

Language Instructors' and Students' Perspective on Large Class Size and What is the Best Technique Language Instructors Utilize to Prompt Learning Autonomy in Class

Bashayer Al Bloushi and Lulwa Al-Bloushi

doi: <https://doi.org/10.37745/ijelt.13/vol12n25265>

Published March 03, 2024

Citation: Al Bloushi B. and Al-Bloushi L. i(2024) Language Instructors' and Students' Perspective on Large Class Size and What is the Best Technique Language Instructors Utilize to Prompt Learning Autonomy in Class, *International Journal of English Language Teaching*, Vol.12, No.2, pp.52-65

ABSTRACT: *In this research, the author identifies the terms of large class size and learning autonomy. The authors exhibit the difference between both terms and explains clearly the idea of both terms. Moreover, the author shows how large class size is related to learning autonomy. The author will then elaborate on how these two terms complete each other. The Author chooses the story of an English teacher who teaches in Nigeria, who is exposed to a large class size confronting different conflicts during this year of teaching. In addition, the author shows how the English teacher overcame these problems and what solutions were chosen that helped to overcome the issue. The Author also exhibits the class size problems and the autonomy in different contexts of other teachers around the world and how they coped with it. He utilized other research papers to show how each teacher dealt with the problem of class size. As a matter of fact, the author shows how a large class size can affect the teaching in class and what solutions are made in order to overcome the large class size complexities. Furthermore, the research also shows the disadvantages of a large class size according to students' points of view. It also clarifies how students are affected by large class size and how difficult could learning become in class.*

KEYWORDS: large class size, learning autonomy, education, autonomy in different contexts, techniques.

INTRODUCTION

Defining learner autonomy and class size

There is no clear definition that could define a large class size. Large class size would be considered large depending on the teacher's perspective. Some teachers have taught a class of 12 students, however, if they were exposed to a larger number like 20 students they would consider

this as large class size. Other teachers have taught a class of 50 students; if they were given a class of 30 it is not considered a large class size in their perspective. As Locastro (2001: 494) puts it, “Yet what class size is large or too large depends to a great extent upon the individual teacher’s perceptions and experiences”. Learning Autonomy is when the learner takes control of his own learning becoming more independent. Henri Holec , “began by defining learner autonomy as the ability to take charge of one’s own learning’, noting that this ability ‘is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning, i.e. in a systematic deliberate way,” (Little 1998: 1).

The relation between learner autonomy and class size

As a matter of fact, when a teacher is being affected by a large class size the concept of learner autonomy rises. Learner autonomy somehow allows students to equip themselves by themselves without positioning the teacher in the middle of it. The teacher’s role in learning autonomy is to guide the students as being a consultant as Kuchah & Smith (2011: 192) puts it, “the teacher’s role as a consultant and a partner”. When a teacher faces a large class size she turns to learning autonomy as a way to manage the learning in class. Through learning autonomy students “ultimately become independent of teachers and teaching and become able to pursue learning projects autonomously” (Dickinson 1994: 2). As a matter of fact, when learning autonomy takes place due to the large class size, teachers become relieved in many ways. The concept of learner autonomy takes the burden off the teacher at least for a quite long time as Shamim and Coleman (2018: 7) stated “the larger the class becomes the more important it is to take the burden off the teacher and design learning processes around learner-learner interaction”

Obviously, learning autonomy transfers learning from teacher-centered to learner-centered. In addition, in large classes teachers train the learners to supervise their own learning as Sarwar (1991/2001: 131) claims, “training learners to monitor their own learning is as important in a large class as in a small one-in fact, more important, because in a small class, work can be supervised by the teacher, but in a large class this is virtually impossible” so, the fact of having a large class is a difficulty to the teacher therefore, the teacher in this case turns to learning autonomy.

The issues of a large class size

The increment in class size leads to several different difficulties. There are many disadvantages of having a large class size. A large class size may result in teaching difficulties. For example, there will be problems in giving feedback. The teacher will face difficulties in grading and returning feedback to each student. The teacher may not know which student did not understand the lesson; because of large class size, students may become embarrassed to ask a question in a crowd. In addition, teachers may face complications in monitoring the class, learning names, increasing the use of mother tongue, answering students’ questions, and time for students’ presentations. The teacher may face difficulties in moving around the class as Shamim and Coleman (2018:12) explains it, “the arrangement of furniture which did not allow the teacher to move around the

classroom” Large class sizes also have advantages in some ways. As an example, students could listen to different opinions from students. Many ideas could be promoted in class which makes the lesson cultivated with rich information.

