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THE IMPACT OF OVERFILLED CLASSES ON TEACHER-STUDENT'S
INTERACTION

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Declaration

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Authors's name

DEDICATION

I am gratful to allah for enabling me finishing this work, I would like to dedicate this work to:

My deceased father, رحمه الله, I wish you were with me on this day.

My wonderful mother, source of happiness and success in life may Allah bless and protect her. Thank you for your never-ending love, for your support that you have always given, for your continuous support and understanding when undertaking my research and writing my project. Your prayer for me was what sustained me this far.

My dear lovely brother who encouraged me during these years of study.

To "The classmates" for the nice time we spent together helping one another

Much appreciation to you all, thank you all for everything.

DJALAL.

I dedicate this dissertation to my parents who supported and encouraged me during these years of study, for their support, love and patience. To my sisters who shared with me all the moments of emotion during the realization of this work. They have warmly encouraged me throughout my journey. To my family, to all my friends. Thank you all

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THE IMPACT OF OVERFILLED CLASSES ON TEACHER-STUDENT'S INTERACTION

Abstract

Teaching conditions are prerequisite for effective teaching. Providing teachers with the appropriate means and materials makes the teaching and the learning processes more successful. In fact, class size is one of the fundamental conditions that determines the success or the failure of the teaching and the learning process. Today, overfilled classes has become a problem in the Department of English at AbouSaadEllah, Bouzereah University Algiers 2 due to a lack of teachers and classrooms combined with an increase in the number of students. This issue is the most serious barrier that affects both teachers and students in general, as well as teacher-student interactions in particular. Furthermore, in order for successful interaction to occur, teachers and students should collaborate to build an intellectually suitable environment focused on mutual respect and collaboration. This work is an investigation about the impact of overfilled classrooms on Teacher- Students interaction; more specifically, in AbouSaadEllahBouzereah university. The descriptive method has been chosen as a method to perform the survey where questionnaires have been used as tools to data collection. In fact, this work aims to examine how overcrowded classes affects on the teacher-student's interaction. This study is based on two questionnaires that were provided to teachers and Master 2 students in the English at the department at AbouSaadEllahBouzereah University. The first questionnaire was given to three teachers to examine their behaviors in large sizes classes and how the intercation between them and their students could be affected. While the second questionnaire was provided to Master 2 students in order to learn about their perspectives on the consequences of overfilled classes on teacher- student interactions. The results of the two questionnaires revealed that class overcrowding is a major problem for both teachers and students, and it has a negative impact on teacher-student interaction.

Keywords: Teacher-Students interaction, Overcrowded classes, Teachers 'and Students' behavior, class sizes.

THE IMPACT OF OVERFILLED CLASSES ON TEACHER-STUDENT'S INTERACTION

Résumé

Les conditions d'enseignement sont la condition préalable à un enseignement efficace. Fournir aux enseignants les moyens et le matériel appropriés rend le processus d'enseignement et d'apprentissage plus réussi. En effet, la taille des classes est l'une des conditions fondamentales qui déterminent le succès ou l'échec du processus d'enseignement et d'apprentissage. Aujourd'hui, les classes surchargées sont devenues un problème au Département d'anglais de l'Université Abou Saad Ellah, Bouzereah Alger 2 en raison d'un manque d'enseignants et de salles de classe combiné à une augmentation du nombre d'étudiants. Ce problème est l'obstacle le plus sérieux qui affecte à la fois les enseignants et les élèves en général, ainsi que les interactions enseignants-élèves en particulier. De plus, pour qu'une interaction réussie se produise, les enseignants et les élèves doivent collaborer pour créer un environnement intellectuellement approprié axé sur le respect mutuel et la collaboration. Ce travail est une enquête sur l'impact des salles de classe surchargées sur l'interaction enseignant-élèves ; plus précisément, à l'université Abou Saad Ellah Bouzereah. La méthode descriptive a été choisie comme méthode pour effectuer l'enquête où les questionnaires ont été utilisés comme outils de collecte de données. En fait, ce travail vise à examiner comment les classes surpeuplées affectent l'interaction enseignant-élèves. Cette étude est basée sur deux questionnaires qui ont été fournis aux enseignants et aux étudiants de Master 2 du département d'anglais de l'Université Abou Saad Ellah Bouzereah. Le premier questionnaire a été remis à trois enseignants pour examiner leurs comportements dans les classes à effectifs nombreux et comment l'interaction entre eux et leurs élèves pouvait être affectée. Tandis que Le deuxième questionnaire a été fourni aux étudiants de Master 2 afin de connaître leur point de vue sur les conséquences des classes surchargées sur les interactions enseignants-élèves. Les résultats des deux questionnaires ont révélé que le surpeuplement des

classes est un problème majeur tant pour les enseignants que pour les élèves, et qu'il a un impact négatif sur l'interaction enseignant-élève.

ملخص

شروط التدريس شرط أساسي للتدريس الفعال. وعلى هذا الاساس فإن تزويد المعلمين بالوسائل والمواد المناسبة يجعل التدريس وعملية التعلم أكثر نجاحًا. في الواقع، حجم الفصل هو أحد الشروط الأساسية التي تحدد نجاح أو فشل عملية التدريس والتعلم. اليوم، أصبحت الفصول الدراسية المكتظة مشكلة في قسم اللغة الإنجليزية في جامعة أبو سعد الله جامعة بوزريعة الجزائر 2 بسبب نقص المعلمين والفصول الدراسية بالإضافة إلى زيادة في عدد الطلاب. هذه المشكلة هي أخطر عائق يؤثر على كل من المعلمين والطلاب بشكل عام، وايضا على التفاعلات بين المعلم والطالب بشكل خاص. علاوة على ذلك، من أجل حدوث تفاعل ناجح، يجب على المعلمين والطلاب التعاون لبناء بيئة مناسبة فكريا تركز على الاحترام المتبادل والتعاون. هذا العمل والبحث العلمي/الادبي هو استقصاء حول تأثير اكتظاظ الفصول الدراسية على التفاعل بين المعلم والطلاب؛ وبشكل أكثر تحديدا في جامعة أبو سعد الله بوزريعة. لقد تم اختيار الأسلوب الوصفي كطريقة لإجراء المسح حيث تم استخدام الاستبيانات كأدوات لجمع البيانات. في حقيقة الامر، يهدف هذا العمل إلى فحص كيفية تأثير الفصول المكتظة على التفاعل بين المعلم والطلاب. تستند هذه الدراسة إلى استبيانين تم توفيرهما للمعلمين وطلاب الماستر 2 في قسم اللغة الإنجليزية بجامعة أبو سعد الله بوزريعة، حيث تم إعطاء الاستبيان الأول لثلاثة معلمين لفحص سلوكياتهم في فصول ذات أحجام كبيرة وكيف يمكن أن يتأثر التفاعل بينهم وبين طلابهم، بينما تم تقديم الاستبيان الثاني لطلاب الماستر 2 للتعرف على وجهات نظرهم حول عواقب الفصول المكتظة على تفاعلات المعلم والطالب. أظهرت نتائج الاستبيانين أن الاكتظاظ في الفصل يمثل مشكلة رئيسية لكل من المعلمين والطلاب، وله تأثير سلبي على التفاعل بين المعلم والطالب.

List of Acronyms

ICT: Information and communication technology

EFL: English as a foreign language

L1: first language

L2: second language

SLA: second language acquisition

TL: target language

List of Abbreviations

EFL: EnglishForeignLanguage

N: Number

Q: Question

%: Percentage

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1. Chapter One: Introduction

1.1 General Introduction, Overview:

Over the past few decades, English is often qualified to be the "Global Language". English became a dominant language by virtue of reaching the power of being spread widely. It is also established as a lingua franca, that is the common language consistently used as a bridge in communication between people who do not share the same language. English has become increasingly the vehicle used for communication and interaction across the globe. The classroom atmosphere is considered as an important field in learning a new language. The major aim of teaching a foreign language is to enable students to communicate effectively in that language. However, this process requires some specific materials and conditions to mainly enhance the effectiveness of teaching a foreign language. Thus, overcrowded classroom is one of the most significant issues facing universities and teachers/students in Algeria. This problem is a combination of an increase in population, a shortage of teachers. This issue contributes directly the achievement of the communicative competency on the classroom.

1.2 Key Research Questions:

The research addresses the following questions:

1-How does overcrowded classes affect communication in teaching English as a foreign language?

2-What are the teachers' behaviors regarding the consequences of overfilled classes on the learning process?

1.3 Aim of the Study:

The aim of this study is to examine the effects of an overcrowded classe on Teacher-Students interaction in Abou Saad Ellah Bouzereah university "Algiers 2". In other words, how an

overcrowded classroom affects the interaction between teachers and students. However, it is also to review the negative impact of class sizes on those populations.

1.4 Structure of Dissertation:

The dissertation is divided into five main chapters. The first chapter is concerned with the introduction and consists of six main points which introduce the research proposal. Additionally, the second chapter presents the theoretical background and literature view, it consists of two main sections. The first one aim is to review teachers and students'behaviors and giving definition has relation to interaction, reaction and communication, as well as some interactive values. The second one will express the problem of small sizes classes, as well as the challenges of teaching in overfilled classrooms, helping methods used to overcome this issue. Furthermore, the third chapter involves methodology used on this survey and data collection. Moreover, findings and discussion is the fourth chapter which includes the data analysis and the discussion of the results, Finally, the concluding chapter which expresses a general sum up of the research paper as well the pedagogical implications, recommendations and limitations of this survey.

2. Chapter Two: Literature Review

2.1 Section one: Interaction between teachers and students

2.1.1 Introduction:

A lot of academics and researchers consider communication and interaction as the process of at least two people orally and nonverbally exchanging opinions, concepts, and feelings. Teacher-student interaction had also recently attracted considerable attention throughout Second Language Studies since it teaches students enough opportunities to apply their own English skills. Almost as matter of fact, scholars had already attempted to address issues and challenges which teachers and students struggle, as well as to achieve better the teachers-learners' communication and interaction. There was a large number of learners over past several years, that has also resulted in the issue of large class sizes. Due to the absence of classroom environments and some other considerations, various latest learning techniques, which including lecture-based learning, were included especially at universities and faculties. The basic principle of teacher-student interaction seems to be the main objective of this chapter's survey. Besides that, in school, we will analyze respectively teacher and student discussions. Furthermore, we will analyze the important forms of interaction, their significance, and some strategies that teaching assistants can use to encourage participation in instructional strategies.

2.1.2 Definition of Interaction:

Interaction is a sort of action which takes place between two or much more objects interact with one another. In contrast to a one-way causal effect, the aspect of interaction requires the concept of a two-way effect. Closely related terms are interactivity and interconnectivity, of which the latter deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena. Interaction has many definitions and meanings in different books, dictionaries and according to many social

scientists, sociologist such as Erving Goffman (a Canadian sociologist who creates a new field of study called microsociology, or social interaction), agrees that interaction is the process by which we act and react to those around us or in other words, and also, is the process in which individuals choose to act and react to other members within a social group. The New Oxford Dictionary defines the noun « interaction » as a « reciprocal Action or influence », as a result, there is a reciprocal effect among people. According to Longman Dictionary of Contemporary English (2009), Interaction has two meanings, like:

a. A process by which two or more things affect each other

b. The activity of talking to other people, working together with them, etc.

Which means that interaction is the action between people which influences each other. Prockter (1995) defines the verb « to interact » as to communicate with or react to each other». According to Brown (1994), interaction is related to communication, i.e., interaction is at the heart of communication: it is what communication is all about. According to Dawson and Gettyes interaction as "it is a process by which men interpenetrate the minds of each other". In addition, Merrill states that "interaction is the general process whereby two or more persons are in a meaningful contact, as a result of which their behavior is modified however slightly." also Corkiness says that " interaction is such a process which influences the overt behavior or state of mind of the individuals."

In other words, interaction is described as contact between two or more life forms, such as humans, animals, or plants. To have interaction, there should be a transmition and a recipient for communication to be successful, in order for the interaction to proceed, the recipient must react appropriately to the message or provide feedback. It is an event which changes the way of behaving and mentality of the interfacing people, and a social relationship among something like two people which changes the states of the life-society of individuals.

2.1.3 Definition of Classroom Interaction:

Dagarin (2004) argues that classroom interaction is considered as a pedagogic interaction, he states that the term is "two-way process between the participants in the language process, the teacher influences the learner and vice versa" (p.128). Sarosdy et al. (2006) says that "The classroom or pedagogic interaction is a continuous and ever changing process and the factors of context shift from minute to minute. The teacher acts upon the students to cause a reaction. The reaction includes a response to a question, an item in a drill, a word pronounced and a sentence written" (Sarosdy et al, 2006, p. 35). Amy B.M. Tsui defines the term of classroom interaction in the book of 'The Cambridge Guide to Teaching English to Speakers of Other Languages' as:" the interaction between the teacher and learners, and among the learners, in the classroom. Earlier studies of second language (L2) classroom interaction focuses on the language using by the teacher and learners, the interaction generated, and their effect on L2 learning. Which means that classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. In other words, interaction in classrooms is a process that promotes the performance of the two most important language skills of students, which are speaking and listening. Interaction among at least two people sharing signs is required for the communicative processes to occur. However, it takes place not only from one side, but also from two or more elements in classroom that communicate by exchanging messages.

2.1.4 Classroom Interaction between Teachers and Students:

Interaction between teacher and students considers necessary in communicative classroom activities. It keeps communication going in the classroom and facilitates the teaching-learning process. When teacher-student interactions happen, the instruction reaches the target and the gap between teacher and students in the classroom disappear. So, the teaching-learning process will be balanced between the teacher and the students. Ellis (1990) states that

interaction is meaning-focuses and carries out to facilitate the exchange of information and prevent communication breakdowns. Moreover, Brown (2015) states that interaction is the basis of L2 learning, through which learners engages both in enhancing their own communicative abilities and in socially constructing their identities through collaboration and negotiation. which means that students also are involves in the increasing of the classroom communication not only the teacher.

Rivers (1987) states that through interaction students can increase their language store as they listen to read authentic linguistic material, or even the output of their fellow students in discussions, joint problem-solving tasks or dialogue journals. He affirmes that communication during classes can enhance interaction. It emphasized the effectiveness of interactions in developing skills and abilities by limiting teacher talking time that is for students to become much more involved in the class. Obviously, the students will discuss together in pairs or work teams, by each student get his turn to speak. Interaction enhances during the teaching and learning activities. Everyone manages it, not only the teacher in the classroom, but also the students. So, typically it is used to convey their opinions collaboratively.

2.1.5   Teachers-Students' Communication in Classroom:

Communication is teacher-centered, which signifies that teachers transmit information to students who act as the message's passive receivers. Teachers should start by teaching effectively, creating course feature significant, and responding confidently in order to establish a connection with their students. In principle, their "in-class" actions revolve around conducting their role and responsibilities as instructor and consultation leader, as well as controlling the class. In addition, according to Mottet and Beebe (2006), communication between the teacher and students has a relationship with the perspectives of teaching used by the teacher which are the rhetorical perspective and the relational perspective. Mottet and Beebe (2006) state that the first perspective, which is the rhetorical perspective, occurs when

the teacher tries to communicate with students in order to control or convince them. This is because the teacher has a big importance in this aspect "as lecturer and as discussion leader". The lecture allows teachers to share lots of data in such a manner that is beneficial to a substantial percentage of students. The lecture should have the effective comprehensiveness of substance, be coordinated in a coherent form, and consist the proper quantity and quality of examples and illustrations that is to be effective. The second perspective mentioned by the two scholars is relational perspective. It happens when the communication of the teacher to students Is the purpose of relationship development. The communication between the teacher and students in this case must be mutually shared with emotions and feelings in order to communicate effectively and affectively. This perspective can give an explanation for student–teacher interaction, that either influences if and how students are inspired to initiate conversations with their teachers, whether they take an active role in the classroom, or if they discuss with their teachers out beyond class.

2.1.6   The Main Kinds of Classroom Interaction:

Moore (1989) defines the three types of interaction as: learner-content, learner-instructor, and learner-learner interaction. According to Malamah-Thomas, there are different types of interactions that occur in a classroom setting (Coulthard, 1975, p.150). These types are as follows:

2.1.6.1 Teacher-Student Interaction:

Dagarin mentions that: "Likewise the type of interaction, this interaction is conducted when the teacher speaks to the whole class as well." However, in this interaction, the teacher expects only one student to answer. This type of interaction occurs between the teacher and one student, as well as several other students, the teacher here plays a role in such interaction. He deals with the students carefully about the lectures, provides feedback, takes into account student ideas, guide them, examines or explains thier answers. However, students will profit

from creating on their teachers' interaction in how to communicate and behave in the most appropriate method. Throughout teacher-student interactions, students tend to prove their speaking and listening skills beside their teachers; therefore, it is important to take into account his manner of interacting which is quite essential in teaching and learning process. According to Harmer (2001), while having a discussion with their students, teachers should keep three points in mind. First, they should always recognize the sort of language that the students are capable of understanding and comprehending for instance, teachers must include outcome and results that is coherent for all students' scales. Furthermore, teachers should know what they will tell to their students, which is why the teacher discourse serves as a guide. At last, teachers must determine how they will express, which include their body language, manner of speech, and tone of voice.

2.1.6.2 Students-Teacher Interaction:

This interaction takes place when the learning process is completed; for instance, through the use of a set of methods or techniques of discussion, it is introduced by the students. Lynch (1996) argues that "when this occurs, it is regarded as learner initiative, learner initiative is common in the learner-centered classrooms, but rare in the teacher-fronted." (p.84). When students start conversations with the teacher, it is usually because they do not fully realize the relevant data provided by the teacher and wanted to seek explanation. Long (2014) claims that most of that language learning emerges indirectly in class when students sound right of what they listen or read in an interaction process with their teacher and other students. However, Hamre et al. (2012) believes that the interactional approach to language teaching and learning requires teachers to actually participate in interactions with their students.

