

Teacher's Perceptions on Large-Size Class Effect: the Case of Koya City Elementary Schools

Aween Tahir Sabir

Department of English Language, Faculty of Education, Koya University
Koya KOY45, Kurdistan Region – F.R. Iraq
aween.tahir@koyauniversity.org

Abstract

The influence of class size on English instruction in private and public elementary schools has long been debated among researchers. However, researchers have reconsidered the case once again, so its currently under investigation. As a result of reviewing the existing literature in this area and gaining insights from open-ended analysis of teachers' perceptions, the goal of this current study exhibits two folds: (1) to comprehend the difficulties that teachers face in large classes, as well as the teaching and learning outcomes, and (2) to determine the optimal class size for elementary schools in Kurdistan. To achieve the study's goal, 35 Kurdish English teachers from 11 public schools and one private school were interviewed about their experiences teaching in large classes. The study reveals that class size has a significant impact on student progress and teaching large classes is challenging, and teachers struggle with improving language acquisition standards. It is quite challenging for them to set rules and expectations and to accommodate all of the demands of the pupils.

Keywords: large class size affect, elementary schools, Teaching and learning, challenges, teachers perceptions.

Introduction

For many years, the issue of class size has been a source of contention in education. Smaller class sizes have been shown in studies to improve student achievement and behavior. Smaller class sizes can provide a more personalized learning experience for students, and allow teachers to give more individual attention to each student and address their specific needs (Shin & Chung, 2009). Additionally, smaller class sizes lead to a decrease in disciplinary problems and an increase in student engagement and motivation. However, there are also some challenges associated with smaller class sizes. One challenge is the cost of reducing class sizes, as it often requires hiring additional teachers and building new classrooms. Additionally, smaller class sizes can lead to an increase in the workload for teachers, as they are responsible for the education of fewer students (Jepsen, 2015).

Despite these challenges, many schools and educational organizations have implemented policies to reduce class sizes. The most well-known example is the STAR (Student/Teacher Achievement Ratio) project in Tennessee, which was aimed at decreasing class sizes from kindergarten to third grade. The project was carried out, and it was discovered that students in smaller classes performed better academically and had more effective social abilities than students in larger classes (Word, 1990).

According to research on class size, smaller class sizes are linked to better academic achievement and other favorable student outcomes. However, it is important to note that class size is just one of many factors that can affect student learning and that other factors, such as the quality of instruction and the socio-economic background of students, can also play a significant role. Additionally, reducing class size can

be costly and may require additional funding or resources. Despite these challenges, policymakers and educators should consider the evidence on class size when making decisions about how to allocate resources and improve educational outcomes for students (Jepsen, 2015).

Class size research can benefit greatly from a rising history of classroom-based research that is making promising strides in accessing students' opinions and experiences of classroom learning to advance our understanding of efficient classroom procedures (Pedder, 2006). Politicians are facing difficulties in addressing the issues related to the restructuring of education schools. Instead of only relying on costly, broad-based strategies for decreasing class sizes, more adaptable solutions should be considered. Furthermore, research on class sizes using advanced qualitative techniques is needed to comprehend and accurately depict the skills and abilities of both teachers and students to promote and maximize high-quality learning in various primary and secondary school settings, whether classes are large or small (Pedder, 2006).

Research questions

The following questions provided a guide in the process of data collection to help find answers to the problems:

To what extent does large class size affect the quality of teaching, learning, and assessment of students' learning?

What problems and challenges do teachers face in large classes at Koya primary schools?

1.2 Objective of the study

The study objectives focused the difficulties that teachers face in public and private elementary schools in the Kurdistan region. The research aims to examine the challenges that teachers encounter in their classrooms and to identify the optimal number of students per class that would

enable them to provide the best possible education for their students. The findings of this research will be useful for policymakers, educators, and other stakeholders in the Kurdistan region.

Literature Review

For both primary and secondary students, Blatchford et al. (2008) conducted research to compare the benefits of smaller class sizes on student engagement and teacher-student interaction. They discovered that when class numbers shrank, there were more instances of pupils being the center of a teacher's attention and more instances of them interacting actively with teachers. All groups at the primary and secondary levels showed this effect. The benefits of classroom participation were strongest for secondary pupils who struggled academically. Particularly, the impact of reduced class numbers on personalized attention seems to be a significant discovery that lasts throughout the academic years and can be utilized to support greater curriculum differentiation.