LITERATURE REVIEW

There are researches in similar contexts that mention the problem of large class size and learning autonomy. Kuchah, (Kuchah & Smith 2011) was one of the teachers who taught in Africa specifically in Cameroon. Kuchah experienced learning autonomy in a large class size. In addition, another research was made (Coleman 1989) in Nigeria. Whereas Coleman created a study on learning autonomy in a large class size by interviewing English teachers in Nigeria. These two kinds of research are geographically similar, they come from the same continent.

The English teachers and Kuchah faced similar difficulties when teaching but when it comes to practice they had their similarities and differences. The English teachers and Kuchah both divided up the classes into groups in order to manage the class appropriately, as Coleman (1989: 18) states, “One lecturer said that the use of groups made it possible to adapt the level of work to the ability level of the learners” and one of the interviewees stated that “by making as many groups as possible according to their level of ability, and try to raise or lower the level of work for each group for their benefit” (Coleman 1989: 17) Just like Kuchah(Kuchah & Smith 2011 p.126) he claimed that “it was also agreed that students would be split into groups of 10 students each”.

The context of learning autonomy differs in Kuchah’s view, he dealt with it in a different frame and he looked at it from a different point of view. He looked at students as references and asked them to bring their own materials from home to class. The school Kuchah worked in faced a lack of resources. He focused on learner autonomy and tried to manage the class in Camroon through his own way. The overview of “Kuchah’s practice of teaching a class of 200 secondary school students in difficult circumstances in Cameroon. However, their principles focus more on learner autonomy than class size per se” (Shamim & Coleman 2018: 12).

Whereas, the English teachers that Coleman interviewed provided a different practice. Instead of asking students to bring their own references, they provided written assignments and asked students to grade their own work. As Coleman 1989: 13 stated “One respondent overcame the problem by getting the students to mark their own work” as the interviewee stated “Giving them exercises they mark themselves”. Searching for materials in Nigeria is difficult, providing written assignments to students is considered easier.

Those teachers did a lot in terms of practice they mentioned other techniques in learning autonomy. They asked their students to perform small tasks, classroom discussions and hiring assistance for students outside class, as Coleman (1989: 15) puts it, “The respondents mentioned a variety of the

other techniques which they employed in their large classes. These include oral drilling in class, identifying individuals and asking them to perform a small task, homework, classroom discussions, providing assistance for individuals outside class, using handouts, and evaluating performance in the class”.

Those teachers also claimed that they have asked students to read at home and permitting them to do peer checking to their work as the interviewees stated, “encouraging students to read educative novels at home...allowing them to correct each other’s works before I have a final correction on the board” (Coleman 1989: 15).

The teachers insisted on motivating the students because they thought that by motivating them they could get interested quickly. They also suggested that it is significant to ask for the student’s suggestions, as one of the interviewees (Coleman 1989: 16) stated “It is important to get students interested as fast as possible. Motivation helps. So, create it if it is not already built into the situation. Ask students for their suggestions”. Moreover, Kuchah also asked for students’ suggestions and motivated them by developing their interests as Kuchah & Smith (2011: 123) claimed, “So he decided to focus more on developing their interest in English in the hope that this would enable them to learn in their own way. He was going to let them do what they wanted”.

As a practice in learning autonomy, Kuchah worked with names he used acrostics, he engaged a dialogue, observed the students and defended their claims in class times. Similar to what the teachers did, Kuchah asked students to work at home too as Kuchah & Smith (2011: 125) claimed “reading the poems at home and re-examining each student in the light of what they had written turned out to be a good way for Kuchah to understand his students better”

Kuchah on one hand was the students’ partner he practiced learning autonomy differently. He was responsible in selecting texts for the students and assigned group leaders to different groups. Afterwards, together Kuchah and the students

“set specific activities that each group had to carry out within a given time frame. Most often an activity or task was given to more than one group so that, at the end of that activity, members of groups sharing the same task could move to other groups to compare their findings and report to the rest of the class. Where there was disagreement between or within groups, Kuchah was called in to arbitrate” (Kuchah & Smith 2011: 126) As a result, learning autonomy worked in both contexts Kuchah & Smith (2011) and Coleman (1989), it very well succeeded.