2.1.6.3 Student-Student Interaction:

Student-to-student interaction is an essential component of every lecture perception. This interaction typically happens in a classroom setting and environment. Although, students

listen to each other's replies, exchange ideas, conversations, as well as develop relationships through regular contact. This type of interaction is related to the team work. Lynh (1996) argues that this interaction can provide more opportunities for Language production. However, this group work has a problem, especially when done by a teacher for the aim of enabling students utilize their native language. In the context, Brown (2001) states that it is caused by the EFL students which have a common native language (p.180). Moreover, by highlighting the significance of practice in the language for positive outcome and informing students that minimal team members can assist them in developing their intuition for language.

2.1.7 Teacher Roles and Responsibilities in the Classroom:

2.1.7.1 Teacher's role:

A teacher's role is really very sophisticated. Teachers must assist in ensuring that their students not only develop the knowledge they require, but also complete their competency by the end of the course in some kind of a supportive climate, since they have the skills and qualifications they need to begin their careers. Sriyono (1992) argues that the teacher is one component in teaching and learning process, the teacher has most important role (p.43). To make that happen, a teacher should be productive, knowledgeable, commanding, adaptable, and skilled enough to cope with everyday struggles and find new strategies to meet the needs of their students. According to Roestiyah (1994), the roles of a teacher in teaching and learning interaction as follow are: as a facilitator, the leader, motivator, organizer and the sources of information (p. 37). Therefore, creating a secure atmosphere for students, promoting positive sense of respect and measuring outcomes that extend and challenge students among all backgrounds and levels of experience. Moreover, "ASSUME NOTHING" is among the most essential factor to consider when teaching, since it affirms that teachers should never pretend they know everything. They have to be current across every particular

topic they teach and realize their professional behavior. They must be observant in rules and regulations, as well as keep up to date on any and all topics they teach. Observing students' academic performance and documenting including course content, participation, helpfulness, evaluations, successes, and student advancement are all key aspects of the teacher's role. Even with all that details, the teacher will be able to approach the students better and implement various strategies to guarantee achievement for everyone.

2.1.7.2 Teacher Responsibilities:

Teaching is both a science and an art, there is no way of knowing what is going in a classroom at any set moment, classroom leaders adapt into what situations emerge. To function in such cases, teachers must be behaving as experts with respect to all matters. There are many responsibilities according to the statements of the scholars above. First of all, to indicate every student passion, respect, and support. This necessarily involves teachers assisting each student in recognizing their own capabilities, competences, skills, and aspirations. Teachers can help students look up to be functioning members of society who respond to the mutual benefit. Teachers, in collaboration with parents, are accountable for supplying educational methods that encourage each student to realize their incredible, brilliant possibility. The above functions are typical of academic achievement and exceptional teachers. Moreover, teachers must have absolute ownership over classroom instruction and teaching methods although each student is unique and has varied preferences, qualities, and skills that must be established. A teacher's professionalism or a student's choice determines is when a student is capable of learning a specific piece. That is Self-selected curriculum, construction improvisation, the cultural activities, tutoring perceptions, and adult-directed learning should all be available in schools. Likewise, it is the duty of the teacher to determine which teaching techniques to employ and which components to complement them. They already have awareness and understanding to assess when an element should be supposed to

teach at the correct moment. They also understand which substances will lead in the greatest amount of learning. However, teachers cannot be made responsible if they do not have influence from over classroom.

2.1.8 Students Roles and Responsibilities:

Students will learn more effectively if they are able to take responsibility, actively engage, and develop positive attitudes. Their positions are just as active students, as recipients, referee, patients, representatives, and reviewers, and as responders, they have to be ready to invent interesting classroom circumstances. Moore in Faisal (1982) states that classroom environment roles involve agent, patient, reciprocator, and referee. He contends that the teacher plays a significant role and that students should indeed keep waiting for the teacher to act. Students need to take an active-motivated role in their learning, which means that students must participate in teaching process by responding to questions made by their classmates as well as pointed feedback given by the teacher. Johnson and Paul in Richards and Rogers (1993) classify the roles in the classroom process as follows:

a. Students design their own learning and thus ultimately assume responsibility for what they do in the classroom.

b. Students monitor and evaluate their own progress,

c. Students are members of a group and learn by interacting with others

d. Students learn from the teacher, from other students, and from other teaching resources. (p.23)

Because the teacher's role is now (or should be) a facilitator, the participant's role is to take provided instructions, resynchronize a certain task for himself or fellow colleagues, as well as start the task, he should act as a task tracker by trying to keep track of their on-task class time, loudness, and work quality. However, their responsibilities categorized as follows:

- Having to attend courses on time and on a constant schedule.

- Getting ready for sessions by having every one of the necessary equipment.

- Caring of the property of classroom/ school.

- Finishing all class assignments and home works.

- Must having good time management skills.

- Self-respect for themselves and for their classmates.

- Reading on a regular basis.

- Trying to do their best they can.

2.1.9 How to develop and increase Interaction in Classroom?

Students have always been unmotivated, and preserving them involved is the hugest challenge ever. When classroom discussions are designed to focus on listening rather than communicating, students are more likely to become distracted. However, if the classrooms are filled with student participation and engagement, it will enable them be satisfactory at interaction. In addition, Jia (2013) classifies some essential ways and techniques teachers can use to make the classroom more interactive into five strategies, which are:

    a.   Improving Questioning Strategies:

The teacher's focus on the students can initiate the teacher-student interaction, that is teacher should ask questions that the students can address, and then customize his questions to the students' levels or competences.

    b.   Attending to Learners' Linguistic Level:

The practices should provide a variety of language levels for different learners. The content used represents the specific requirements of those students at the stage they have achieved.

c. Implementing Cooperative Learning:

Teamwork can involve the development of a learner's communication skills. Cooperative learning necessitates including all participants and resolving disagreements between members of the group.

d. Building Positive Teacher-student Rapport:

Showing respect among teacher and students is such extremely important aspect of education. The interactive characteristics of classroom learning necessitate accountability on the part of both the teachers and the students.

e. Reducing Classroom Anxiety:

The teacher assists students in increasing their self-esteem and self-confidence while also providing a stable and non-threatening atmosphere.

There are various patterns of communication that many teachers observe to change the dynamics of their classes, varying these different strategies helps change and improve the language learning atmosphere and with using these methods between the teachers and their students or students and their peers will increase the communication process and interaction in the classroom.

2.1.10 The Importance of Interaction:

Interaction is necessary in the teaching and learning process because it allows learners to demonstrate and develop their linguistic competence through communication with each other. Rivers (1988) states the importance of interaction in the learning teaching process. He tells that:" through interaction, students can increase their language store as they listen to or read authentic linguistic material or the output of their fellow students in discussion, join problem solving tasks, or dialogue journals." (p.4). He argues that in interaction, learners can use all of the language comprehension, all of what they have taught or have casually assimilated, in

real-life engagements where able to express their actual essence which important to them. Whatever they have skills in designing communication from what they listen, as comprehension is a collaborative activity, as well as constructing discussion and debate that expresses interactions. Chaudron (1998) quotes Allwright 's point of the importance of interaction in the learning-teaching process (p.10). Interaction is viewed as significant because it is argued that (a) only through interaction can the learner decompose the target language structures and derive meanings from classroom events, (b) interaction gives learners the opportunities to incorporate the target language structure into their own speech, (c) and the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Classroom interaction enhances the teaching - learning activities and can improve learners' communication skills and building their knowledge. It describes how the learners engage with each other and with the teacher, as well as with the classmates. Interactions in classrooms are important social activities for students through which they do not only construct knowledge, but also build confidence and identity as competent language users (Luk& Lin, 2007). The interaction in classroom performs an essential part in the process of teaching and learning by providing students with the chances to participation from the teacher, other students, or content that must be comprehended. It does not only encourage the development of language skills, but it also inspires the enhancement of self - esteem that individuals need to properly function in any community.

2.1.11 Conclusion:

Interaction between the teacher and students in the classroom is recognized as an essential for a variety of purposes. Teachers who had positive interactions with their participants found that their students were more engaged and careful in their studies, as well as providing good

attendance in the classroom. It has resulted in an improved classroom environment that supports students' development and performance along with their learning capacity, intellectual functioning, physiological advancement and self-development. It also has a significant positive effect on a student's self-esteem, passion, and educational achievement. This interaction is commonly identified as essential to student achievement. Students who preserve a relationship with a teacher are more likely to perform better with the learning experience and influenced to do good work. Students who are more observant are encouraged to study, are effectively involved in the learning process, and are interested in learning new things. Teachers' perception to new concepts is one of the considerations of classroom interaction. This creates an atmosphere in which students can flexibly voice their views, commitments, and disagreements. It produces a collaborative educational environment and may effect in the creation of new unexplored knowledge.

2.2 Section Two: overfilled classes

2.2.1   Introduction:

Education is the key to any nation's development as well as the mystery to its achievements. As a result, paying special attention to the educational context is essential in generating skilled and experienced, intelligent generations able to achieve coherent and long-term advancement. Because the classroom is still the most essential element of a school, students spend the majority of their time there, eventually in an educational setting. The whole classroom structure creates the student's objectives, targets, ideology, personal characteristics, and pedagogical practices. Individual student attitude can be improved while teachers spend the time to establish a learning atmosphere, also known as classroom management, in which students relax with their friends and teachers. Classroom management is an approach in which a teacher assisted student attitudes and interaction. It is the most useful instructional strategy. It influences academic goals and establishes a set of ethical and social principles for them.

Aside from the challenges of providing equal academic achievement for everyone, one of the most pressing issues confronting colleges and universities, academic institutions, and educators today is overfilled classrooms. This already has a negative impact on both instructors and learners, it has been reported all over the world. Challenges with overfilled classrooms have been reported all over the world. Teachers are faced with overfilled tasks, as they are responsible for instructing, learning and managing the classroom simultaneously. In addition to the above, many researchers believe that a combination of an increasing population and a decrease in funding has caused class sizes and has affected on teacher's performance. However, other scholars argue that it has side effects for all the components of the classroom, the teacher as well as the students.

2.2.2   Definition of Overfilled Classrooms:

Overfilled Classrooms is a huge phenomenon that has an impact on the educational and learning processes. Teachers across the world are facing several challenges while actually trying to teach in these kind of classrooms, including teaching methodology, monitoring, evaluation, and behavioral issues. A classroom is said to be overfilled in which The percentage of students surpasses the ideal level, causing a major challenge in the classroom interaction. This has all been influenced by a wide range of aspects including behavior management, educational success, organizational skills, learner recognition, as well as inspiration. Additionally, scientists and sociologist argues that there are many definitions of overfilled classes, it depends on the situation of the teaching and according to the teachers' abilities. Khan and Iqbal (2012) states that a classroom is defined as overcrowded when the number of students is more than the possible level, and this situation ended with different challenges in teaching and learning process (p.10162). In addition to that, The National Centre for Education Statistics (NCES) (2000) defines an overcrowded classroom as one where the numbers of learners are larger than the number that the classroom is designed to accommodate. However, Enerson (1997) regards 100 or more students as an overcrowded classroom. while, Rogers and Buchunan (1990) define large classes as those with 80 or more students.

2.2.3   Definition of Classroom Management:

Classroom management is among the key competencies in the process of teaching that teachers should indeed employ in order to attain the intended results. It is a teaching assistant component that combines characteristics of student behavior while emphasizing the establishment of a comfortable educational setting. It's being used to develop competitiveness practices and performance produced by teachers to help their students learn.

Classroom management highlights the necessity of teachers' activities in developing and sustaining an appropriate learning environment. Therefore, teachers' performance is evaluated by their capacity to effectively monitor and control their classes. Additionally, Brophy (2006) identifies the definition of classroom management as he states: "classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students) attention to lesson and engagement in activities"(p.17). In the other hand, Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students.

In short to the above, Teachers play important roles in the classroom, including supervisor, mentor, promoter and controller. They must, however, incorporate classroom management strategies and be beneficial in using them, from welcoming students to completing the lecture and dismissing the class. These techniques aid both teachers and students in their career.

2.2.4 Pedagogical Problems in Overfilled classes:

Classrooms are purely apartments where students and teachers can really be placed on a regular schedule, where they interact, get to know each other and perform around each other. When the classroom is overcrowded, interaction is difficult. A series of studies has been done to determine the impact of overcrowded classrooms on student performance; however, only little consideration has been devoted to understanding the issues experienced by teachers in large classes. It has a significant influence on the performance of educators. Additionally, Khan and Iqbal (2012) says: " it is impossible to achieve a good quality of education when a large number of students are placed in one classroom". The overfilled classes improve the chances of many methodological issues and causing issues including both educators and pupils in the process of teaching and learning or even in school discipline. The educational

expert "Derrick Meador" (2021), classifies many issues which created by overfilled classrooms. First of all, Time problem that is the teacher have no time to evaluate or give instructions to the students one by one, while this affects the student performance and the quality of education. In addition, overfilled increases discipline problems. It has detrimental effects on student's behavior. Galloway et al (1989) states that " problems related to discipline are the greatest source of stress within the class". The teachers can find themselves spending more time managing their classroom than they do teaching because of the opportunities that overfilled and large classes offer for student's tension, disruptive behavior, conflicts...etc. Moreover, teacher stress is increased. The stresses teachers deal with on a daily basis is huge that every single student convert to too much stress. Brookes and Brown (1996) says: "increasing class sizes is a contributory factor in the growing incidence of teacher stress, which leads to absenteeism, burnout and non-age related retirement from their profession". This is why many excellent teachers are opting to leave the profession. Finally, overfilled classrooms increased the distraction level. Fiedler and Bunn (2012) mention different types of noise and distraction including environmental noise and natural noise, that in return affects students' behavior and makes teaching process exhaustive for teachers. This issue is expected. When the number of students in the classroom is increased, the distractions occurs which is more difficult for students to learn and for teachers to teach.

2.2.5   Strategies for managing Overfilled Classrooms:

Schools must consider introducing methods for improving the condition so that educators are provided with the appropriate competencies and understanding to function effectively in an overcrowded classroom. Effective implementation strategies are expected for schools to change the condition for teachers. Many scholars, according to their studies, suggest a variety of methods that will help to manage overfilled classrooms. In his study, Kapolesya (2010) discoverered that questions and answers, cooperative learning, independent studies, school

trips and adventures, and conversations were discovered to be effective methods for managing large classes. Moreover, he notices that it is hard to improve student educational attainment in overcrowded classrooms without excellent teaching techniques. He contenders that group conversations guaranteed student achievement because they allow students to take part in what they were studying, allowing them to develop a better understanding and function effectively. Additionally, Rohin (2013), in his research in Afghanistan, realized that it is useful for successful teachers in large classes to improve educational knowledge acquisition and also appropriate management methodologies including such coordinating students in members with specific exercises and expanding various discussions within the classroom (Hadi&Arante, 2015, p. 3). Furthermore, in addition to keeping students engaged and excited, teachers must also include them in a variety of educational activities, as Sulistyowati (2012) says: "teachers must come up with engaging activities that keep all of their students interested and participating with the goal of improving their communication skills". Students working together in groups are just an important aspect of managing activities through participatory learning in which students perform in team members to achieve collective interests, particularly in overcrowded classrooms because groups are possible to manage. Bonwell and Eison (1991) indicate that interactive learning is such a solution for increasing learning in overcrowded classrooms. Here, student-centered approach and involvement are essential components of learning. Last but not least, to sum up, teachers are asked to construct surroundings in which students' social-emotional performance is regarded, as Evertson and Weinstein (2006) state. They make many available suggestions for accomplishing the above, including:

a) Develop caring, supportive relationships with and among students.

b) Organize and implement instruction in ways that optimize students' access to learning.

c) Encourage students' engagement in academic tasks, which can be done by using group management methods.

d) Promote the development of students' social skills and self-regulation.

e) Be able to use appropriate interventions to assist students with behavior problems (pp.24-26).

2.2.6 The Importance of Classroom Management:

The role of the teacher is a really difficult issue with many components and obstacles. One of the most challenging problems that teachers face is managing overfilled classes, which makes teaching complicated. Teachers must have power or influence over their classrooms in order to teach. Marzano (2003) states that "effective teaching and learning cannot take place in a poorly managed class" (p. 6). When teachers teach without assuming control, the performance of their instruction endures. As a result, there is a secret spot of effective teaching. This trick is found in classroom management. According to Wragg (2003), "for many years, researchers and teachers themselves have tried to find the secrets of successful teaching…. Without the ability to manage a group effectively, any other qualities teachers have may be neutralized" (p. 12). As a result, among the most major strategies that influences the success classes is effective class management. Some literature indicates the essential contribution of classroom management. Weinstein (2007) emphasizes that classroom management serves two major objectives: creating and maintaining an organized climate suitable to successful learning and improving students' social and emotional development. Furthermore, effective classroom management promotes positive socialization, a comfortable surroundings, constructive participation and inspiration. Without structure and discipline, no learning space can flourish. Preserving classroom rules is a crucial component of classroom management because it allows students to concentrate on academic techniques while going to cause low impact. To sum up, classroom management is an important skill that every teacher should possess. The

knowledge gained in the classroom has a significant impact on student outcomes. Teachers, with the correct strategy, can significantly improve student performance, enabling effective children's knowledge and skills. It is probable to get much more out of one's students and encourage them become productive and well-educated individuals through using classroom management strategies.