2.1 Class Size and Classroom Process

Studies on the connection between class size and student achievement are many. The consequences of the educational effects of different class sizes have not been obvious, and the results are not decisive. Filges et al. (2018) have found slight improvements in reading achievement with smaller class sizes but no significant effect on math achievement. They also found an overall negative impact on certain students. Jepsen (2015) observes that Students, parents, teachers, and government officials all agree that decreased class sizes provide benefits, including greater student performance on standardized assessments. Nonetheless, it can be expensive, and other studies have shown no connection between class size and student performance. Because of additional

issues including absent teachers and the paucity of research on the subject, class size reduction in developing countries may not have much of an impact on student achievement in secondary institutions.

In addition, Buckingham (2013), stated that research on class size has limitations and many studies have uncertain results when it is applied to real-world contexts. While some studies have found small benefits in smaller classes, the majority of studies have shown no conclusive link to student achievement. Having good teachers is more significant than having more teachers which is the most crucial element in determining success.

Class size and academic achievement were the subjects of a meta-analysis by Glass and Smith (1979), who discovered a distinct and significant correlation between both of them. They discovered that while this association is marginally stronger at the secondary level than at the primary level, it is not significantly different across various academic disciplines, student IQ levels, or other demographic characteristics of classes. Chingos (2013) stated that the teachers that support larger classes in schools argue that they create a better social and democratic environment and require fewer weekly class periods. They also mention potential cost savings. Those who support smaller classes argue that important aspects of education like character development and appreciation, are more easily achieved in smaller classes and that these benefits are not considered when comparing large and small classes. They argue that the cost savings of large classes are not worth the potential loss in educational outcomes.

2.2 Class size determination: three hypotheses

The inputs, as identified by Dills and Mulholland (2010) can be sorted by schools in one of three ways: putting disruptive kids into smaller

classes, students with low-ability backgrounds in smaller classes, and putting teachers with particular qualities in smaller classes. In this section, the available evidence for these mechanisms will be discussed.

2.2.1 Compensatory education

Compensatory education can take many forms, including smaller classes, individualized or personalized instruction, tutoring, and access to resources and technology. The goal of compensatory education is to give disadvantaged students the tools and support they need to succeed academically and reach their full potential. Certain groups of pupils, such as those who struggle academically, those in elementary school, and those from low socioeconomic situations, can benefit from smaller class sizes. Also, putting underachievers in smaller courses can help to equalize student achievement (Summers and Wolfe, 1977). Reducing class numbers for pupils may improve their academic achievement in some areas, particularly science, and history. Yet, compared to other factors like family background, the impact of class size on student achievement is quite minimal (Akerhielm, 1995).

Dills and Mulholland (2007) state that when examining elementary education, there will likely be more efforts to use strategies like smaller class sizes for lower-achieving students in these schools because administrators have more control over the class organization. However, their study found that 82% of the third graders in their sample had a single instructor for each of their main topics, but their study focused on elementary schools where teachers often only taught one subject.

2.2.2 Lazear's theory of behavior

Even if students have similar levels of ability, they may not all have the same level of self-control. Lazear (2001) proposed a theory suggest-

ing that the size of a class is determined by how classroom education can be considered a public good. One student's behavior or question may interrupt the educational process for the rest of the class, requiring the teacher to spend time addressing the issue. This can negatively impact the learning of the other students. Based on the idea that education in a classroom is a public good, schools may choose class sizes based on student behavior to optimize the learning experience. According to Lazear's hypothesis, schools may place students with better behavior in larger classes. Previous research supports the idea that schools place students with special needs, such as those with emotional or learning disabilities, in smaller classes.

Dills and Mulholland (2007) stated that they are not aware of any other studies that specifically examine Lazear's theory. However, they note that some recent papers have explored the impact of classmates' behavior on student achievement. The research was conducted on the impact of variations in class size on the teaching methods used by teachers. The research suggests that when class size is reduced, teachers do not increase the time spent on new material or finish more of the assigned textbook, instead, they allocate more time to individual instruction and less time to group instruction. and the time spent on reviewing material increases. The study also found that even significant reductions in class size only result in small changes in the way teachers allocate their time. Additionally, the research found that teachers tend to have a greater reaction to changes in class size when teaching below-average students.

Public and private schools have different methods for deciding class sizes, with public schools considering student factors and private schools considering teacher factors. illustrate that, there is a clear distinction in the methodolo-

gies used by public and private schools when determining class sizes, Public and private schools have different ways of choosing class sizes, even though student abilities are important for both types of schools (Dills and Mulholland 2007).