In addition, there are also other studies in similar geographical locations. Three studies have been done in Saudi Arabia. The first two studies (Bahanshal 2013) and (Alonazi 2017) showed success in learning autonomy while the third study (Al Asmari 2013) showed failure in learning autonomy. Although these three studies came from the same context and are geographically similar, however, one of them confronted failure.

Bahanshal is a researcher who did a study on large classes and English teaching in Saudi Arabia. The researchers (Bahanshal 2013) and (Alonazi 2017) agreed that the traditional learning in Saudi Arabia took the major part in teaching. In addition, students were heavily reliant on the teacher. Alonazi (2017) stated that she made a study on learning autonomy, by using questionnaire. she wanted to find out if teachers are actually practicing learning autonomy in class or not. The study was done on teachers in Taif University, it consists of 60 female teachers. The results of the study showed that “Saudi English Language teachers at secondary schools often play multiple roles in order to promote learner autonomy...these roles are resource, classroom manager, counselor and facilitator” (Alonazi 2017: 195). The results in the study showed “how frequently teachers implement different teaching practices in their classrooms” (Alonazi 2017: 195). The teachers used different practices in class, they played the role of facilitator “through encouraging the students to reflect on their learning process and helping them evaluate their learning progress” (Alonazi 2017: 195) they also played the role of a counselor “through strategies such as being supportive and positive., especially when providing feedback and making dialogue with the students to find some solutions for their learning” ”(Alonazi 2017: 195). The teachers played the role of resource they chose and evaluate the resources that are suitable to the students’ needs. Moreover, the teacher became a class manager by explaining the tasks to the students and giving out explicit instructions. The results showed that the teachers are promoting learning autonomy nowadays in universities. Furthermore, the results “are suggesting a promising future for learner autonomy in the Saudi Arabian context. The current teachers’ practices reflect that there is a remarkable movement toward a more learner-centered pedagogy. So, the present situation might be a transmission period from the traditional approaches to student-centered approaches” (Alonazi 2017: 195)

The other study that Bahanshal (2013) did was different, she interviewed 6 Saudi secondary English teachers who worked in schools. The interview she made was a semi-structured interview. Some of her practices were relevant to Kuchah’s practices. She applied clear rules for the class. she also permitted group work, pair work and peer editing. Instead of grading the papers she asked students to peer edit each other’s work. The teachers strongly agree that due to group work the learner’s responsibility rises. “implementing group work helps her to generate more interactive settings and embrace affective teaching environment which elevate her students’ autonomy and rise their responsibility towards learning” (Bahanshal 2013: 56) she shapes the frame of pair work differently. Bahanshal (2013) made clear that a pair work is not just a discussion between students and their peers, it is also between teachers, students, and classmates. One of the teachers in her study claimed “That peer editing encourages her students to take part in different writing tasks starting with easy tasks to high level of editing and that boosts student’s awareness of the writing task and elevates their self-confident through correcting others’ work” Bahanshal (2013: 56). The teachers emphasized their learning autonomy practice on pair editing in class for grading, group work, and pair work for assignments in addition the teachers were monitoring the students during

these processes. It successfully worked in Saudi Arabia, the student's awareness was raised, they became independent learners and became responsible of their own work.

Furthermore, there is a study (Al Asmari 2017) found out that teachers claimed; that learning autonomy was not working properly. Teachers stated that learning autonomy in practice was hard. All teachers' males and females in Taif University in Saudi Arabia, decided that part of learning autonomy students should be included in decision making. Unfortunately, many teachers have "encountered difficulty in involving the students in decision making as the students may have different expectations and learning styles" (Al Asmari 2013: 5). In practicing learning autonomy, the teachers agreed on motivating the students same as Bahanshal (2013), Alonazi (2017), Kuchah & Smith (2011) and Coleman (1989). Al Asmari (2013) stated that teachers were not trained enough in order to practice learning autonomy and they were not experts in this area. Hence, they encountered difficulties when practicing learning autonomy in class with their students as Al Asmari (2013: 7) mentioned

