. You understand the lesson better when you discuss with your mates. تفهم الدرس بطريقة أسهل		
e. You remember new information better when you teach your mates. المعلومات ترسخ بشكل افضل عندما تتعلمها و تعلمها لزملائك		

Q08: Does Your Teacher?

Statement	Options	
	Yes	No
a. Treat the pupils fairly يعامل كل التلاميذ بالمساواة		
b. Help low achievers more. يساعد التلاميذ الضعفاء أكثر		
c. Use a variety of teaching techniques and activities. ينوع من استراتيجيات التدريس و النشاطات (مسابقات, مسرحيات, استعمال التكنولوجيا)		
d. Insight you about the team's morale. يحثكم عن الروح الجماعية و أهميتها عند العمل في مجموعات		
e. Reward the groups that work well. يقوم بمكافأة المجموعات التي تعمل بجد		

الملخص

تعتبر الأقسام المكتظة مشكلا يمس قطاع التعليم في الدول النامية و منها الجزائر. يشكل هذا المشكل عقبة بين الاستاذ و التلميذ في تحصيل المستوى العلمي المطلوب. هذه الدراسة تهدف إلى تحديد الآثار السلبية المترتبة عن هذا المشكل و كيفية التعامل معها من خلال تسيير الاستاذ للقسم و تم اقتراح استراتيجية التعلم التعاوني كوسيلة للتخفيف من حدة هذا المشكل حيث يشارك التلاميذ في عملية التعلم في مجموعات بينما يفيدون زملائهم و يستفيدون و لا تكون كل المسؤولية مقتصرة على مجهود الاستاذ الذي غالبا ما يفقد السيطرة و يعجز عن ضمان التعليم الصحيح لكل تلميذ على انفراد في هذه الحالات. تم اجراء هذا البحث بناءا على منهج البحث النوعي متبعين الطريقة الوصفية لجمع المعلومات ليتم تأكيد أو رفض الفرضيات المقترحة. تم جمع البيانات من خلال توزيع استبيانات لكل من التلاميذ و الاساتذة مستوى التعليم المتوسط . النتائج أظهرت التأثير السلبي للأقسام المكتظة على التعليم و ضرورة الانتقال إلى أساليب أخرى ناجعة لتقليل حجم الضرر كما أكدت أن اتباع استراتيجيات التعلم التعاوني سوف تساهم في الحد من سلبيات هذه الظاهرة.

المفردات الاساسية: الأقسام المكتظة, التعلم التعاوني