Public schools consider students and private schools consider teachers. Private schools are known for providing a good environment and many activities for students (Figlio and Stone, 1999). It may not be beneficial for elementary schools to base class size assignments on student behavior. And no other research has specifically examined this theory, as it has been proposed by economist Edward Lazear, but some recent studies have explored the impact of classmates' behavior on students' academic achievement (Dills and Mulholland, 2007). Clotfelter et al., (2006) stated that many schools do not randomly assign students to classes, instead, they use student characteristics. A study found that in almost half of the North Carolina schools, the assignment was not random. the size of classes can be affected by teacher characteristics.

2.2.3 Teacher sorting

A positive classroom environment is necessary for effective teaching and can be maintained by teachers who establish and implement appropriate rules for behavior, which minimizes disruptions and maximizes instructional time. Administrators can benefit these skilled teachers to teach larger classes, but if teachers lack autonomy in managing discipline, the benefits of varying class sizes may not be realized. An alternative approach may be to group teachers and students based on factors such as behavior (Dills and Mulholland, 2007).

When teachers are assigned to classes in a non-random way, it can make it difficult for researchers to accurately measure the impact of a teacher's quality. When the most skilled teachers

are put in larger classes, it may reduce their overall effectiveness. This practice of teacher sorting could be a reason why it can be hard to measure the quality of a teacher without looking at multiple groups of students they've taught (Rivkin et al., 2005)

Further, several teacher-related factors may affect teacher quality, for example, the location of the school, the autonomy of the teachers, district size, in-service days, average class size, and median household income in the community These factors can have an impact on how teachers teach and make decisions in their classrooms. It's important to consider these factors to have a better understanding of how they affect the teaching and learning process (Figlio, 1997).

Moreover, teachers may also be assigned to classrooms based on factors such as the race of the students and the quality of the teachers and students. specific research that supports this idea, including studies that looked at the assignment of teachers that are beginners to classrooms with black students and the sorting of teachers into classes with better or lower-quality students within the same school. And it also indicates that teacher assignments may be based on characteristics such as the size of the class. And teachers may not be assigned to classrooms randomly and there is evidence of teacher sorting (Dills and Mulholland, 2007).

2.3 How does class size affect students' performance

As previously discussed, there are several factors, including those related to schools, teachers, and students, that play an essential role in determining student performance. School-related factors include a solid curriculum, high expectations, meaningful feedback, parental and community engagement, and a safe and organized

environment. Factors related to teachers include effective teaching methods and classroom management, while student-related factors include prior academic performance, motivation, and home life. As a result, countless factors affect students' achievement, making the analyses of class size, specifically, especially challenging (Etim et al., 2020).

The size of a class can impact student learning in various ways, such as how students interact and the level of social engagement. This can lead to different noise levels and disruptive behavior, which can then affect the types of activities a teacher can use (Ehrenberg et al., 2001). Teachers in larger classes might be worried about assigning group work, which is considered an effective teaching method, because of the difficulty in managing many groups. On the other hand, smaller classes may foster more opportunities for teacher-student interactions, leading to improved student outcomes. According to (Blatchford and Brown, 2011; Leyva et al., 2015), exposure to a particular learning environment may affect learning or it may have delayed effects (such as increasing self-esteem or cognitive developments that have lasting effects).

The amount of time the teacher can devote to individual pupils and their unique requirements, as opposed to the group as a whole, may also be impacted by the class size. Theoretically, the smaller the class size, the more likely it is that individual attention can be given because it is easier to focus on one person in a smaller group. The amount of content that can be covered, for example, could be impacted by the class size, which could also have an impact on the teacher's time management and efficacy. When they have smaller classrooms, teachers may opt for alternate teaching and assessment strategies. They might, for instance, assign more writing, give stu-

dents more feedback on their written work, employ open-ended evaluations, or promote more discussions—all tasks that might be better suited to smaller class sizes (Ehrenberg et al., 2001).

The participants in Çakmak's (2009) study were asked to discuss their views on the effects of class size on student accomplishment during the teaching process and to provide justifications. Out of the participants, seven did not respond to the question. However, 34 of them believed that student achievement would decrease in large classes because less time would be spent on each student. Some of the participants' comments included: Class size is a critical factor for students who have limited attention, and when individual attention is given to students, they can be successful, but in large classes, it is easy to neglect some students, which negatively affects their achievement, and this will make teachers spend more time managing the classroom in large classes.