2.2.7   The Relevance between Classroom and Interaction:

Classroom and interaction is required to build effective teaching and learning with the assistance of classroom management strategies. In the perspective of the educational process, the teacher plays an important role in classroom interaction, which takes place with trying to prepare everything needed for the classroom activities, such as materials, instructional media, and the teacher's preparedness to teach. Also, as a comfortable, students' qualities must be prompted in the initial learning process so that learners are actively involved in the learning process. Hence, in the classroom, the teacher must be able to guarantee that the learning interaction is two-way and successful. The classroom should be interactive. Creemers and Kyriakides (2008) argue that classroom interaction is directly linked to the teacher's personality. The connection seems to be that the more teachers use teaching methods, the better the teacher understands how to engage students in classroom interaction. It shows that the teacher is the leading person who will effectively and intentionally engage students in classroom interaction.

The relationship between classroom size and interaction has been progressively observed and investigated; what numerous researchers have actually found is that interaction may be greatly decreased during the teaching-learning process, which is mainly characterized by the size of the class. Teachers in large classes believe that the teaching-learning process is negatively impacted since they are unwilling organize the different kinds of interactive actions deemed so important in academic achievement (Rivers, 1986). Moreover, the large number of students

in the class decreases the amount of time that can be needed to comply with individual students (Glass et al., 1982). However, classroom sizes, on the other hand, have an advantage over overfilled classrooms in that they motivate more cooperation and communication and allow for more individual actions not only between the teacher and students, but among the classmates themselves. Such that, smaller class sizes are demonstrated to be advantageous to huge ones because overcrowded classrooms may interrupt the teacher's attention to all individuals involved. The teacher may not be able to attract a wide number of individuals, restricting communication between him and his students and between the students themselves. (Whitsitt,1995).

2.2.8   Conclusion:

Classroom overcrowding is a serious problem that affects both teachers and students. Teachers face a difficult task when teaching in these conditions. On the other side, students are distracted and made uncomfortable by the prospect of studying in such a broader class. The research finds that overcrowding can reduce students' ability to pay attention to teachers' instruction and even increase students' behavior issues. The majority of teachers still reject teaching English in large groups. In other words, many teachers do not want to, but are forced to teach in large classrooms because they assume that many complications will occur as a result of the increase in class size. There is of course a substantial correlation between the size of the class and the quality of education; teaching overcrowded classes is possible but teaching them effectively and pedagogically is not. The large class size should not be used as an excuse to not seek for appropriate methods and strategies for effective teaching or to implement solutions to enhance the teaching-learning process. However, teachers require the students' collaboration in this task, in addition to their requirement to set out a great deal of effort in selecting and then implementing the suitable strategy in such an activity. Overcrowding creates unsafe environments and makes teaching and learning more difficult.

The basic requirement for fieldwork has evolved in managing large classrooms, where individual attention to students as individuals and interaction between them and the teacher is inadequate.

3. Chapter Three: Methodology

3.1 Introduction:

This chapter focuses on the actual practical work that goes along with the prior chapter's literature review. The data was gathered primarily through the implementation of two surveys to both English professors at Abou Saad Ellah Bouzereah University Master 2 students. The purpose of this research is to find out what instructors and students think about overcrowded classrooms and how they affect teacher-student interaction. Because feedback from teachers and students on the two variables is critical for testing the hypothesis. To meet the research purpose, this part focuses on the reason for employing a questionnaire as a research tool, as well as the analysis and discussion of the results from both questionnaires. It also contains pedagogical implications, suggestions, and limitations.

3.2 Choice of the Method:

In this present study, the data collection approach is quantitative. Quantitative research is a type of market research that focuses on gathering information through open-ended and conversational communication which is created in such a way that they can help disclose a target audience's behavior and perceptions in relation to a specific topic. Since it aims to establish a connection between the two variables: overcrowded classes and interactions between teachers and students. Teachers and students' behaviors toward the impact of overfilled and large classes on teacher-student interaction are being surveyed using two questionnaires.

3.3 Description of the Sample:

3.3.1   The Learners' Profile:

Participants in this present study were second year master degree English students at AbouSaadEllahBouzereah University Algiers 2 since they experienced a variety of diffculties

because of overcrowded classrooms. They were eighteen (18) students (males and females) since the variable of sex is not taken into account in this research. Their ages, approximately, varied from about twenty (20) to twenty-four (24). They have been chosen at random to answer a questionnaire about their opinion to learning in overcrowded classrooms and its effects on teacher -student's interaction.

3.3.2 The Teachers' Profile:

In addition to English students, this study involves three english teachers (two females and one male) who belong to the department of English language at AbouSaadEllahBouzereah university Algiers 2 with varying experiences. These teachers have been chosen because they are completely aware about the diffculties that face both teacher and students since they have dealt with different situations.

3.4 Tools for Data Collection:

3.4.1 Questionnaire Definition:

A questionnaire is a document that comprise questions and various types of items that are used to collect data for research. They are particularly valuable in research because they allow researchers to collect essential data quickly and efficiently. This tool is very useful for determining a subject's preferences, intents, attitudes, and opinions. A questionnaire, according to Singh (2006), is "a process that is prepared and distributed for the purpose of obtaining responses." In general, these questions are factual and are intended to secure information on specific conditions or behaviors about which the recipient is expected to be aware" (p.191). The research questions are carefully constructed in order to generate responses that are relevant to the variables being studied.

3.4.2   The Significance of Questionnaire:

Questionnaires are popular research methods because they provide a quick, efficient, and low-cost way to collect huge amounts of data from big sample sizes. These tools are very useful for determining a subject's preferences, intents, attitudes, and opinions. Many scholars believe that the questionnaire is a useful tool for acquiring information. To put it another way, a vast amount of data from a large number of people may be collected quickly and at a minimal cost. Furthermore, the results of the questionnaire can usually be quantified quickly and readily by either a researcher or a software application.

3.4.3   Description of the Questionnaire :

3.4.3.1 Teachers' Questionnaire :

Section One: Background Information.

This section is for teachers who desire to have a better understanding of themselves. It is made up of three questions. The gender of the instructor is addressed in QI, whereas the academic degree is addressed in question 2. Question 3, on the other hand, emphasizes years of teaching experience.

Section Two: Communication between teachers and students (Q4-Q10).

This section contains seven multiple choice questions. Its goal is to learn how teachers feel about the importance of teacher-student interaction. The questions Q4 and Q5 are concerned with assessing teachers' attitudes toward the amount of student contact in the classroom and how they respond when their students make mistakes during interaction. The questions Q6 and Q7 are concerned with assessing teachers' attitudes toward the amount of student contact in the classroom and how they respond when their students make mistakes during interaction. while 08 intends to investigate teachers' perceptions on the variables that contribute to a lack of interaction between the teacher and his or her students. Q9 attempts to examine the

frequency with which teachers use communicative strategies. Finally, Q10 looks for ways for professors to encourage silent students to participate in class discussions through various forms or tactics.

Section Three: Teachers' Perspectives regarding overfilled Classes (Q11 Q15).

This section contains five multiple-choice questions. It investigates how teachers feel about classroom congestion. Despite the fact that Q11 asks if instructors have already been exposed to teaching in an overcrowded classroom, Q12 asks if teachers consider that teaching in an overcrowded classroom is stressful and demanding. Q13 asks teachers if they believe the climate in an overcrowded classroom is dominated by the teacher and that students are essentially passive listeners. Q14 also investigates instructors' views on the subjec amount of input they get. Q22 is intended to elicit teachers' opinions on the efficacy of audio-visual aids in overcrowded classrooms.

3.4.3.2 Students' Questionnaire:

Section One: Background Information (Q1-Q2).

This section focuses on the students' backgrounds. There are two main questions in it. Q1 is primarily concerned with the student's gender, while Q2 is concerned with the students' motivations for studying English.

Section Two: Students' behavior and Teacher-Students Interaction (Q3-Q10).

This section contains eight multiple-choice questions. It investigates students' opinions on the importance of teacher-student interaction. Surprisingly, Q03 looks into whether or not students have equal opportunity to participate, whereas Q04 looks into how students perceive their teacher's relationship with them. Furthermore, 05 is used to find out what students think about the classroom environment, regardless of whether it is teacher-centered or student-

centered. Q6 tries to quantify the total amount of teacher discourse in the classroom. Q7 also evaluates how often students communicate with their instructor. In addition, 08 investigates students' perceptions of the value of teacher-student interaction in assisting them in improving their English. Likewise, Q09 enquires about the students ' reactions to the instructor's interactions to the lecture during class.

Section Three: Students' thought on overcrowded classrooms (Q12 Q15):

This section contains four multiple-choice questions. Its main purpose is to learn how students feel about overcrowding in class. Q12, on the other hand, is designed to measure students' attitudes on studying in a crowded classroom. Q13 also considers how satisfied students are with the amount of information provided by their instructor. Q14 is meant to draw attention to the problems students have when interacting in a crowded classroom. Finally, Q15 provides students with a list of activities and ways that the instructor can use to help students stay engaged in overcrowded classes, and they must choose the most frequently employed.

3.5 Ethical considerations:

Because all individuals have particular ethical rights, ethical considerations are required for investigations and surveys. For this study, we guarantee that we engage with the participants in a personal way, that they did not attack their confidentiality without their permission, that the research questionnaire didn't seem to hurt their feelings, and that all data obtained from them was recognized and adequately reflected. This study ensures the following ethical considerations for the participants was:

- Students' decency and well-being were always respected.

- Throughout the investigation, the research findings are kept private.

- We assure that the information offered will be unrecognisable by anyone other than us.

- Confirming that they were notified that the findings will be included in dissertation and will be seen by our supervisor and external examiner.

- Clarifying that the study is not harmful to participants and certifying appropriate data use.

- making sure that the individual's participation is purely optional.

- All participants are treated well and afforded the opportunity to make their own fully informed decisions.

3.6 Conclusion:

In this chapter two questionnaires are used as a research tool to collect and analyze data. The current chapter provides also some recommendations how to among Master 2 English students in Abou Saad Ellah Bouzereah university Algiers 2. According to statistical analysis, there are evident issues with teaching and learning in large English classes. Both teacher and students have difficulties as a result of these issues. According to the results of the survey, they both believe that in overcrowded classes, teacher-student connection is lacking. The questionnaires have so supported the research hypothesis. In large classes, a significant number of teachers and students have raised various issues and concerns. On the one hand, teachers struggle to manage such classrooms; they find it difficult to apply almost all of the essential tasks for developing contact, particularly individual attention, and to interact with all of the students. The data analysis has shown the negative attitudes of students towards overcrowded classrooms. Though master year students face some problems but they still have a full wish to overcome these difficulties with an inspiration from their teachers.

4. Chapter Four: Findings

4.1 Introduction:

The present questionnaire aimed at the level of Master 2 students which was given to 18 students and three English teachers at the University of AbouSaadEllahBouzereah for the academic year 2021-2022 Those teachers were chosen at random, and it is thought that they might have useful knowledge about the topic of our study that will aid us in answering the research questions.

4.2 Analysis of the Teachers' Questionnaire:

Section One: Background Information.

Q1- Your Gender:

Options	N	%
Male	1	33,33
Female	2	66,66
Total	3	100

Table 4.1: Teachers'Gender

As it appears in the table, 33.33%of the teachers are males whereas 66.66% are females.

Q2-Degree(s):

Options	N	%
BA(License)	0	0
MA(Master-Magister)	3	100
PHD(Doctorate)	0	0
Total	3	100

Table 4.2: Teachers' Academic Degree

We notice that the teachers who participated in this study (100%) have got MA (Master-Magister) degree.

Q3- Teachers' experiences in teaching English:

Options	N	%
2-4Years	**0**	0
5-10 Years	**3**	100
10-20Years	**0**	0
Total	**3**	100

Table 4.3: Teachers' Experience in Teaching English

This table exhibits teachers' experience in teaching the English language.

The highest percentage (100%) is for teachers who participated in this study have been teaching English for 5 to 10 years. We conclude from these analyses that most of teachers have experience in teaching English.

Section Two: Teachers' Behavior and Teacher-Student Interaction.

Q4- How much do you speak in the classroom?

Options	N	%
VeryOften	2	66,66
Often	1	33,33
Sometimes	0	0
Rarely	0	0
Total	3	100

Table 4.4: Teachers' behaviors towards the volume of Teacher Talk
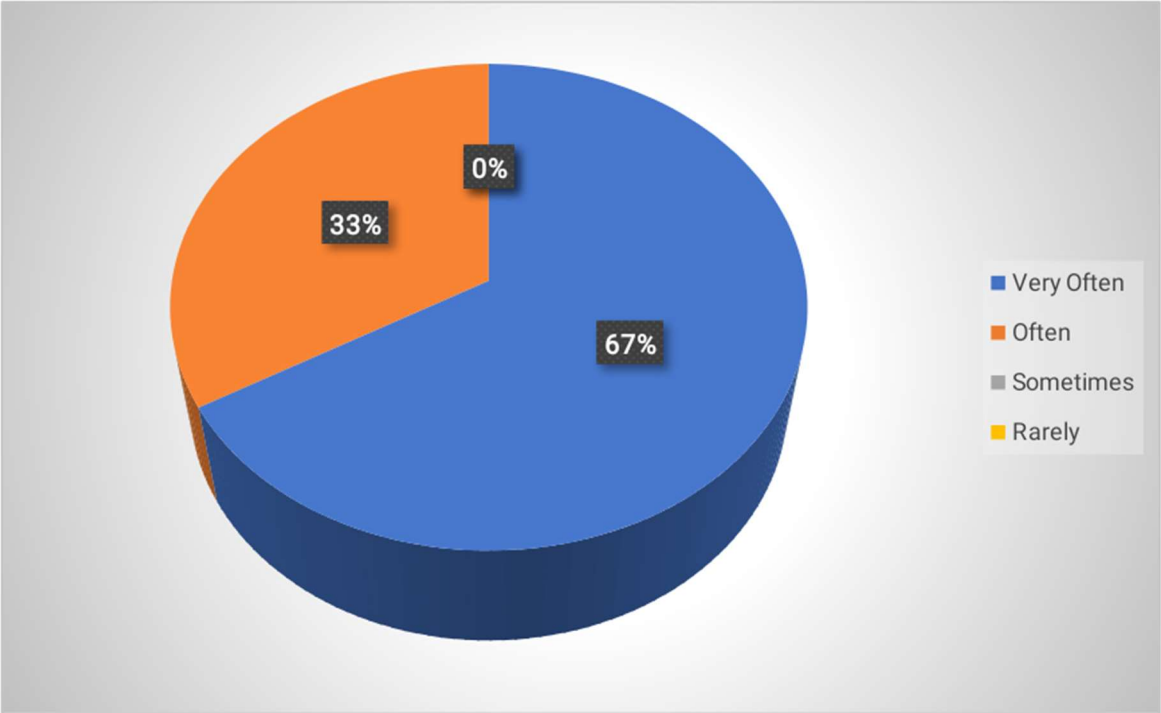
Figure 4.1: Teacher-TalkingTime

By this question, we aim to know if the teacher is the dominant and weather he/she talks more than learners. The table above shows that the majority of teachers talk very often in the class which represents (66,66%) whereas, (33,33%) of teachers claim that they talk often in the class. As a result of this finding, we can deduce that the amount of teacher talk is excessive, and that students simply listen.

Q5-Teacher-student interaction, in your perspective, is:

Options	N	%
VeryImportant	2	66,66
Important	1	33,33
LessImportant	0	0
NotImportant	0	0

Total	3	100

Table 4.5: Importance of Teacher-Students communication

Within this question, we wanted to know the kind of interaction between the teacher and students. The table demonstrates that Just 33,33 % of teachers believe teacher-student interaction is important, while 66.6 % believe it is very important. Obviously, none of the teachers (0%) believe that teacher-student interaction is less necessary or non-existent. The findings show that teachers recognize the value of teacher-student interaction in the classroom and work to increase students' willingness to participate in class discussions.

Furthermore, they provided the following justifications for their choices:

First of all, they believe that teacher-student interaction is a fundamental feature of modern teaching, and that any teaching-learning situation is dependent on teacher-student interaction, which will lead to oral language practice. Second, Others argue that contact is synonymous with communication. As a result, learning a foreign language is critical because it is not used outside of the classroom. As a result, teacher-student interaction is crucial, and it has numerous advantages for students. Third, when students communicate with their instructor and have their thoughts and viewpoints, they will be more encouraged to participate, which will help them develop their speaking capacity. Finally, teachers believe that interacting with students is the best way to minimize the likelihood of misunderstandings, which would lead to more successful learning.

From these results, we can say that teacher-students is important in learning language situation as stated by Rivers (see chapter one, section one).

Q6- How frequently do your students interact in class?