"The teachers encountered various hurdles in introducing learner autonomy in their classrooms which were reflecting through their responses in the questionnaire...shifting focus from teaching to learning is not simple, easy or a change that happens overnight. It requires a different way of thinking about classroom dynamics and the roles of teachers, as well as learners. it requires a lot of planning which should be undertake in association with learner, fellow teachers, administration and parents" the teachers in Al Asmari (2013) claimed, that planning ahead is crucial in terms of practicing learning autonomy as Al Asmari (2013: 6) mentioned "therefore, the most important aspect of implementing learner autonomy in the classroom is the planning." The teachers permit the students to assess their own performance by comparing their work with their classmates in group work or pair work. They agreed that peer checking helped with grading and students sometimes understand better in peer editing and checking. These studies are grouped because they have faced similar difficulties. All of the students in the chosen studies whether the ones in Cameroon, Nigeria, or Saudi Arabia came from different backgrounds, they had difficulties working with technologies. In addition, not all students have the knowledge of how to search by using a computer. The students in Africa lacked the knowledge of internet surfing so as did the Saudi Arabian students.7

The universities and schools in the previous studies faced a scarcity of textbooks because students were increasing in classes. The chosen studies had problems with managing the class and grading their work because of a lack of materials.

The studies Al Asmari (2013), Bahanshal (2013), Kuchah & Smith (2011), Alonazi (2017) agreed on including rules and regulations in class by involving the student in this decision making. It makes the students more responsible towards their work. depending on the contexts these studies behaved differently. As an example, Kuchah & Smith (2011) asked student to seek for materials

because in his context the schools lacked textbooks and other learning materials, so he used the children as resources. Whereas, the Saudi arabia studies one of them Al Asmari (2013) thought that teaching-learning autonomy was hard and that teachers were not used to it. what made it more difficult in practice is the students' background. Some students were not used to it, they felt hindered while practicing it in class. Whereas in Coleman (2018), the teachers used similar practices as the other studies like group work, students assessing their own work, and peer checking but also practiced it differently in one way. Coleman (2018) hired assistances during breaktime and outside class. The assistances were also students that helped out other students who were facing difficulties.

To practice learning autonomy properly teachers were becoming managers they managed the class and the learners were the ones who took decisions in their work. That's what the teachers did they started managing and allowed students to be fully responsible for their work. The teachers did the best they can in promoting learning autonomy but they thought that it was hard in practice. Students faced difficulties because they came from different backgrounds they are weak in English and they haven't been exposed to this type of learning. Although there was a teacher who guides and manages the class, but the students felt intimidated and did not know what to do or how to do it.

The idea of promoting learner autonomy demands different kind of practices depending on the context. In the previous studies that were mentioned earlier all of them agreed that by motivating the students learning autonomy will be promoted. They all thought that by motivating students, awareness will rise and students will be more responsible of their work.

As a matter of fact, learning autonomy drops off the burden from teachers. It teaches students how to take responsibility due to their own work. It encourages students to solve problems and think critically by themselves. Students will need learning autonomy not just in schools but also in their jobs later on because it is group work. When using any technique to prompt learning autonomy is it important to motivate students, and by motivating them students could become more of a responsibility taker. Permitting students to decide by themselves on how to work and what to do will make them leaders. Taking decisions on tasks, assignments, paperwork and different kind of classwork is important not only in class but also in life. As future teachers, teachers must attempt to include learning autonomy in their classes. It helps to encourage students to become critical thinkers and decision-makers of their own work. Besides it also helps them to take control of their own studies too.

Research Questions

The research questions were as follows;

- 1- As a language instructor, how tough is lecturing a large class size, marking exam papers, explaining the content to students, and giving feedback?

- 2- What techniques did language instructors utilize in class in order to control the class and how did they drop off the burden and alleviate the work on themselves of the of a large class size?

METHOD

Data Collection

In this research mixed methods were used it is considered as both qualitative and quantitative study. The researcher collected data from interviews and questionnaire to find out the perspectives of both language instructors and students on large class size. In addition to the best techniques language instructors' utilized that worked in class for them.

Participants

The participants of this study were language instructors who had at least three years of teaching experience. The other participants were students who were enrolled in English classes. Their ages range between 18-21 years old.

Interview

Five language instructors were interviewed in this study. They were asked different questions on how they coped with large class size and what techniques they used in class in order to prompt learning autonomy. The interviews were structured based.

Questionnaire

The students in this research were from different English classes some of them were enrolled in foundation courses others were in enrolled in advanced English courses. They were sent a questionnaire survey through TEAMS application and the data of the survey were then collected. The study used a Likert scale to measure students' perspectives and opinions.

Students' Results

Students were given the opportunity to express their level of confidence on a scale provided when *opening a conversation* with a teacher to *seek clarification or ask a question*. The scale showed 46.7% of the students felt confident and 22.6% felt very confident to speak in class whether for explanations or asking questions. This makes up 69.3% which is most of the students feel self-assured in large class sizes. Only 30% of the student feel unconfident.