3. Methodology

The observation tool and questionnaire are used to gather data. The questionnaire is set up with a few open-ended questions that allow respondents to provide their opinions if the available options don't align with their thoughts.

The primary objectives of this study are to explore how significantly does the quality of instruction, student learning, and evaluation suffer from big class size including the issues and difficulties do educators encounter in Koya city primary schools when teaching huge classes. To get an insider's perspective, this study will examine how participants perceive how class size affects the teaching and learning process. A qualitative research approach is used to gather information and comprehend the variables influencing teaching and learning in big classrooms.

For the purpose of gathering data, this study used fifteen qualitative semi-structured interviews with 35 elementary school English teachers to learn about their opinions on class size and their preferences regarding the ideal number of students per class. During these interviews, the interviewer was free to ask additional questions to delve deeper into the topic at hand. This study employs an open-ended methodology to explore the teacher's responses further and come to a deeper understanding.

3.1 Research Site

This study was carried out in ten schools in Koya City. The size of government school classes varies according to the number of students, which ranges from 25 to 45. This disparity is due to the few private schools where most upper-class families could send their children and who could afford the expenses of private schools. Both male and female teachers teach English to girls and boys in all Kurdistan schools, whether private or public.

3.2 Participants

Class size is determined by dividing the number of students enrolled by the number of classes and the typical classroom size for a class of 30 students is 70 m², according to the national education union's guideline on class sizes and 60% of principles agree that class size in elementary schools should not exceed 17 students. Class sizes in schools vary depending on factors such as education level, location, school policy, and available resources. Statewide, normal class size averages are 15-19 students per class in elementary schools more than this mean is considered as large size class. Due to the number of classes at this level, most public elementary schools in Koya City employ more than four English teachers. Ten of these schools, one of which was a private school, were picked as the study's

locations. The majority of English instructors in public elementary schools have experience working with large classrooms; of the 35 participants, 31% were male and 69% were female. Among the 35 participants, 69% had experience working with classes of more than 25 pupils. Smaller class sizes were taught by the remaining 31%.

The objective was to ask the English instructors from each school to participate in the research after visiting all the schools and presenting the research plan to all of the English teachers. In total, 35 teachers expressed interest in participating. Before informing them in the first meeting, researchers needed to thank the teachers who agreed to participate despite having a very busy schedule that included teaching, grading exam sheets and workbooks, covering for absent teachers, and participating in at least two periods per week of a school-wide activity.

All participants have experience teaching smaller classes and what they would consider large class sizes. All participants have at least 15 years of experience teaching English to large classrooms. Given that the teachers' perspectives on large classrooms and how they manage them would be useful data sources for this study, such extensive expertise is a key element.

All the participants have had experience instructing big courses of 35 to 56 pupils in the past 10 years, often in cramped spaces with minimal technical resources like tapes, tape recorders, or data shows. Yet, at the start of each academic year, everyone is always given access to the student books, workbooks, and teacher's books.

Participants were informed of the study's purpose, which was to learn more about their views and opinions towards teaching in large size classes to understand this important phenomenon better. The questions focused on the participants' experiences with teaching large classrooms at the

elementary school level, their difficulties, and the methods they used to deal with the issue. In accordance with the teachers' responses to the questionnaires, the transcripts were coded and examined. Table (3.1) below displays participants' information.

Table (3. 1): Demographic Information of participants.

Participants	Name of school	Years of teaching experience	No. of classes per term	Average No. of students per class
P. 1	Kosrat	23	3	25
p. 2	Kosrat	4	3	23
p. 3	Kosrat	25	4	24
p. 4	Kosrat	20	3	19
p. 5	Kosrat	19	3	25
p. 6	Kosrat	19	2	30
p. 7	Kosrat	6	3	25
p. 8	Ranun	25	2	34
p. 9	Ranun	15	2	41
p. 10	Ranun	17	3	41
p. 11	Ranun	16	3	37
p. 12	Ranun	18	3	37
p. 13	Yakety	20	3	48
p. 14	Yakety	20	4	26
p. 15	Yakety	25	3	36

p. 16	Malay gaura	13	1	25
p. 17	Malay gaura	10	1	25
p. 18	Malay gaura	34	2	28
p. 19	Chinarok	18	3	33
p. 20	Chinarok	19	3	30
p. 21	Chinook	22	5	34
p. 22	Chira	16	4	34
p. 23	Zhenwar	4	2	26
p. 24	Shirin	13	3	27
p. 25	Komalga private school	2	6	18
P. 26	Komalga private school	4	3	18
p. 27	Najeba khan	14	3	27
p. 28	Najeba khan	13	3	44
p. 29	Najeba khan	21	1	43
p. 30	Omer Khuchan	10	1	25
p. 31	Omer Khuchan	18	3	27
p. 32	Zhen	22	2	30
p. 33	Zhen	22	1	27
p. 34	Zhen	23	3	30
p. 35	Zhen	23	4	27

4. Data Analysis and Findings

The researcher takes the step of analyzing the data to comprehend and evaluate everything that has been said or observed. Figure (4.1) illustrates the percentages of the primary schools that are categorized based on whether they have large or small class sizes.