Options	N	%
Always	1	33,33
Sometimes	2	66,66
Rarely	0	0
Total	3	100

Table 4.6: Frequency of Students-Talking Time
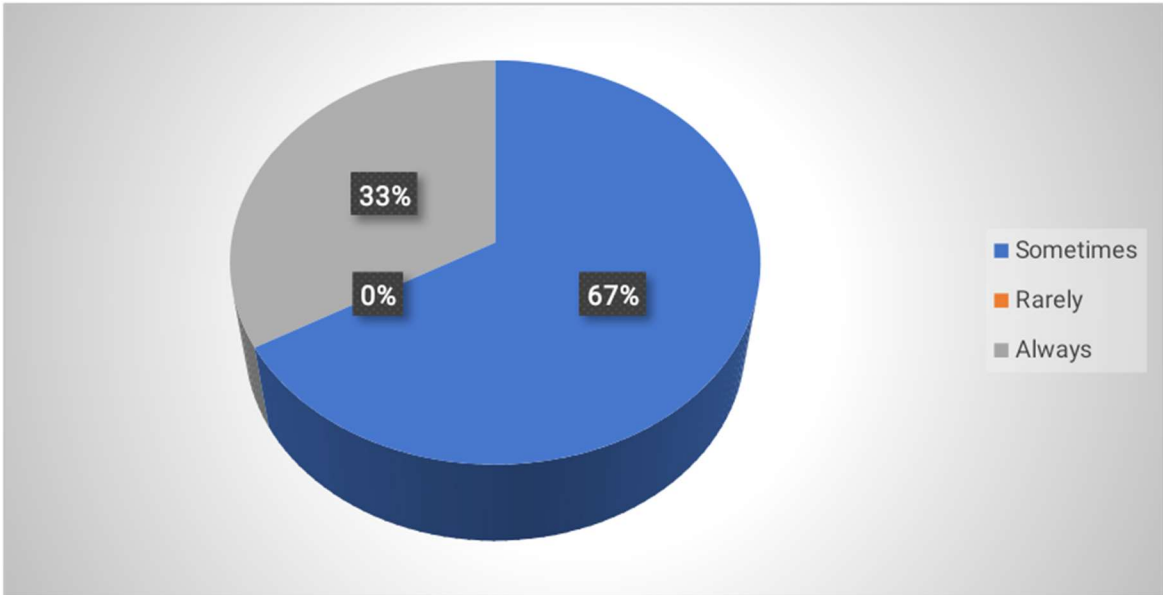
Figure 4.2: Frequency of Student -Talking Time

The objective within this question is to comprehend how much students participate in the classroom. The results of this question attest that (66.66%) of the teachers agree on that students sometimes talk in the classroom whereas, approximately one-third of teachers (33.33 percent) say that their students are both speaking and engaging in class. As Noonan (1991) argues, students' talk is very relevant in English classrooms, according to researchers. These findings suggest that teachers allow students to speak in the classroom.

Q7- What do you do if your students make mistakes when communicating with you?

Options	N	%
A	1	33,33
B	1	33,33
C	1	33,33
D	0	0
Total	3	100

Table 4.7: Teachers' Reaction to Students' Mistakes
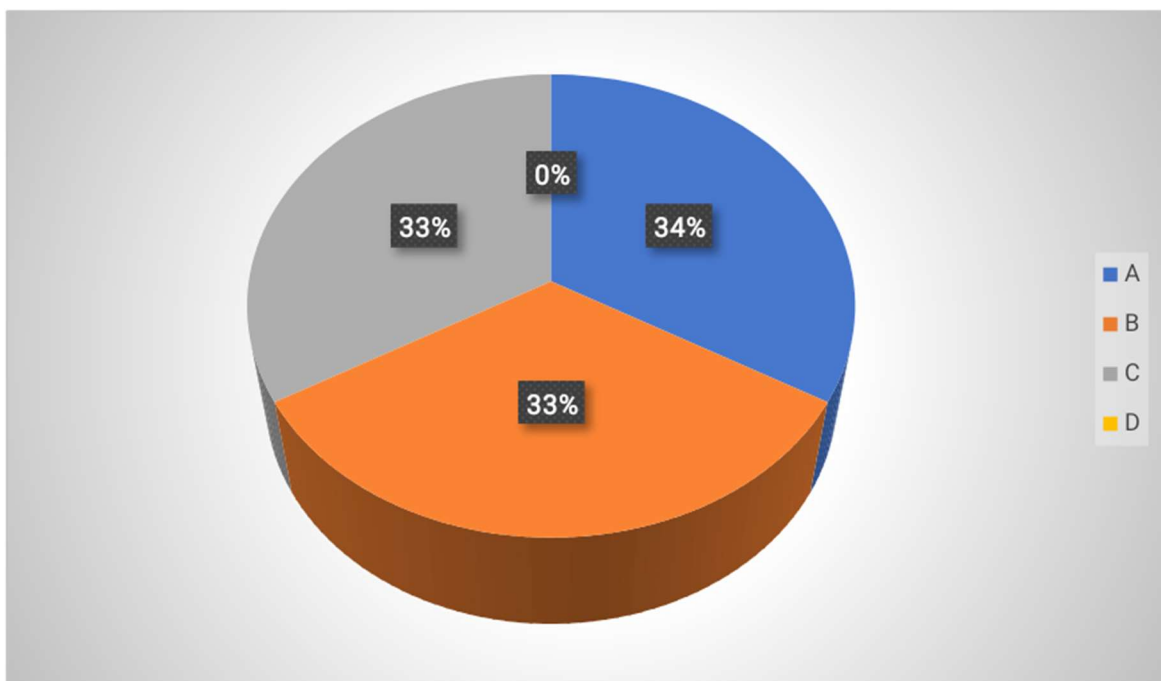
Figure 4.3: Teachers' Reaction to Students' Mistakes

The purpose behind this question is knowing how the teacher deal and interact with learners when they make mistakes and errors. The obtained results demonstrate that (33, 33%) of teachers tend to interrupt to correct their students when they commit mistakes. While the same percentage (33.33%) of teachers prefer to correct them later. However, one teacher wishes to provide opportunities for students to correct one another. Furthermore, another instructor (33.33 percent) claims that he corrects them immediately at times and avoids correction at

other times. We conclude that there are a variety of viewpoints on this subject, with some teachers preferring to interrupt their students to correct them, while others prefer to postpone the correction.

Q8- What are some of the factors that may make it difficult for students to interact?

Options	N	%
A	0	0
B	0	0
C	0	0
D	0	0
E	0	0
F	1	33,33
ABCD	2	66,66
Total	3	100

Table 4.8: Reasons of the Lack of Students Interaction
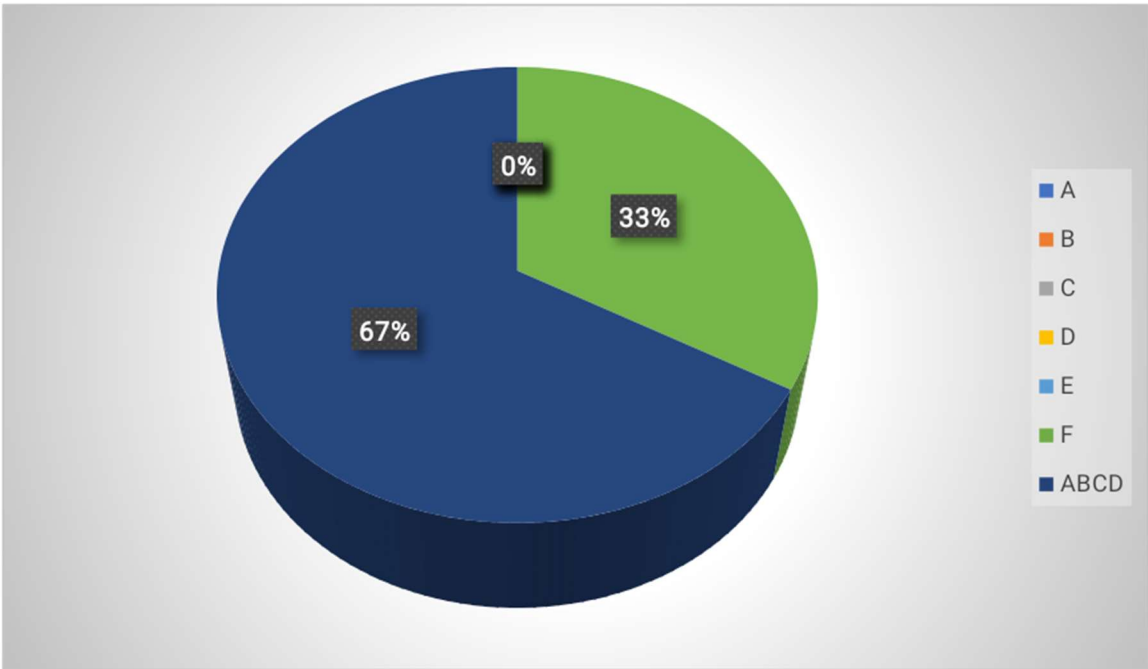
Figure 4.4: Reasons of the Lack of Students' communication

The point from this question is figure out the resources that prevent students to participate in the classroom. The table above shows that the majority of teachers (66, 66%) argue that the main reasons that inhibit students to interact are the lack of self-confidence, lack of motivation, the fear of making mistakes and low proficiency in English whereas, (33.33%) of teachers say that the Previous reasons in addition to the uninteresting topics are what stop the students to speak.

Q9- Do you engage in communicative activities on a regular basis?

Options	N	%
Always	1	33,33
Sometimes	2	66.66
Rarely	0	0
Never	0	0
Total	3	100

Table 4.9: Frequency of Using Communicative Activities
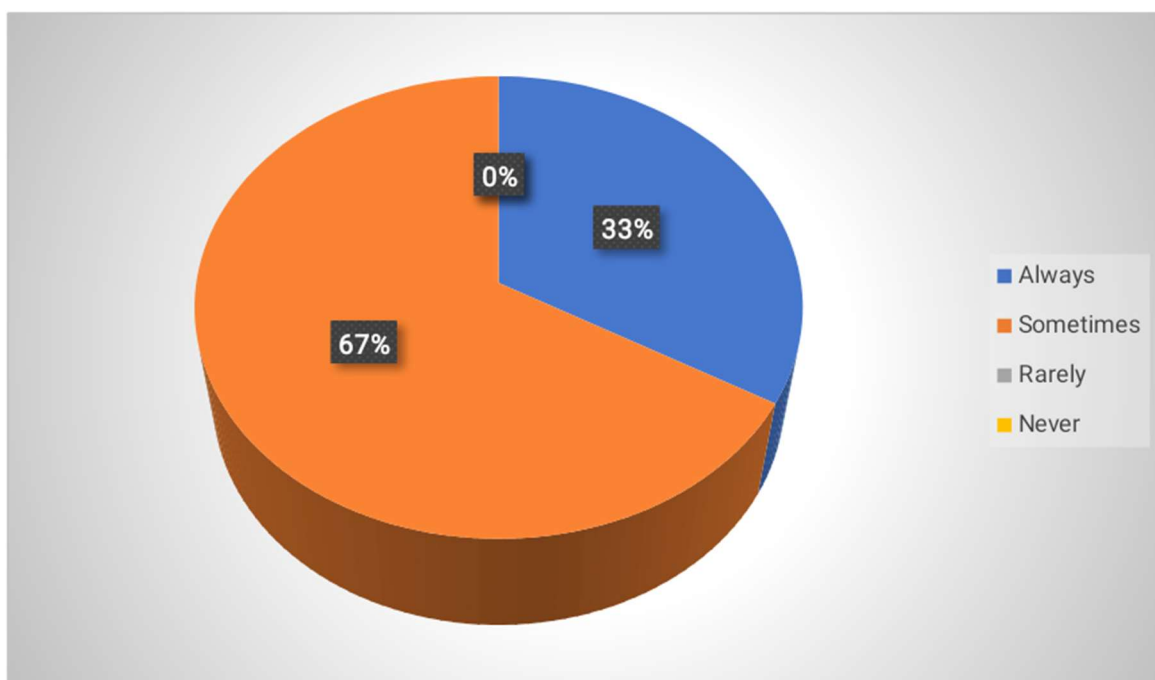
Figure 4.5: Frequency of Using Communicative Activities

By this question, we aimed to know how much communicative tasks are used in the classroom. The Table indicates that the majority of teachers (66, 66%) use communicative activities sometimes inside the classroom whereas, (33, 33%) of teachers claim to use communicative practices in the classroom all of the time. As a result of this finding, we can deduce that teachers often use communicative practices to enable students to talk.

Q10- How do you encourage shy students to interact in the classroom?

Options	N	%
A	0	0
B	0	0
C	1	33.33
D	0	0
A-B-C	2	66.66
Total	3	100

Table 4.10: Methods Used to Increase Students communication
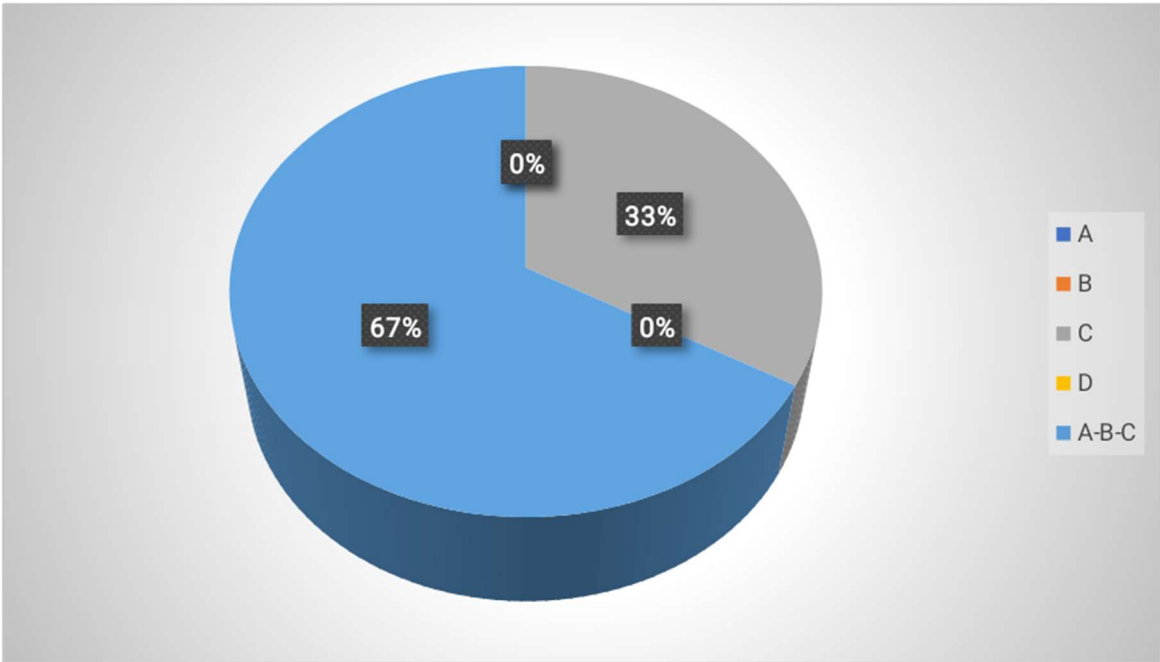
Figure 4.6: Methods Used to Increase Students' communication

Concerning this question, we sought to know the teacher's dealings toward shy students and also to know the most frequently used strategies that motivate students to interact with their teacher. The table demonstrates that According to the table, (33.33 percent) of teachers choose to add extra points. Furthermore, in order to inspire silent students to engage in the classroom, the majority of teachers (66.66 percent) plan groups and pairs of students, select interesting subjects, and apply additional marks.

Section Three: Teachers' Perspectives regarding overfilled classes.

Q11- Have you ever had to teach a class that was overfilled?

Options	N	%
Yes	3	100
No	0	0
Total	3	100

Table 4.11: Teachers' Exposure to teaching large classes

The aim of this Question is to know if a teacher was exposed to teach in overcrowded class. Importantly, this table indicates that all the teachers (100%) have been exposed to teaching an overcrowded class before. As a result, we can assume that all of the teachers have encountered this issue in their classrooms. As a result, they are mindful of students' attitudes as well as management issues in overcrowded classrooms.

Q12- Teaching a class with too many students is a stressful experience for you as a teacher.

Options	N	%
StronglyAgree	2	66,66
Agree	1	33.33

Disagree	0	0
Strongly disagree	0	0
Total	3	100

Table 4.12: Teachers' Perception towards Teaching Overcrowded Classes Management
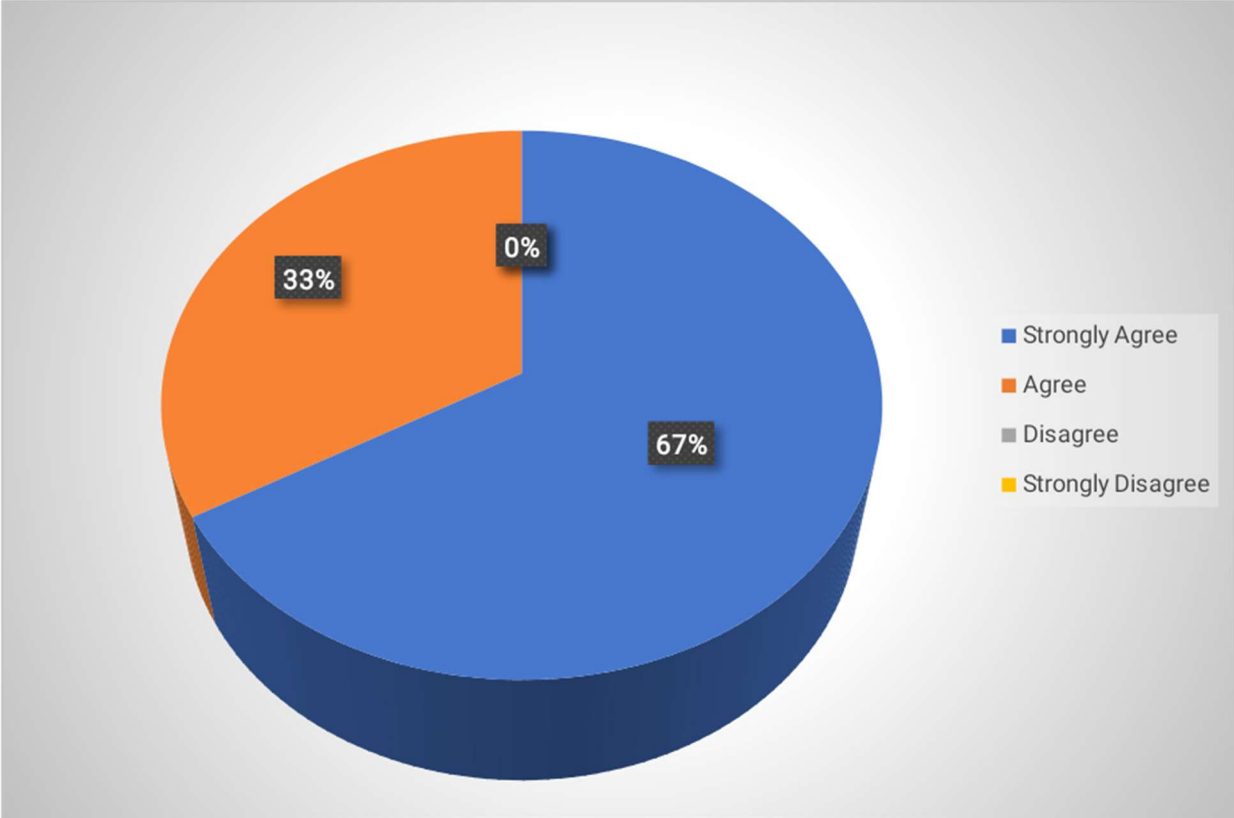
Figure 4.7: Teachers' Perception towards Teaching Overcrowded Classes

Within this question, we wanted to know if an overfilled class affect negatively or positively the teaching process. According to this table, we can say that the majority of teachers (66.66%) strongly agree on the point that It's difficult and exhausting to teach a class that is overcrowded. While a third of them (33.33 %) agree on the same point. These findings give us the impression that overcrowding places a lot of strain on teachers and necessitates more effort and patience on their part to cope with a large number of students, as well as their evaluationand feedback.