In relation to that a question of how students felt when *answering* questions within a large class size. A similar percentage was shown of 48.2% were confident and 19.7% were very confident, calculating these two would make up to 67.9% of students have no problems even answering questions in class. The rest 30% feel nervous or uncertain speaking in front of many students.

Regarding the matter of *listening*, students were asked if they encounter any difficulties when attempting to actively engage in attentive listening within a classroom setting that comprises many students. 4% of the students find it very hard, 22.6% find in hard, 59.9% find it easy and 13.1% find it very easy to actively engage in attentive listening. Making it 26.6% only find it difficult and 73% find it easy and not so hard.

When it comes to the topic of *reading comprehension* with a considerable student population setting, such as 30+, students were asked to express the level of confidence of how well they understand the reading passages. 59.1% were between confident and very confident whereas 40.9% find it no so confident and uneasy.

When mentioning *collaborative tasks*, students were asked to describe the level of confidence they experience when participating in pairs or groups in a large class size. A significant number of students preferred working in clusters of two or more. The results show that 92% of the students favored group work for it increases tolerance and understanding.

In regard to that matter a question about whether the students benefit from large class size *in terms of exposure to diverse perspectives, opinions, and answers or not*. The result of this question supports the students answer of collaborative tasks where 37.2% strongly agreed that large class size exposed them to deeper understandings and appreciation of different viewpoints. 46% agreed that large class would allow them to expose dynamic exchange of diverse of answers and thoughts. Only 15.3% face obstacles or are neutral regarding the rich exchange of ideas.

Moving to the question if students are significantly enhanced when engaging in *collaborative activities*, such as working in pairs, within a classroom characterized by a substantial number of students, the results show 92% of them preferred experiencing active learning by discussing and exchanging ideas. By this they can receive individualized attention and support from their partner.

A question was in the questionnaire regarding *operating independently* within the context of a large class, the question was if the students have confidence in their own abilities to complete tasks and achieve goals. More than half of the students answered by saying they have confidence working independently. To compare it with the previous question 67.1% are able to work confidently but 92% preferred active learning in groups or pairs.

Shifting to questions about small size classes, students were asked if they we were to envision a scenario where *the class size is not classified as large, how would their confidence level be affected in such an environment?* Surprisingly, 87.6% answered that they will be very confident although most of them answered above that they had no problems with the confidence level with large classes.

When the question was about will you *enroll in a course that offers a limited number of seats*, thereby ensuring a smaller class size rather than a large class size for the upcoming academic term? 67.2% of the students responded by yes and 32.8% responded by no.

LANGUAGE INSTRUCTORS' RESULTS

a. First Question's Answers

According to the first question on whether teaching, grading, and giving feedback is tough in large class size to language instructors or not. They unanimously agreed that teaching a large class size is tough when it comes to practice but when it comes to explaining the content orally there is no complexity or any hurdles. As the language instructor puts it,

“ as for explaining the content for a large class size I don't think there is a problem in explaining the content because since I have a loud voice naturally and there is also audio assistance with like mics and everything inside the classroom students can hear everything you say, basically there is no problem in lecturing a large number it doesn't matter if it's just 15 students or a 100 student, as long as there is a mic and your voice can reaches everyone then there is no problem in teaching content. It's just the writing when you want to check their writing skill” (interviewee one)

Interviewee one also claimed that “when it comes to applying this content that you are teaching, so for practical lessons when they come to write it is hard to go over their writing for each one of them individually to correct their mistakes to see what they are doing you don't have enough time to see everyone and to give direct feedback for everyone and as for marking the exams you must have new tools for you as a teacher to grade the papers before we marked their papers manually which took a long time now that there are many apps that can facilitate this procedure such as zip grade and moodle, the only difficult part is to give feedback to each student, we solve this issue by separating the class into two groups asking one group to come on a specific day for teacher-student conference and feedback then we ask the other group to come on the other day”

Interviewee two stated that lecturing a large group of students can be challenging for several reasons which are limited individual engagement with each student, it is also difficult to ensure that all students are attentive and participating. She proceeded by mentioning that in larger classes students tend to show reserved behavior, hesitating to ask questions and actively participate in discussions. The second interviewee also mentioned a problem in grading claiming “grading requires more time and effort, teachers may find it challenging to provide detailed feedback on essays or it would require them more time” she added that studies indicate that teaching a smaller class is more beneficial to the students and that she wanted to enhance her classroom management

skills and creativity to address the challenges she may face and maximize opportunities in teaching large classes effectively.