Table (4.1): Class size percentage data.

Name of school	Large class	Small class
kosrat	17%	83%
Ranun	100%	0%
Najeba khan	100%	0%
Omer Khuchan	50%	50%
Komalga private school	0%	100%
Chra	100%	0%
Shirin	100%	0%
Zhenwar	100%	0%
Chinarok	100%	0%
Malay gaura	33%	67%
Yakety	100%	0%
Zhen	100%	0%

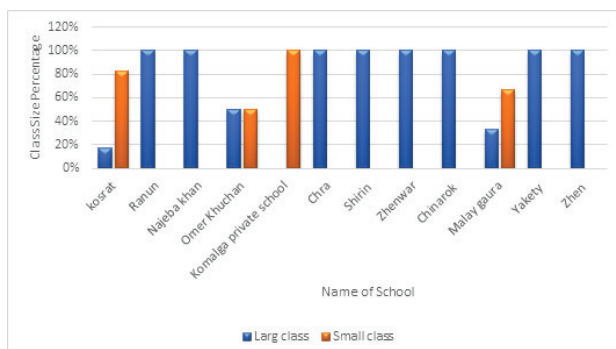


Figure (4.1): class size percentage of Koya City primary Schools.

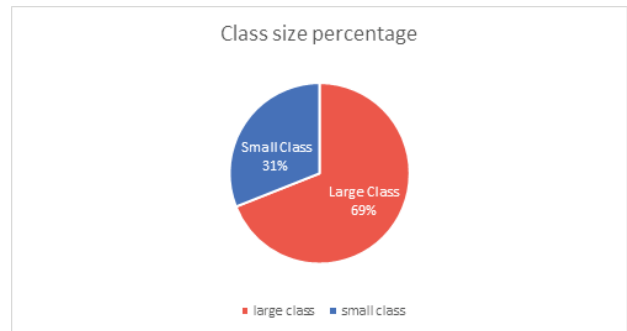


Figure (4.2): Total Class size Percentage

Depending on the results of the questionnaire, the researcher was able to identify a number of factors that can influence teaching and learning process, including:

Teachers have less time to examine and assess their students’ development, address their issues, or offer any helpful or constructive feedback because some of the teachers have to teach many classes, ranging from 3 to 5 classes per day, with up to 40 students.

The diversity of students in the class can be very stressful for teachers, this will cause confusion and put too much pressure, and when teachers try to engage their students by using their names during class activities, it will make the teachers mentally and physically exhausted.

Students receive less attention in larger classes from their teachers. This will result in lower-ability students, and it will make the students neglected and unsatisfied. This will reduce their motivation to learn and their academic performance.

Students in larger classes can become demotivated and not engaged in their learning process. They may also show no interest in the lesson and activities presented by the teacher. This is because in larger classes teachers have limited

time to provide individual support and attention to each student.

Teachers try to use different approaches to encourage their students in the classroom. For example, the group work method is effective in developing collaboration, communication, and teamwork skills among students. By working together on tasks and projects, students can provide feedback and support to one another, however, it was still not effective for most students because most of the attention is given to a small number of students.

With the increase in class size, students have less opportunity to receive individual attention and feedback from teachers, particularly in areas such as reading and writing. As a result, students may struggle to develop these language skills and may become disinterested in the language.

When teaching large classes, it is difficult for teachers to maintain control and keep students engaged. Some noisy and misbehaving students can distract others and make it harder for the other students to learn effectively.