Q13- In an overcrowded classroom, the focus is on the teacher. The students take on a passive role.

Options	N	%
StronglyAgree	0	0
Agree	2	66,66
Disagree	1	33,33
StronglyDisagree	0	0
Total	3	100

Table 4.13: Teachers' Perception of the Atmosphere of Overcrowded Classes
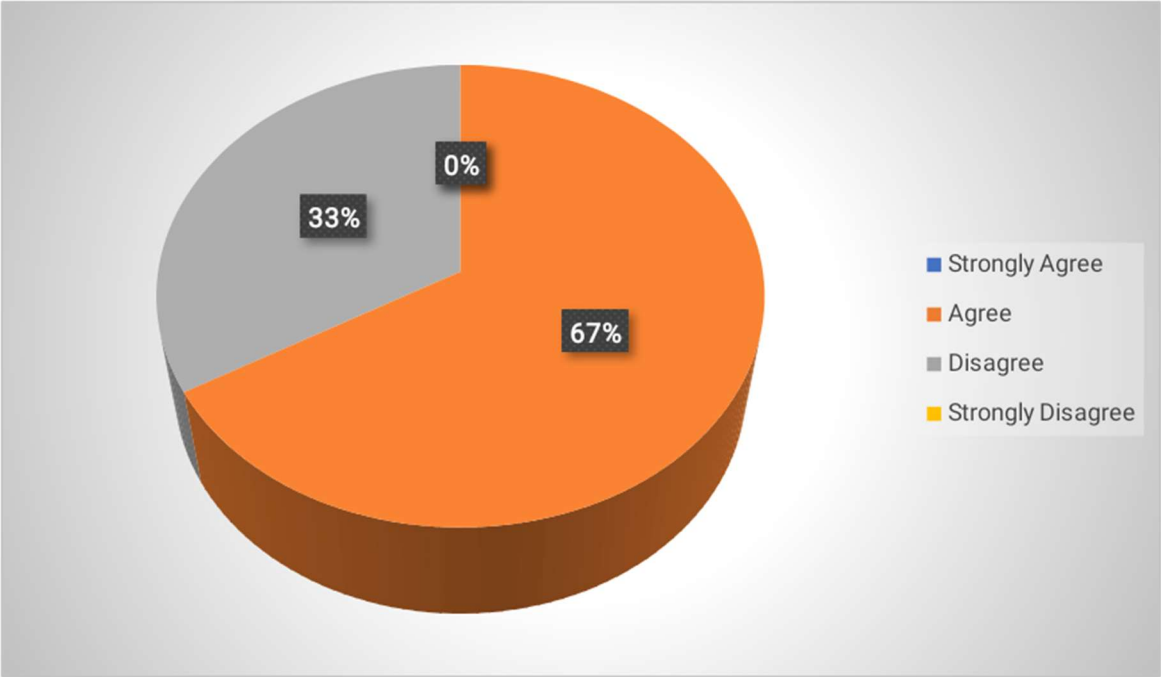
Figure 4.8: Perception of the atmosphere of large Classes

By this question, we desired to investigate if an overfilled class has a negative impact on teaching -learning process. The table indicates that two teacher who represents (66.66%) of the teachers agree on that the atmosphere of the overcrowded class is teacher-centered and students play a passive role whereas, a percentage of (33.33%) of teachers disagree with this comment, implying that they believe the atmosphere of the overcrowded class is focused on the students. These findings suggest that students have a role to play. Teachers should be more mindful of this and continue to inspire students to take an active role, Participate more actively in the class.

Q14- Do you believe that in large classrooms, all of your students receive the right amount of feedback?

Options	N	%
Yes	0	0
No	3	100
Total	3	100

Table 4.14: Teachers' Attitudes towards Students' Feedback

Within this question, we aimed to have a clear idea if students get Sufficient feedback in large classes. Our aim from asking this question also is to examine teachers' attitudes on whether all students in the overcrowded class get the necessary amount of feedback from the obtained results, we noticed that all of the teachers chose no. As a result, we can conclude that, due to the large number of students, both teachers are conscious of the lack of input that should be given to them.

Q15- Do you believe that adding more audio-visual aids to classrooms would help the problem of overcrowding? Please explain your response.

Options	N	%
Yes	1	33,33
No	2	66,66
Total	3	100

Table 4.15: Teachers' Perspectives towards the Effectiveness of Audio-visual Aids in Overcrowded Classes
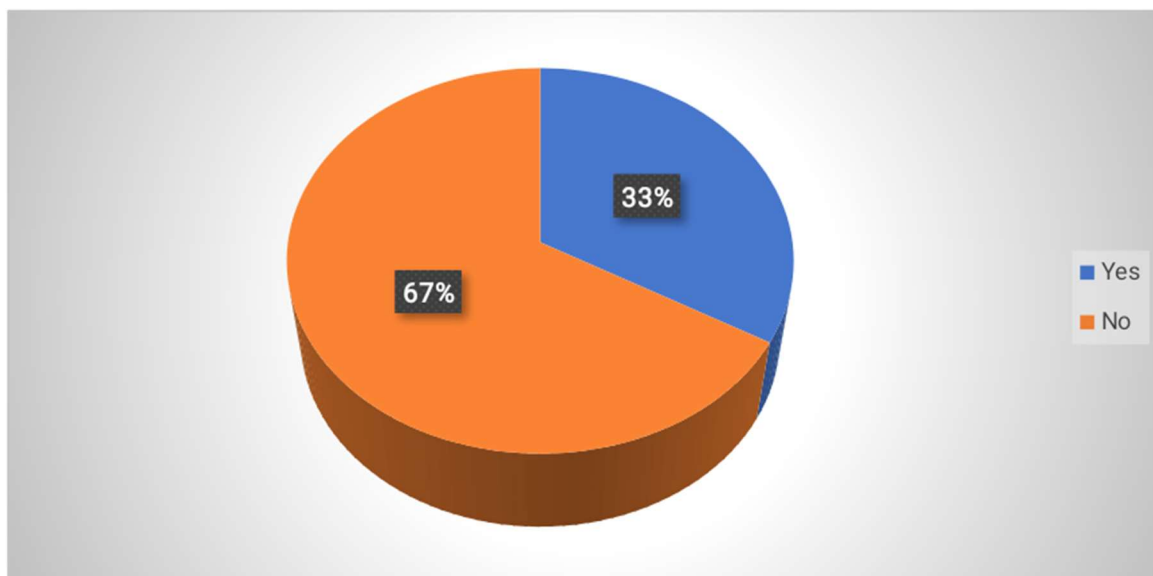
Figure 4.9 : Teachers' Perspectives towards the Effectiveness of Audio-Visual Aids in Overcrowded Classes

The aim of this question was to know if audio visual aids are beneficial in the overcrowded classrooms. As we notice from the table, (33.33%) of teachers think that providing more audio-visual aids can solve the problem class overcrowding. While, the majority (66.66%) believe that even if more materials are provided this will not solve this problem. Teachers who opted for « Yes » supported their choice by the following arguments. First, the teacher can use, as an example, data shows and computers that that help so much in making the learners motivated and more engaged. Second, the use of media, especially in groupprojects, makes learning and teaching easier. Those who voted « No » justified their decision by claiming that one can have as many materials as one wants, but the issue of overcrowding would be difficult to address. Moreover, they said also that the excessive use of materials leads to boredom, which leads to a rise in anarchy and chaos in the classroom.

4.3 Analysis of the Students' Questionnaire:

Section One: Background Information.

Q1- Your Gender:

Options	N	%
Male	4	22,22
Female	14	77,77
Total	18	100

Table 4.16: Students' Gender
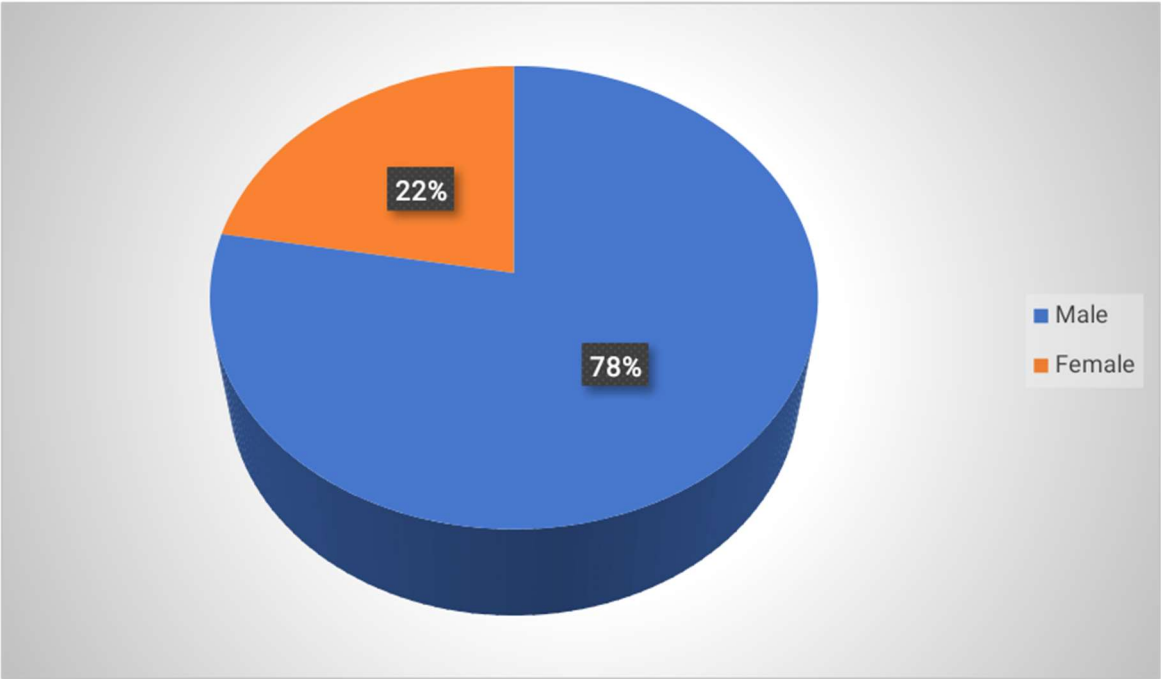
Figure 4.10: Students' Gender

According to the table above, the majority of students (77.77 %) are females, while just (22.22 %) are males. We may deduce from these findings that females are moreenthusiastic about learning English.

Q2- Is it of your choice studying English?

Options	N	%
Personal	11	61
Parental	4	22,22
ImposedbytheMinistry	3	16,66
Total	18	100

Table 4.17: Students' choice
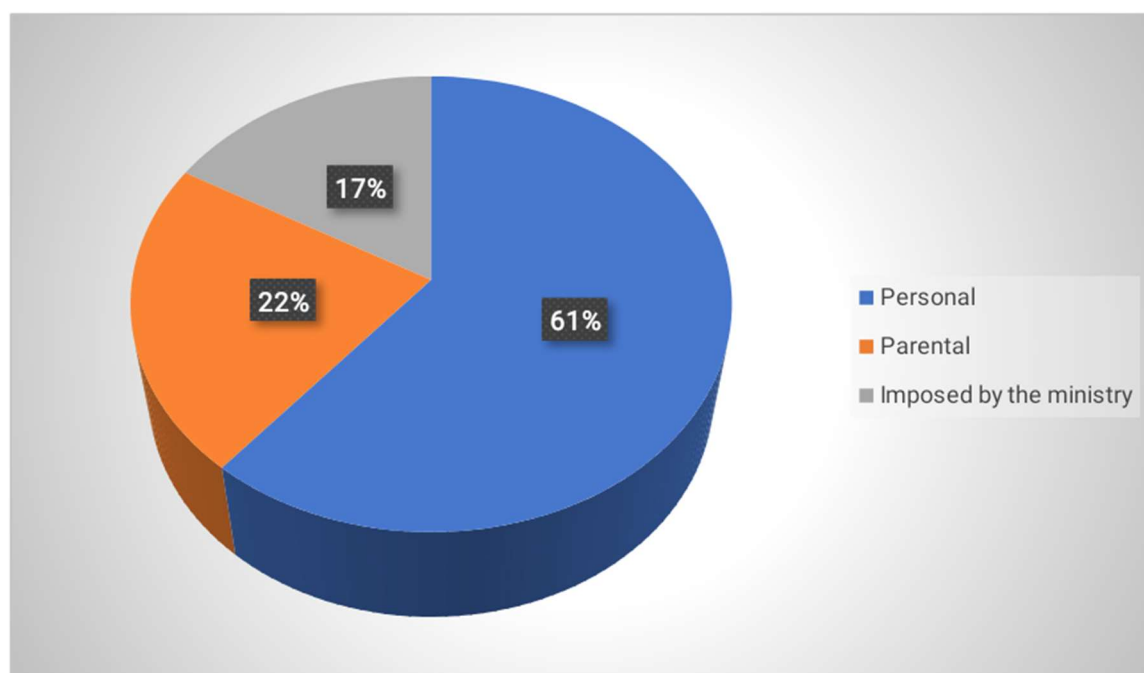
Figure 4.11: Students' choice

Surprisingly, as the table shows, the majority of students who stand for (61%) want to study English, indicating that it is a personal option. On the other hand, (22.22%) ofstudents said that learning English was forced upon them by their parents. Whereas, 3 students (16.66%) say that the Ministry of Higher Education made this decision. We infer from what has been said that the vast majority of students want to learn English.

Section Two: Students' behavior and Teacher-Students Interaction.

Q3- Does your teacher giving you an equal chance to engage in the overcrowded class?

Options	N	%
Yes	8	44
No	10	55,55
Total	18	100

Table 4.18: Behaviors towards Interaction chances
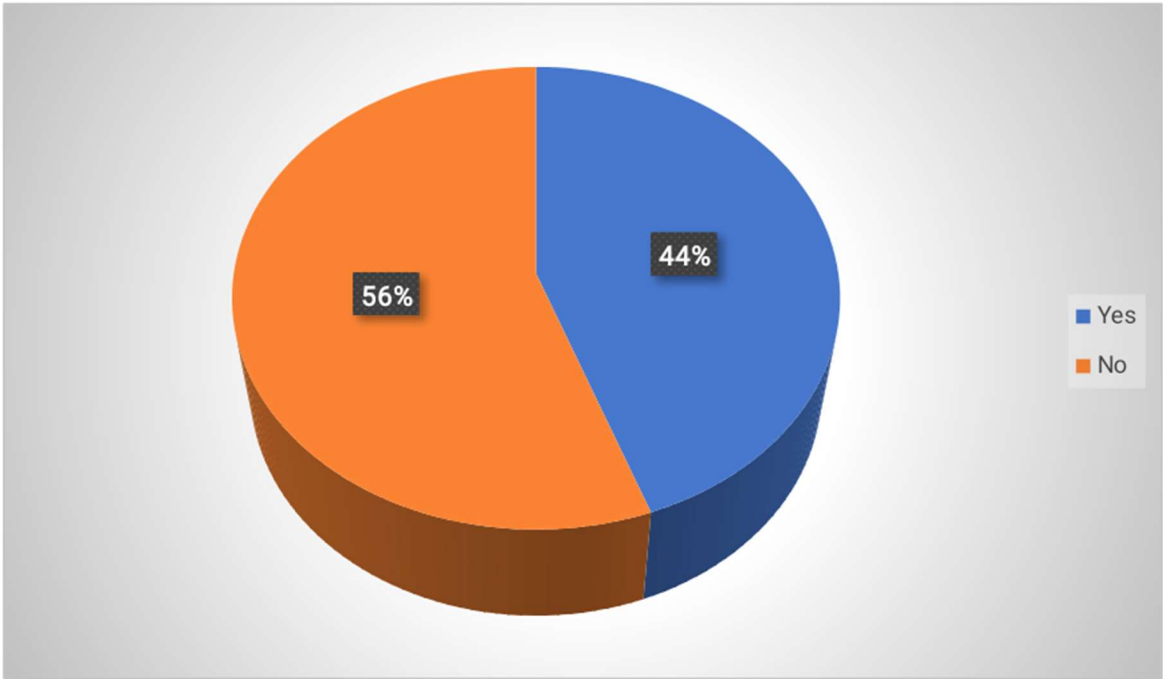
Figure 4.12: Students' behavior towards communication chances

By this question, we sought to know if students are given similar chance to interact in the classroom. Also we seek to determine whether students have equal opportunities to communicate and participate. Importantly, more than half of students (55,56%) believe that their teachers give them equal opportunities to communicate, while 44% of students believe the contrary. We've discovered that the majority of students believe their teachers are honest and treat them fairly.