Interviewee three agreed with the interviewee one and two. She explained that teaching a large class required so much work “because it feels like you are combining two classes into one so even marking exams or grading papers or meeting with students or conferencing it always feels double the work even if you have one class, and even in explaining the content you won’t know who is actually engaged with you who is motivated and who is not. You cannot give individual attention to everyone in a large class. that’s why I prefer a small class like 25 students should be the maximum number so you can check their work and grade their papers individually and you can even know your students when your class is small”

As for the fourth interviewee she agreed with the rest language instructors, she claimed that it is difficult to teach a large class as she puts it, “I find teaching large classes is difficult because there a lot more marking to do. One of the main problems I found is that you don’t know how many students have fully understood the lesson each day so you do your best you give them an explanation in the classroom and then I give them an activity and try my best to walk around the classroom and see which student has done the task, check their answers. When you have 50 or 60 students is problematic because it gives you extra work outside the classroom”

Interviewee five claimed that lecturing a large class size could be tough as she puts it, “it requires effective classroom management skills to ensure that all students can hear and understand the content. Marking exam papers can also be time-consuming, especially with large class size can be challenging as well because it may be harder to provide individual attention and address specific questions or concerns” like all previous interviewees the fifth language instructor clearly stated that providing feedback, managing disruptions, ensuring all students have a clear understanding of the material is difficult and challenging.

b. Second Question’s Answer

According to the second question in the research, language instructors have different techniques to use in class. The first interviewee stated that by using other apps like Zip Grade which scans the exam paper and grades the paper by itself grading became easier. These kinds of apps facilitate teaching a lot. She also claimed “We use Microsoft forms to send assignments which is easy it gives you the grade right away, it is better than to let them write down on paper and receive a hard copy. So, we use Microsoft Forms where they can use their phones, iPads, or laptops to submit their homework”. She also claimed that students who react with them in class showed that the techniques the language instructors used worked effectively. The techniques worked for sure because language instructors can see on the students faces that they have received the delivered lesson clearly. They answer the questions they received on forms and submit their work to the teacher without consuming a lot of time. In addition, the results of their work are good most of the

students received good grades. This showed that the students heard the teacher well, understood the content and did their work through the technology and technique of Microsoft forms.

The second interviewee claimed that she also used Zip Grade for grading, peer reviewing, group activities, group discussions and group projects. She decided to put them into groups to receive less papers to grade. She asked the groups sometimes to swap each other's work and grade the papers by themselves this also alleviate the feedback task. As a matter of fact, she indicated that also when students grade each other's work they have to provide the marked paper to the teacher to check if they are on the right track. As she puts it, "we go over the marked papers that students have provided to each other because as teachers we have to make sure they understood the lesson clearly and know their mistakes" she also mentioned that she is not aware of who understood the lecture and who didn't so her solution to this was as she puts it, "I always give the students activities or quizzes to check their understanding and address any misconceptions"

The third interviewee stated that she used multiple choice questions in the exams and limited the amount of writing assignments or writing exams as she claimed that "it is not an ideal solution but it did alleviate some of the pressure of having large classes". She indicated that although these solutions helped but there maybe other better solutions that she hasn't found yet.

The fourth interviewee claimed that "we used online application forms like Kahoot or any others that helps because the system itself does the marking for you and you can see which questions the students got wrong, but then again the problems sometimes share answers do the results are not authentic." The technologies teachers used in class helped them in teaching in many ways. They not just graded students papers it also showed which students engaged with today's work and who is not. Also, the students who were absent they can still access the required assignment and finish it at home no matter what situations made them to become absent. The task could be opened for two days giving all the students a chance to complete the provided assignments.

Finally, the fifth interviewee stated that language instructors often utilize various techniques to control a large class. These may include establishing clear rules and expectations, using effective classroom management strategies, incorporating interactive activities to engage students, and utilizing technology to enhance learning. As to alleviate the work load she stated "instructors may also delegate certain tasks to teaching assistance or utilize peer learning activities where students help each other.