Q4- Is it crucial to you to have a good relationship with your teacher?

Options	N	%
Yes	16	89
No	2	11
Total	18	100

Table 4.19: The Importance of Teacher-Students Relationship
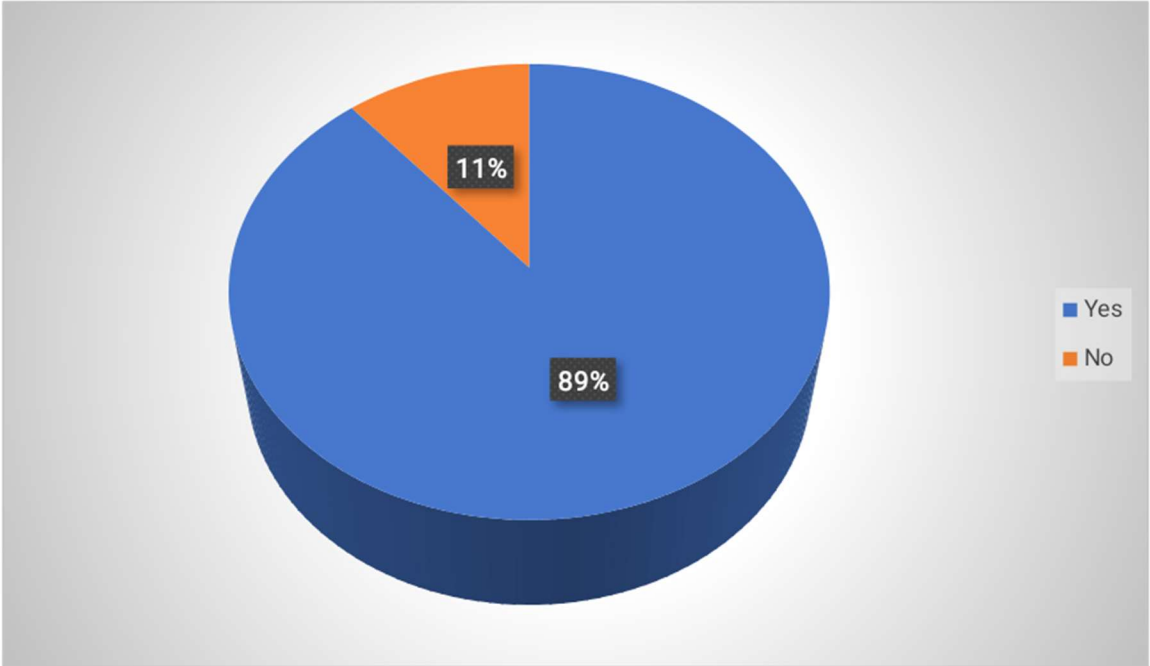
Figure 4.13: The Importance of having a good relationship with the teacher

This question was designed on behalf of knowing how often communicative activities are practiced by students in the classroom. According to the findings, the majority of students (89%) believe that having a positiverelationship with their teacher is significant. Furthermore, they explained their positions by claiming that having a positive relationship with the instructor helps them feel more atease when studying and asking questions, and therefore they would enjoy the module. Additionally, they also claim that the instructor is their guide and source of information, so they value his efforts.

Others argue that in order to interact effectively and improve their speaking skills, they must have a positive relationship with their instructor. On the other hand, two students (11%) chose "No," believing that being present in class and studying is sufficient.

Q5- Is the mood in your classroom controlled by the teacher? Where do you play a supporting role?

Options	N	%
StronglyAgree	4	22
Agree	7	39
Disagree	5	28
StronglyDisagree	2	11
Total	18	100

Table 4.20: Students' behaviors towards the Classroom Atmosphere
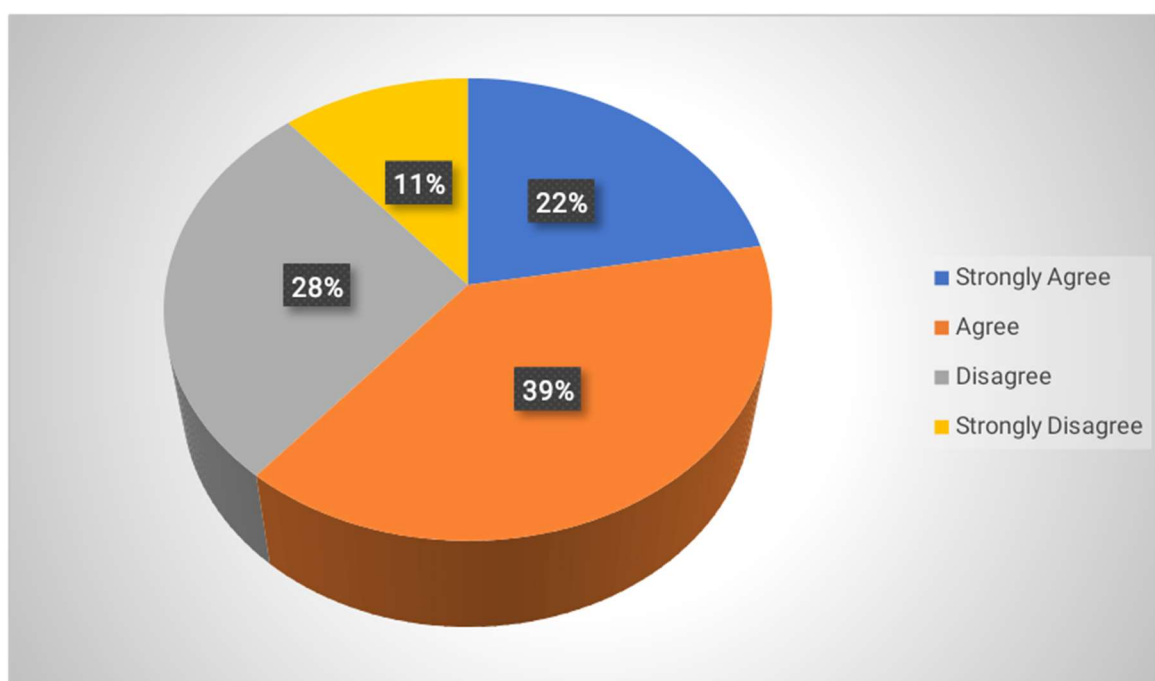
Figure 4.14: Students' behavior towards the Classroom Atmosphere

Concerning this question, we desired to know the reasons behind the lack of students' interaction with the teacher. The table above shows that more than the half of students making up of (39%) agree that the atmosphere in their class is teacher-centered and students play a passive role. This is strongly decided upon by four students who vote for (22 %). However, 5 students (or 28 %) disagree with that assertion. They say that their class has a student-centered atmosphere. Similarly, (11%) of the students strongly support the point of view.

Q6- In the classroom, the percentage of instructor discourse is?

Options	N	%
90%	4	22
70%	8	44
40%	4	22
10%	2	11
Total	18	100

Table 4.21: Students' behavior towards the Volume of Teacher Talk
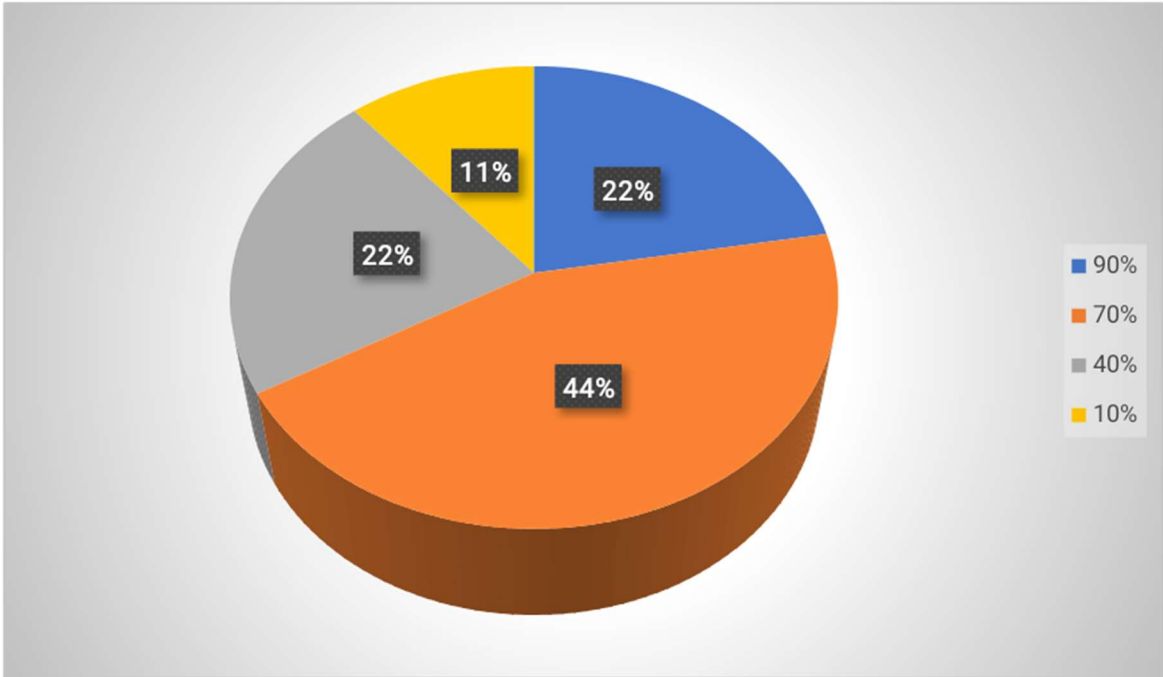
Figure 4.15: Percentage of teacher- talk

The question's aim is to know the students' circumstances and how do they feel in the large classes. As seen in the table, approximately half of the students (44.5%) believe that teachers speak 70 percent of the time in the classroom, while four students (22,22%) believe that teachers speak nearly 90 percent of the time in the classroom. On the other hand, 22% of students believe that teacher talking time is less than half of what it is above 40%. Besides, only two students who represents (11.11%) declares that the percentage of teacher talk is extremely poor, at about 10%. These findings suggest that there is an excessive amount of teacher talk in the classroom, which has a negative impact on the students.

Q7- Do you communicate with your teacher on a regular basis? How often?

Options	N	%
Always	4	22
Sometimes	12	67
Never	2	11
Total	18	100

Table 4.22: Frequency of Teacher-Students communication
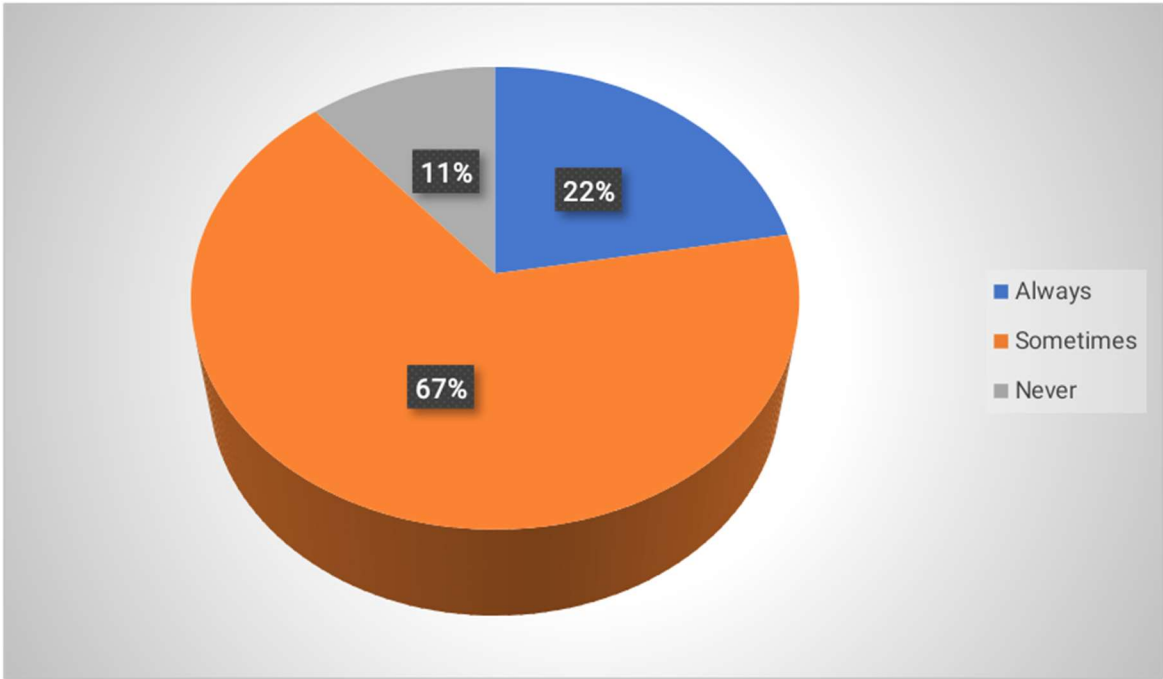
Figure 4.16: Students' behavior towards the volume of Teacher Talk

The aim of this question is to know the difficulties that face students during the learning process. In this particular question, students are asked to demonstrate the frequency of their interaction with the teacher. As seen in the table, four students (22.22%) say they communicate with their teacher most of the time, while the majority (67%) say they interact with the teacher occasionally. Furthermore, only two students (11%) say that they do not communicate with the instructor at all. We've come to the conclusion that there's a reasonable amount of in the classroom, there is contact between the teacher and the students.

Q8- Does interacting with your teacher aid in the improvement of your English skills?

Options	N	%
Yes	15	83,33
No	3	16,66
Total	18	100

Table 4.23: Enhancing the of English level through relationship
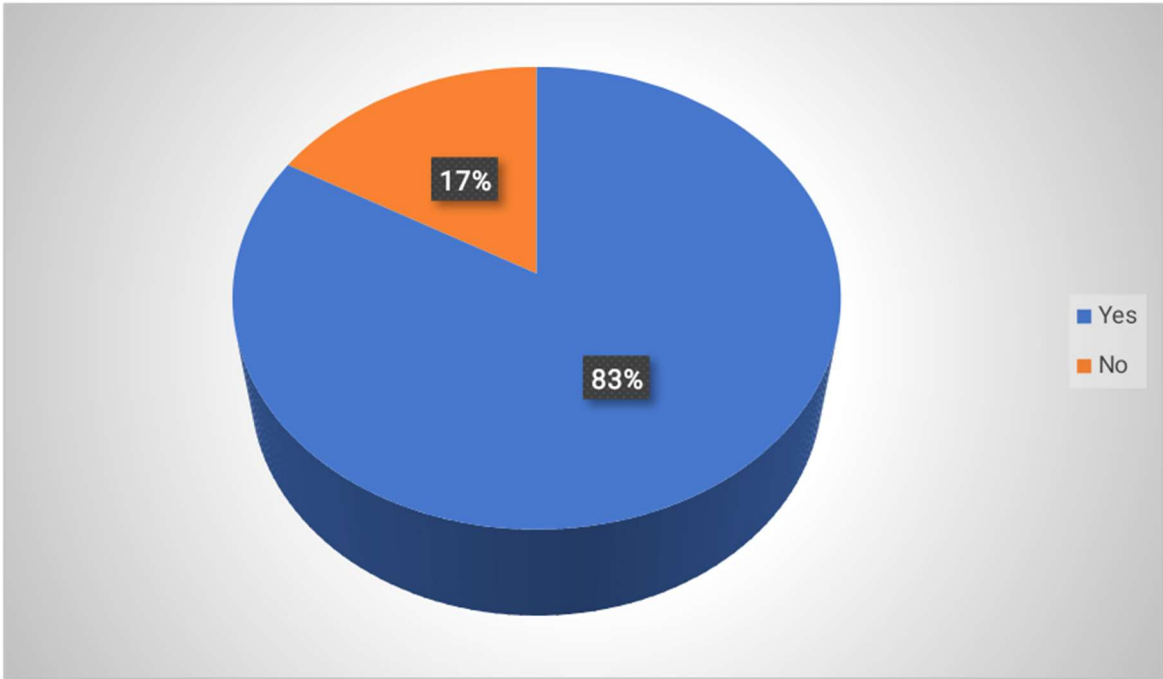
Figure 4.17: The Importance of relationship in enhancing the level of English

By this question, we sought to figure out the specific tasks that are used by the teacher to motivate students, and creates a comfortable atmosphere. From this table. We can say that the majority of students (83%) argued that having a good relationship with teacher help them improving their English skills. However, only 3 students (17%) opted for « no ». They thought that it is not mandatory to build a strong relationship with the teacher to learn English.

Q9- How do you feel in the classroom when you interact with your teacher?

Options	N	%
Comfortable	14	78
Uncomfortable	4	22
Total	18	100

Table 4.24: Students feeling when communicating
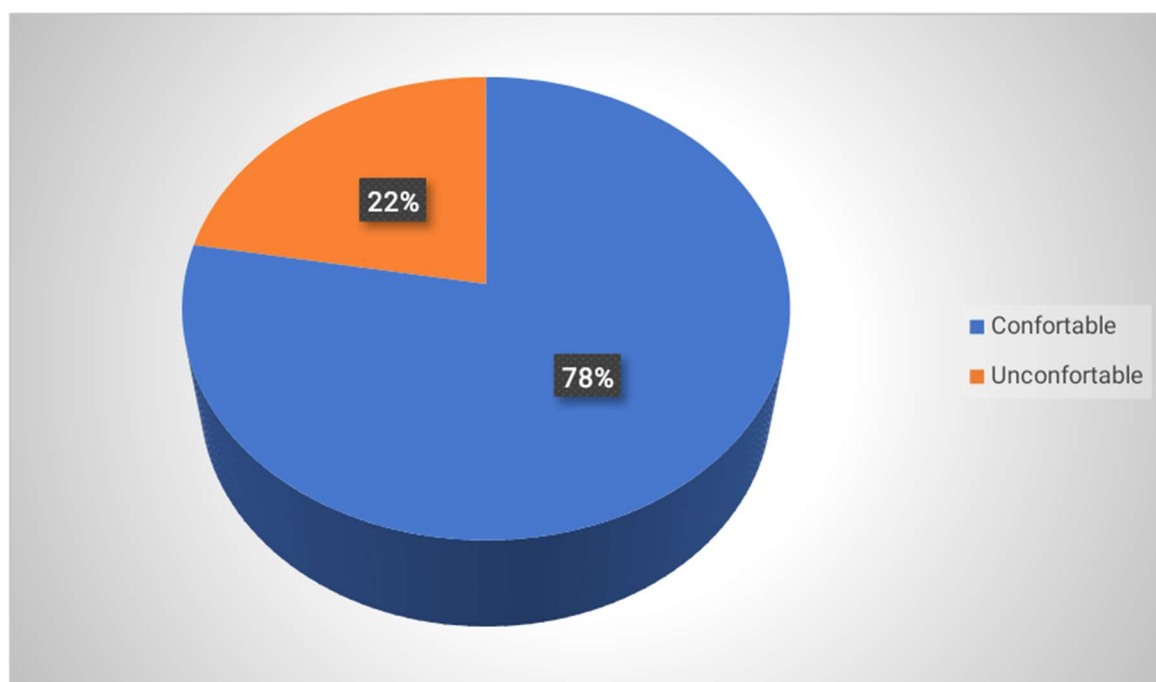
Figure 4.18 Students' Feeling during communication

According to the findings, the majority of students (78%) feel at ease when they communicate with their instructor. Just four students (22 %) say they feel awkward during interactions.

Based on the previous findings, we can conclude that students are relaxed during interaction as a result of the pleasant and calm environment.

Q10- How often do you engage in communicative activities in class?

Options	N	%
Frequently	3	16,66
Sometimes	14	78
Rarely	1	5,5
Never	0	0
Total	18	100

Table 4.25: Frequency of Practicing Communicative Activities
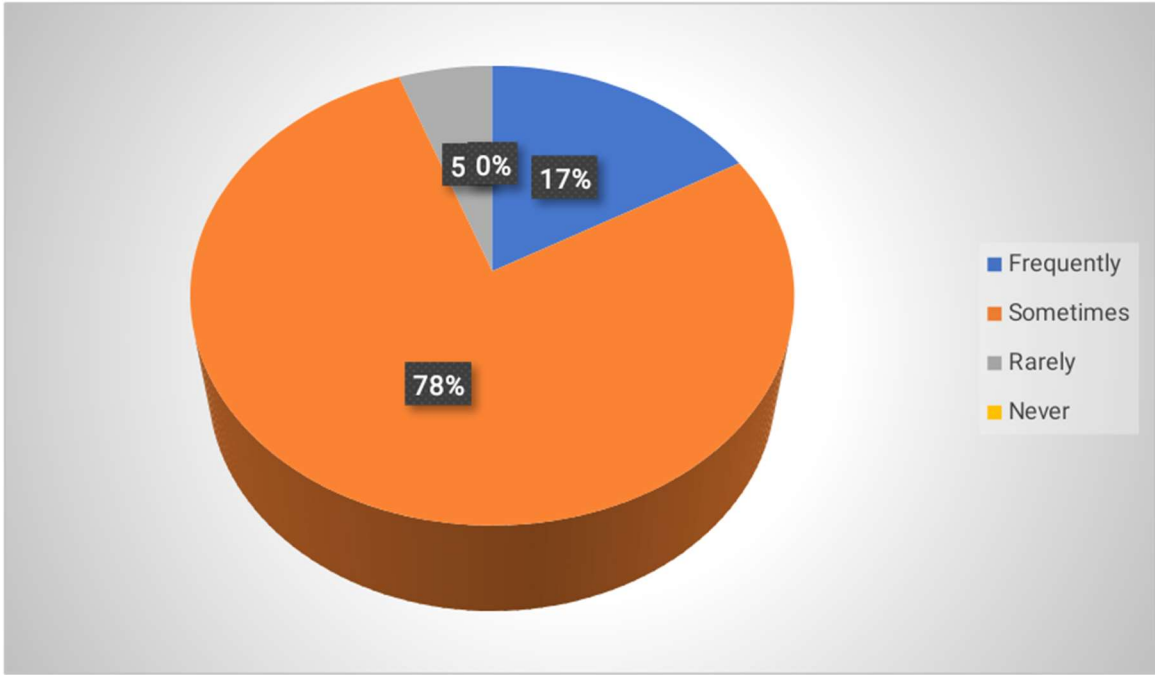
Figure 4.19: Frequency of Practicing Communicative Activities

The present question tends to gain information about the frequency of practicing communicative activities inside the classroom. Obviously, students (78%) say they participate

in communicative practices on occasion, while only 3 students say they do so on a regular

basis. (16.66%) say that they spend the majority of their time engaging in communicative

activities. Just 6 students (5.55%) say that their teachers do not provide them with adequate

instruction on any kind of communication. As a result, it appears that the majority of teachers

offer activities to their students that aid in the development of their communicative abilities.

Q11- What are the reasons behind the student's lack of interaction with the teacher, in your opinion?

Options	N	%
A	6	33,33
B	3	17
C	1	5,55
D	2	11
F	6	33.33
Total	18	100

Table 4.26: Reasons of the Lack of Students' Interaction
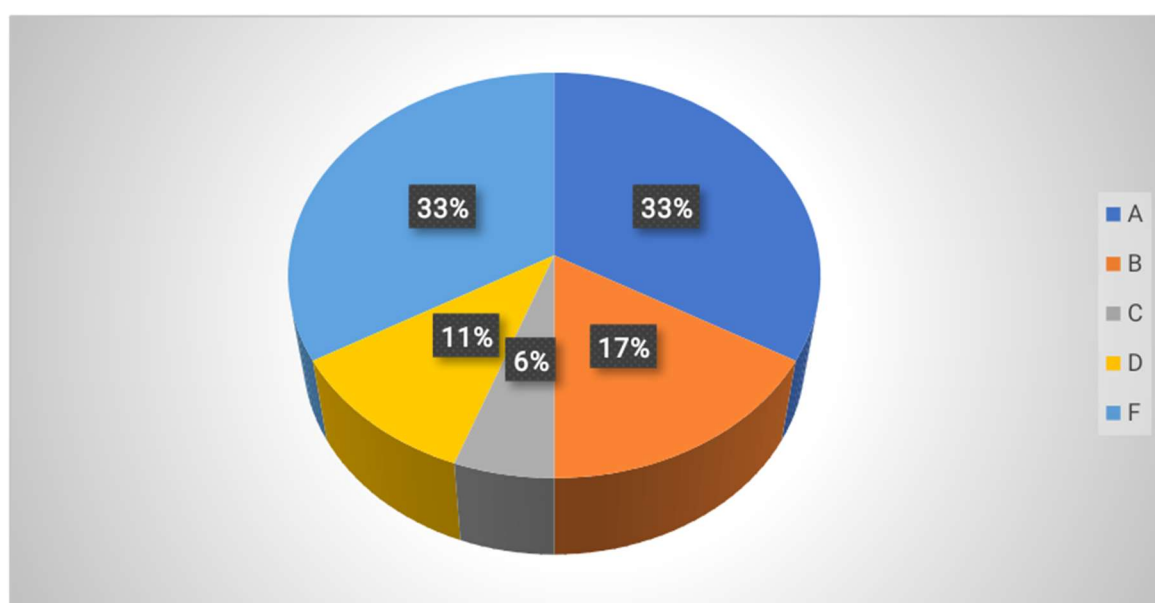
Figure 4.20: Reasons of the Lack of Students' communication

This question provides the students with some reasons that lead to the lack of interaction between the students and the teacher. From the table, it appears that the majority of teachers provide their students with activities that aid in the development of their communicative abilities. However, students appear to have differing perspectives on this list of reasons. As we can see, the lack of contact is primarily caused by a lack of self- confidence (33.33 % of students). Furthermore, just one student (5.55%) believes that poor English proficiency is the primary reason for the lack of contact (17%). Furthermore,7.4 percent of students claim that lack of self-confidence and motivation are the only things preventing them from interacting with their instructor. In addition, another 6 students (33.33 %) say that lack of self-confidence, motivation, and uninteresting topics are the main reasons they don't interact.

Section Three: Students' Perspectives through Overfilled Classes.

Q12- How frequently do you feel neglected, worried, or uncomfortable in a large class?

Options	N	%
Always	4	22,22
Sometimes	11	61
Never	3	16.66
Total	18	100

Table 4.27: Students' Feelings in Overcrowded Classes
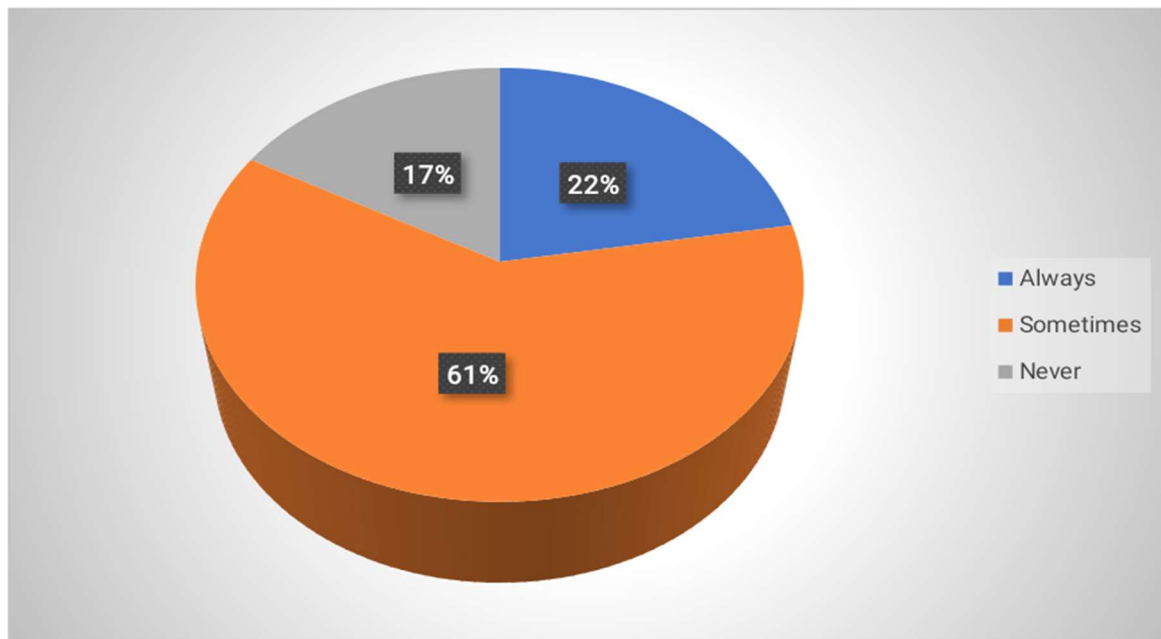
Figure 4.21: Students' Feelings in large Classes

The table demonstrates that more than the half of students (61%) sometimes feel neglected, anxious and uncomfortable when they study in an overcrowded class whereas, 4 students (22.22 %) claim that studying in a big group makes them feel neglected all of the time. Furthermore, three students (16.66%) say that being in an overcrowded classroom has no effect on them. We conclude from the findings that overcrowding has a psychological impact on students.

Q13- Are you satisfied with the feedback you got from your teacher?

Options	N	%
Yes	15	83,33
No	3	16,66
Total	18	100

Table 4.28: Students' Perception of Teacher's Feedback
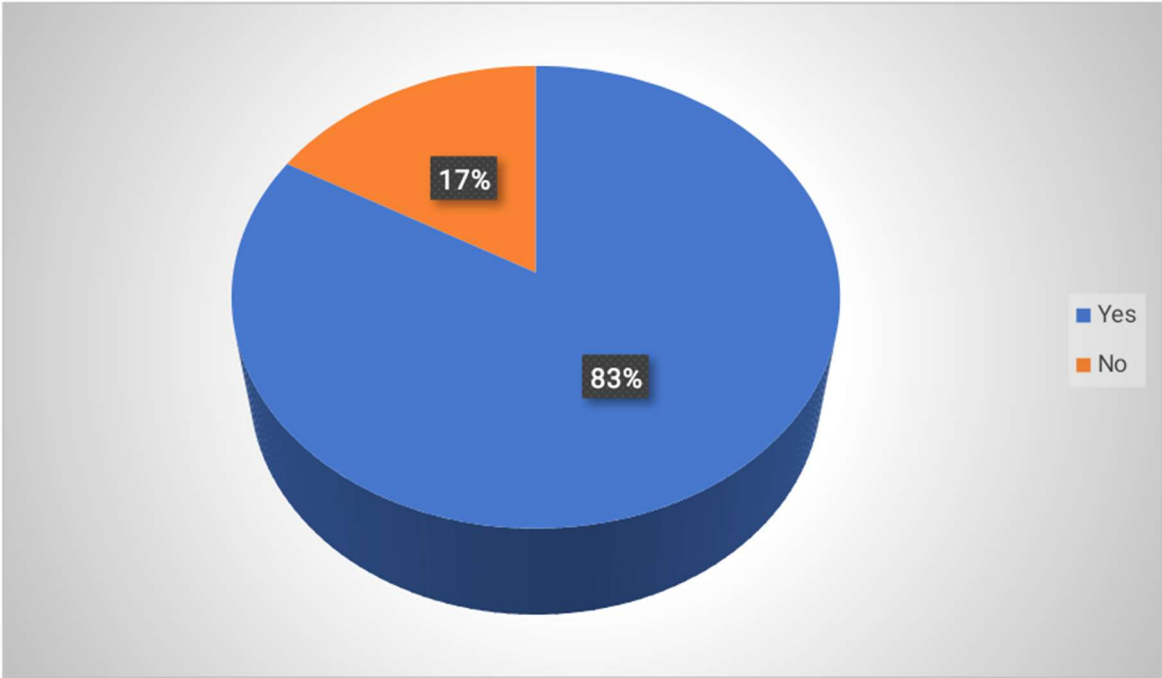
Figure 4.22: The Appropriate feedback given by teachers

Surprisingly, the majority of students (83.33%) say they are pleased with the input they get, while only three students (16.66 %) say they are not. According to the findings, almost all students agree that their teachers provide them with the appropriate amount of input.

Q14- In a large class, what challenges do you have when interacting with your teacher?

Options	N	%
A	5	28
B	8	44,44
C	3	17
A-C	2	11
Total	18	100

Table 4.29: Problems Facing Students in Overcrowded Classes
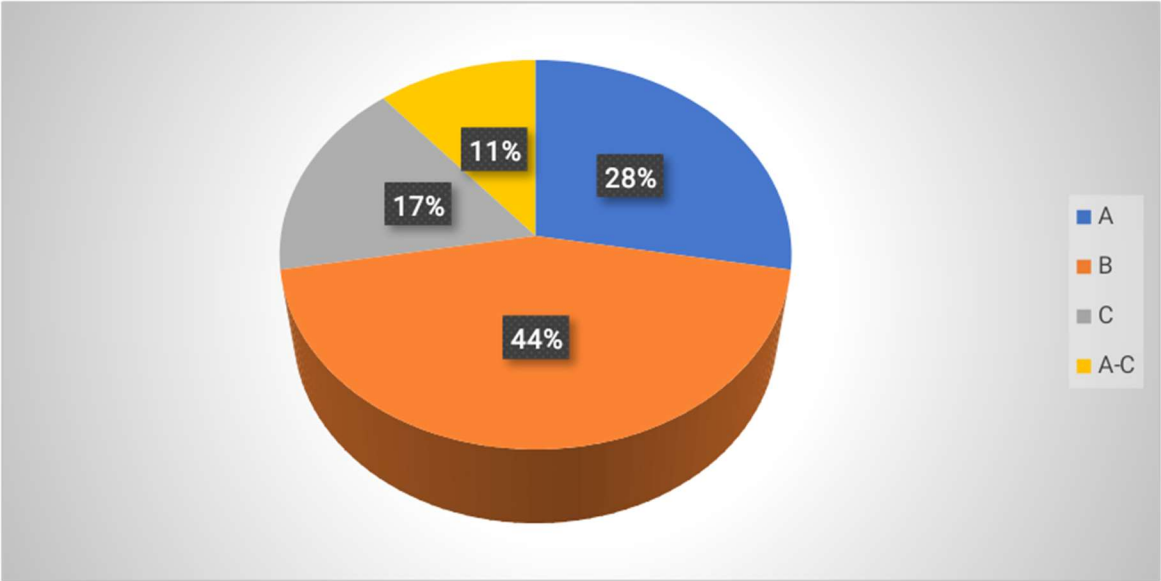
Figure 4.23: Problems Facing Students in large Classes

The aim behind asking this question is to determine the frequently apparent problems during teacher-student's interaction. From the illustrated table, we found that (28%) of students preferred the criticism and intervention of their peers, whereas. (44.44%) of students agree that the key issue is the discomfort and tension caused by the noisy environment. Furthermore, (17%) of students believe that when they communicate with their instructor, they do not receive the necessary amount of feedback and advice due to the large number of students. While two students (11 %) say that the issues they face during interaction are other students' criticism and a lack of teacher input and guidance.