DISCUSSION AND CONCLUSION

Various questions were asked to see how well the students cope in large class size. Although it is more challenging for language instructors to cope with big classes such as 30 students and above, surprisingly the findings of the study indicate that students expressed a preference for a larger class

size and the presence of a diverse group of peers. They reported feeling confident when answering questions and expressed a strong inclination towards collaborative learning, particularly in the form of working in pairs. However, it is worth noting that students also expressed willingness to work individually, indicating a versatility in their learning preferences. Furthermore, the research suggests that class size does not pose a significant obstacle to their learning experience, as they expressed comfort even in smaller class settings. Additionally, students recognized the benefits of larger class sizes, as they believed it provided them with opportunities to share their opinions and actively engage in discussions, ultimately contributing to their overall knowledge acquisition.

According to language instructors the findings of the study were that they unanimously agreed that there is no problem in talking and lecturing a large class size but when applying the content in class or grading the student's papers is problematic. They find grading papers, moving around to make sure all students are on the right task or all students are fully engaged is a hard task to do in class when it is a large class. They also claimed that it feels like the work is doubled it is like lecturing two classes that are merged together. They also faced problems in providing feedback to students they couldn't give each student their feedback fully marked it takes a lot of time from them to do such a task.

All of the language instructors thought that teaching smaller class is much more confident than teaching a large class, they think that it's a pressure on them no matter what apps they used to facilitates their teaching. They adapted with large classes because they were forced to teach them. To cap it all, the language instructors used technology in class as several different apps like, Kahoot, Microsoft Forms and ZipGrade to mark the student's papers. Some of them asked their students to work in pairs or in group and each group provides one paper, this makes it easier for the language Instructors to provide feedback. The effectiveness of techniques used by language instructors can be determined through various means. This can include observing student participation and engagement during class, monitoring student performance and progress through assessments, and gathering feedback from students through surveys or discussions. Instructors can also assess the impact of their techniques by analyzing student outcomes and improvements in language proficiency. It is challenging to discern who conceptualized the lecture and who didn't in a large class setting. However, language instructors can use strategies such as asking questions, or using formative assessments to gauge student understanding. They can also encourage students to seek clarification or ask questions during or after the lecture to ensure comprehension. Teaching a large class can become more manageable overtime as instructors become familiar with the challenge and develop effective strategies. While it may not be considered "normal", instructors can adapt their teaching techniques and refine their classroom management skills to create a positive learning environment. However, it is important to recognize that teaching a large class size will always come with unique challenges that require ongoing effort and adaptation.

REFERENCES

- Alonazi, S.M., 2017. The Role of Teachers in Promoting Learner Autonomy in Secondary Schools in Saudi Arabia. *English Language Teaching*, 10(7), pp.183-202.
- Asmari, A. (2013) "Practices and Prospects of Learner Autonomy: Teachers' Perceptions," *English Language Teaching*, 6, pp. 1–10.
- Bahanshal, D. (2013) "The effect of large classes on English teaching and learning in Saudi secondary schools," *English language teaching*, 6(11).
- Coleman, H. (1989) "Hywel Coleman, Overseas Education Unit, School of Education," in Leeds LS2 9JT. England, United Kingdom.
- Dickinson, L. (1994) "learner autonomy: what, how and why." *Autonomy in language learning*, pp. 2-12
- Kuchah, Harry & Smith, Richard. (2011) *Pedagogy of autonomy for difficult circumstances: From practice to principles*. *Innovation in Language Learning and Teaching*. 5. 119-140. 10.1080/17501229.2011.577529.
- Caratt, R.E. (2020) 'Little, david; dam, Leni; Legenhausen, lienhard: language learner autonomy. theory, practice and research. bristol: Multilingual matters, 2017 (Second language acquisition,117). --ISBN 978-1-78309-859-0. 271 Seiten, € 44,95.', *Informationen Deutsch als Fremdsprache*, 47(2–3), pp. 260–262. doi:10.1515/infodaf-2020-0050.
- Locastro, V. (2001) 'Large classes and student learning', *TESOL Quarterly*, 35(3), p. 493. doi:10.2307/3588032.
- Sarwar, Z. (1991/2001) *Adapting individualization techniques for large classes*. *English Teaching Forum* 19, no.2(1991). Reprinted in *Innovation in English language teaching: A reader*, ed. D.R Hall and A. Hewings (2001), 127-36. London: Routledge, in association with Macquarie University and The Open University.
- Shamim, F. and Coleman, H. (2018) 'Large-sized classes', *The TESOL Encyclopedia of English Language Teaching*, pp. 1–15. doi:10.1002/9781118784235.eelt0633.