Q15- What tasks does your teacher employ to persuade you to engage in the overcrowded class?

Option	N	%
A	5	27,77
B	3	17
C	3	17

D	0	0
E	2	11
A-B-C-D-E-F	5	28
Total	18	100

Table 4.30: Students' behavior towards Interactive Activities in Overcongested classes
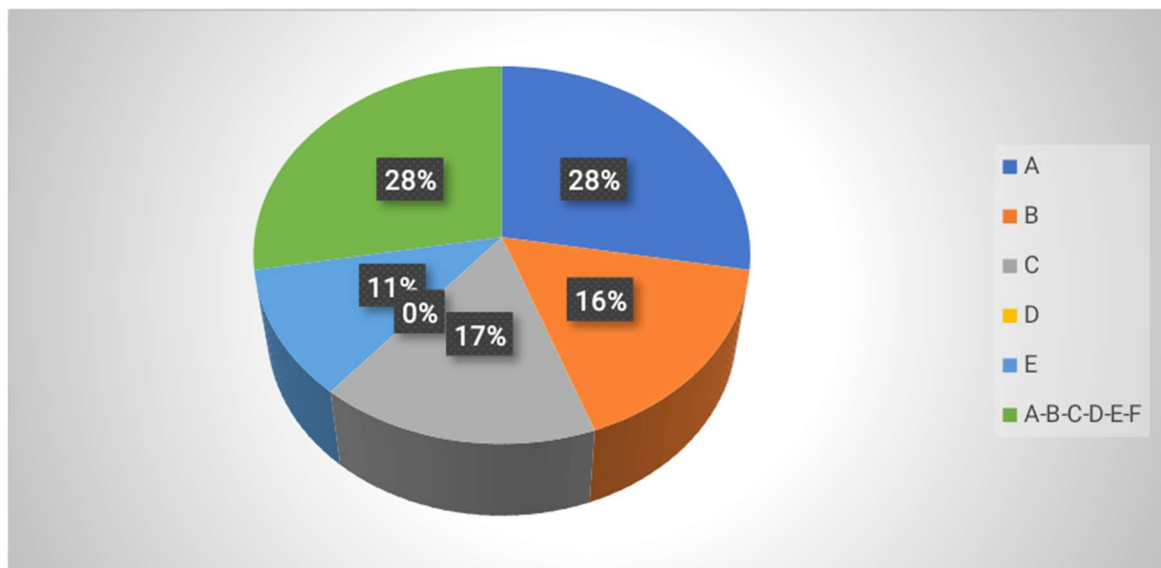
Figure 4.24: Interactive tasks used to motivate students in large classes

The present question provides students with some tasks that teachers can use to raise students' interaction in overcrowded classes. (27.77%) of students believe that posing questions to the whole class is the most commonly repeated task in the classroom, while (17%) believe that calling students individually and asking them questions is the most common task that the teacher uses to increase their engagement. On the other hand, one of the tasks used by the teacher to inspire students to engage is linking the topics to personal experience, according to two students (11 %). Furthermore, a significant number of students (17%) chose the following assignments, which are commonly used in the classroom: asking questions to the whole class, using dialogues and role play, raising discussion through the use of audio-visual aids as well as relating the topics to personal experience. Finally, 5 Students' who represent (28 %) believed that all what is mentioned above except the use of audio-visual aids.

4.4 Discussion of the Teacher's Questionnaire findings:

Based on the answers of the questionnaire provided to teachers, we found that:

1-The respondents believe that there is too much instructor conversation in the classroom, which causes students to passively listen. As a result, students are less likely to communicate, which may have an impact on their academic achievement.

2-All teachers diagnose the importance of teacher-student engagement in the classroom. They backed up their claim by arguing that interactions between teachers and students allow students to engage, progress, express their thoughts and beliefs freely, and develop their language skills.

3-Some professors believe that if the students commit errors, they should interrupt to rectify them. They suggest that direct and immediate correction is more successful since it draws pupils' attention to their mistakes. They overlook the fact that some individuals are hypersensitive and do not feel comfortable when they are being corrected in front of their classmates which can affect their self-esteem. As a result, they won't be able to share their answers and thoughts which leads to serious problems such as the fear of making a mistake and the fear of negative evaluation. On the other hand, some teachers choose to postpone the correction in order to avoid demotivating their learners.

4-According to nearly half of the preceptors, the most significant barriers to schoolteacher-student connection are a lack of self-esteem, passion, fear of making mistakes, and a lack of English knowledge. Others have claimed that even the tiresome topics can demotivate learners from participating. As a result, preceptors employ a variety of techniques.to encourage quiet students to talk in the classroom, such as group and dyad formation, the insertion of redundant notes, and the use of instigative themes. Similarly, some teachers prefer to award and assign assignments to their students so that they can interact with one another.

5-It is extremely difficult to deal with learners in packed courses. The majority of lecturers claim that it is tough to control pupils in overcrowded classes since each student has distinct requirements, learning techniques, and feedback preferences. Overcrowding makes it harder to analyze and provide comments. Simply crowded classrooms are considered an obstacle for both teachers and students to reach their academic goals.

6-Because of the increased likelihood of cheating in assessments, the majority of teachers report that assessing students is particularly stressful. Furthermore, teachers believe that providing adequate feedback to any or all students is difficult due to the variety of students and time constraints.

4.5 Discussion of the Student's Questionnaire Findings:

To support the data obtained from the students' questionnaire, we tend to note the following:

1-The majority of students believe that having a good relationship with their instructor is essential since it allows them to exchange information more efficiently and rapidly.

2-More than 50 % of students believe that the lecturer takes priority over the students in the classroom. Furthermore, they believe that it is due to an overabundance of instructor communication in the classroom, which they estimate accounts for up to 70% of overall classroom interactions.

3-Almost every student understands the importance of teacher-student engagement. They feel that one of the most significant aspects in assisting them to enhance their communication skills is teacher-student interaction. Students can also ask questions, and the teacher can clarify and explain more to enable them to comprehend the course effectively.

4-According to all students, the lack of teacher-student interactions in the classroom is due to a lack of self-confidence, fear of committing mistakes, a loss of motivation, uninteresting topics, large classes, and the teacher's character in the classroom.

5-Students report that there are various challenges that students have while dealing with teachers in overcrowded courses, such as Students' criticism and interruption, the discomfort produced by the noisy setting, and the teacher's lack of responsiveness and instruction. Furthermore, a number of learners claim that their professors motivate them to engage by employing strategies such as asking whole-class questions or addressing individuals by name to answer questions, as well as dialogues and role play.

4.6 Discussion of the findings in relation to the research questions:

1. How does overcrowded classes affect communication in teaching English as a foreign language?

One of the most important barriers in foreign language teaching is overfilled classes that affects language approaches. In our survey, most of teachers contend that there is too much teacher talk in the classroom, and that the students simply listen humbly. As a result, students speak less and that may affect the improvement of their oral performance. Additionally, the value of teacher-student contact in the classroom is recognized by all teachers. They supported their point of view by claiming that interactions between the teacher and his or her student encourage the student to participate, express their opinions and thoughts, and practice the language. Moreover, the students believe that one of the most important things in helping them enhance their oral skills is teacher-student contact.

2. What are the teachers' behaviors regarding the consequences of overfilled classes on the learning process?

Overfilled classes are believed by most of teachers to be a contributing factor to poor learning conditions, and has negative impact on the teaching and learning process, because of the factors that slow down students' performance. In this study, we found that the majority of teachers claims that dealing with students in overcrowded classrooms is challenging, because each student has unique requirements, learning styles, and feedback preferences. In overcrowded classes, assessment and feedback are a concern. In addition, most of teachers say that assessing students is extremely stressful because of the increased rate of cheating during assessments. Furthermore, teachers feel that providing enough feedback to all students is difficult due to the vast number of learners and time constraints.

4.7 Conclusion:

This chapter based on examining teachers' and students' behaviours through the Impact of Overfilled classes on Teacher-Students interaction. However, to discuss the findings, according to the analysis of the two questionnaires given to both EFL teachers and Master 2 students at AbouSaadEllahBouzereah university. The Most of the sample sates that small class sizes and overfilled ones creates a lot of obstacles for both Instructors and learners. Moreover, it has a negative impact on the relationship between teachers and students.

5. Chapter Five: Conclusion and Recommendations

Algeria like the rest of the whole world witnessed a wide spread of English language especially at the educational level. Yet, EFL learners suffer from difficulties in learning English which hinder their process. One of the serious issues that faces teachers and students is the overcrowded classes in which the number of students exceeds the optimum level. Teaching in an overcrowded classroom can be frustrating, overwhelming and stressful. An overcrowded classroom presents challenges that can feel nearly impossible to overcome, even to the most effective teachers.

Many researchers have been concerned with improving teacher-student interaction in EFL sessions. They argue that it is critical for teachers and students to collaborate in order to create a healthier environment in which successful interaction can occur. Besides, Students should be encouraged to communicate and participate by their teachers. Class overcrowding has recently been identified as one of the major issues affecting teacher- student engagement in the classroom. Based on the findings, it appears that there is a link between teacher-student interaction and overcrowding in classes. Teachers need to establish clear rules and expectations on day one, and then follow through as the year progresses. Clear rules and expectations will help create a much more manageable class—where students know what they are required to do and when—especially an overcrowded one.

The current work was motivated by our personal desire to find solutions for an overcrowded classrooms and small class sizes and creat a comfortable atmosphere for students. This study took a place at AbouSaadEllahBouzeaea university Algiers 2 (master 2 English language students). Thus, the main objective of this investigation was to examine the effects of an overcrowded classes on Teacher-Students Interaction. In other words, how does an overcrowded classroom affect the interaction between teachers and students.

THE IMPACT OF OVERFILLED CLASSES ON TEACHER-STUDENT'S INTERACTION

In this vein, the work has been taped in two main parts and other three ones. the first part concerned with the introduction and consist of six main points which introduce the research proposal. Additionally, the second chapter present the theoretical background and literature view, it consists of two main sections. The first one aim is to review teachers and students behaviours and giving definition has relation to interaction, reaction and communication, as well as some interactive values. The second one will express the problem of small sizes classes, as well as the challenges of teaching in overfilled classrooms, helping methods used to overcome this issue. Furthermore, the third chapter involves methodology used on this survey and data collection, it embodied the data collected from the questionnaires and its analysis in an attempt to provide constituents that help increasing both teacher's and student's awarness on a very important issue in the FLL process.

Finally, we end this dissertation by customizing the most considerable suggestions that we hope will help learners as well as teachers in the foreign language classroom, to better discover some of the solutions for a better environnement. The suggestions which should be followed in all circumstances so as to motivate the learners and progress, is maintaining nice atmosphere, encouragement and giving a chance to everyone to experience their own success and achieve their best. As well, another set of suggestions we propose to take them into consideration:

1- It is difficult for teachers to manage effective teacher-student communication in overcrowded classes. Therefore, it is critical for teachers to be firm, and orderly, and to make it plain from the start that noise and misbehaving in the classroom are prohibited.

2- Interaction between teachers and students is an important aspect of helping students learn a foreign language. As an outcome, teachers and students should do all possible to create a conducive learning environment in order to achieve the class objectives.

3- It is nearly impossible for teachers to interact with all of the students in packed classes. As aresult, teachers should use interactive activities to encourage students to interact and participate in the lecture. as involving them in dialogues, role play, group works, pair work in addition to raising their interests via discussing topics related to their personal experience.

4- Due to the enormous number of students and the disorganized seating arrangement, it is difficult for teachers to measure their students; progress in overcrowded courses. As a result, dividing the class into two groups is preferred in order to obtain more trustworthy results.

5- The final recommendations are for the administration that should reduce the number of students per class or recruit more experienced professors to teach in overcrowded classes in order to get the wanted result.

However, the empirical results reported herein should be considered in the light of some limitations like:

-Lack of previous research studies on the topic.

-Some students didn't want to answer the questions

- The lack of time.

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Appendix A: Teachers' Questionnaire

Department of English language at AbouSaadEllahBouzereah university Algiers

Dear teacher,

You are kindly invited to answer our questionnaire as Accurately as possible. It designs to examine teacher's behaviors regarding the small class sizes and overfilled classroom. your response will be treated as confidential and will be used for the sake of this research paper and study only. Your contribution will be very much appreciated.

Thank you in advance for your cooperation

Section One: Background Information

1-Gender:

    a. Female

    b. Male

2-Degree(s):

    a. BA (License)

    b. MA (Master Magister)

    c. PHD (Doctorate)

3-How long your experience at university is?

-…………………....years.

Section Two: Teachers' behaviors and Teacher-Student   interaction

4-How much do you speak in the classroom:

    a. Very often

b. Often

c. Sometimes

d. Rarely

5-Teacher-student interaction, in your perspective, is:

a. Very important

b. Important

c. Less important

d. Not Important Please justify your answer.

6-How frequently do your students interact in class?

a. Always

b. Sometimes

c. Rarely

7-What do you do if your students make mistakes when communicating with you?

a. Correct them immediately

b. Correct them later

c. Ask students to correct each other

d. Do not correct at all

Others: …………………………………………………………...

8-What are some of the factors that may make it difficult for students to interact:

a. Lack of self confidenc

b. Lack of motivation

c. The fear of making mistakes

d. Low proficiency in English

  e. The topics are not interesting

9-Do you engage in communicative activities on a regular basis? How often?

  a. Always

  b. Sometimes

  c. Rarely

  d. Never

10-How do you encourage shy students to interact in the classroom?

  a. Design groups and pairs

  b. Choose interesting topics

  c. Add additional marks

  d. Use other means

Specify: …………………………………………

Section Three: Teachers' Perspective regarding overfilled classes

11-Have you ever had to teach a class that was overcrowded?

  a. Yes

  b. No

12-Teaching a class with too many students is a stressful experience for you as a teacher?

  a. Strongly agree

  b. Agree

  c. Disagree

  d. Strongly disagree

13-In an overcrowded classroom, the focus is on the teacher. The students take on a passive

role:

 a. Strongly agree

 b. Agree

 c. Disagree

 d. Strongly disagree

14-Do you believe that in large classrooms, all of your students receive the right amount of feedback?

 a. Yes

 b. No

15-Do you believe that adding more audio-visual aids to classrooms would help the problem of overcrowding? Please explain your response.

 a. Yes

 b. No

Justification: …………………………………….

Appendix B: Students' Questionnaire

Department of English language at AbouSaadEllahBouzereah university Algiers

Dear M2 student,

You are kindly invited to answer our questionnaire as Accurately as possible. It designs to examine teacher's behaviors regarding the small class sizes and overfilled classroom. your response will be treated as confidential and will be used for the sake of this research paper and study only. Your contribution will be very much appreciated.

Thank you in advance for your cooperation

Section One: Background Information

1-Gender:

    a. Male

    b. Female

2-Is your choice of studying English:

    a. Personal

    b. Parental

    c. Imposed by ministry of Higher Education

Section Two: Students' behavior regarding Teacher-student interaction

3- Is your teacher giving you an equal chance to engage in the overcrowded class?

    a. Yes

    b. No

4-Is it crucial to you to have a good relationship with your teacher?

    a. Yes

    b. No

Would you, please, Justify:

5-Is the mood in your classroom controlled by the teacher? Where do you play a supporting role?

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

6-In the classroom, the percentage of instructor discourse is:

    a. 90 %

    b. 70 %

    c. 40%

    d. 10%

7-Do you communicate with your teacher on a regular basis?

    a. Always

    b. Sometime

    c. Never

8-Does interacting with your teacher aid in the improvement of your English skills?

    a. Yes

    b. No

Justify:

9-How do you feel in the classroom when you interact with your teacher?

    a. Uncomfortable

    b. Comfortable

10-How often do you engage in communicative activities in class?

    a. Frequently

    b. Sometimes

    c. Rarely

    d. Never

Give me some examples:

11-What are the reasons behind the student's lack of interaction with the teacher, in your opinion?

    a- Lack of self confidencee- The topics are not interesting

    b- The fear of making mistakesf-   Large number of students.

    c-   Low proficiency in Englishg-   The teacher's personality

    d- Lack of motivation.   h-   All of them

Section three: Students' behaviorsAmong the Impact of Overfilled classes

12 – How frequently do you feel neglected, worried, or uncomfortable in a large class?

    a. Always

    b. Sometimes

    c. Never

Explain: ……………………

13-Are you satisfied with the feedback you got from your teacher?

    a. Yes

    b. No

14-In a large class, what challenges do you have when interacting with your teacher?

    a. The criticism of other students

    b. The discomfort and stress imposed due to the noisy atmosphere

    c. Lack of teacher's feedback and guidance

If there are others, please specify: ………………….

15-What tasks does your teacher employ to persuade you to engage in the overcrowded class?

    a. Asking questions to the whole class

    b. Asking students by their names to answer questions.

    c. Using dialogues or role play

    d. Raising discussion through the use of audio-visual aids

    e. Relating the topics to personal experience

    f. Asking students to prepare some research or presentations

    g. All of them