Even though there are several issues as listed above that are thought to impact teaching and learning negatively, participants with their extensive teaching experience exposure to workshops, seminars, and peer discussions. They feel that putting an emphasis on the teaching process and utilizing various techniques can lead to an effective English teaching and learning environment. Some of the participants' corrective measures are enumerated and explained in the following sections:

4.1 Challenges of Large Classes

All of the participants discover many opportunities and challenges, even if they all agree that teaching large classes is difficult and exhausting. One participant claims that she has many opportunities to enhance her teaching when she teaches in large classes. When asked if they liked teaching in small or large groups, they acknowledged that they liked teaching in small classrooms, but they also liked her current class of 41 students since they can work well as a group to handle challenging problems. On the other hand, another claims that it is challenging to manage and include kids in activities in large class sizes because teaching many students is challenging because of their disruptive behavior, which is detrimental to both the instructor and the pupils.

4.2 Managing Large Classes

One of the biggest problems with large size class is managing the classroom. Thus, large classes necessitate a teacher who is highly engaged and capable of handling most of the class activities. The participants came to the conclusion that the teacher's role is to appropriately enforce such rules when needed and to act somewhat more leniently when behavior seems under control. It was also decided by the participants that there should be rigorous and unambiguous rules from the beginning of the class. According to some participants, even in large classes, they manage the students' noise and they don't mind teaching a large class as long as there is enough room for him to move around and reach the students in the back to control any distractions or noise. He also proposed forming separate groups by giving pupils fascinating names, such as cartoon characters (Cinderella, Ben-10, Batman, Superman, etc.).

participants added that they employed strategies that encouraged students to grade their as-

signments independently in order to control large class sizes. Additionally, they exhort students to mark their work in groups and submit them in with group comments. Regarding the topic of how many students make up a large or small class, one participant says that she thinks a class of 35 is good, but a class of 25 is perfect; a class of 36 or more is considered a huge class.

4.3 English Subject Obstacles

When instructing their students, English teachers encounter numerous challenges. These challenges have to do with the general activities that students do in the classroom, such as speaking, listening, writing, and grammar. The difficulties English teachers face in relation to the participation rate are depicted in Figure (4.2). According to the graph, 49% of teachers struggle to teach reading skills to their pupils, and 46% struggle to teach writing abilities. This suggests that students are not engaging in enough activities that include reading and writing skills. Of the participants, 23% found it difficult to teach listening skills to their students, while 34% found it difficult to teach grammar and speaking abilities.

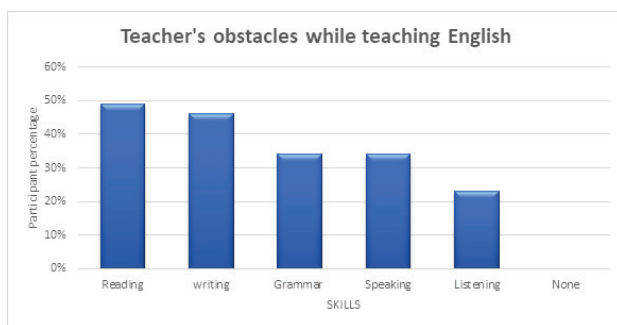


Figure (4.2): Percentage of participants and the obstacles that they face while teaching English subjects.

4.4 Methods used for engaging students in large class sizes

Regarding the approach utilized in big class sizes, Group work was selected by 54% of par-

ticipants as the best way to get kids involved in the classroom. 48% of participants chose the discussion method, 63% used pair work in teaching their students, 20% chose the problem-solving method, 25% used the Argument method, 14% used the Think-pair share method, and only 2% used the jigsaw method.

4.5 Teacher's approach to solving problems in large class size

Teachers employ a variety of strategies to solve problems in the classroom. For instance, 51% of participants solved their problems by getting to know their students and gathering information, 31% addressed each student by name when posing a question, 54% maintained close contact with the students, and 34% provided timely feedback to their students in a more interactive setting.

5. Discussion

This study aims to address the following questions;

The first question is to what extent does large class size affect the quality of teaching, learning, and assessment of students' learning?

The size of the class affects the decisions that teachers make, and they confront a number of challenges. If not all of the participants, then the majority of them believe that managing large class takes more time and effort. A major issue facing many teachers is how difficult it is for them to come up with efficient ways to engage with a larger class of students, assess their performance, and edit hundreds of exam papers. In this study, teachers were more concerned with classroom management than with improving student performance. As a result of unruly pupils, both the instructor and the students found it challenging to focus throughout the lesson. The results show that smaller class sizes are preferred by teachers.

They justify this by stating that in large classes, they are exposed to a rather diverse context.

What problems and challenges do teachers face in large classes at Koya primary schools?

The findings of the study suggest that class size has a significant impact on student progress. It is extremely difficult for them to meet all of the needs of the students or to establish rules and norms. Another issue to consider is that in larger courses, 49% of teachers struggled to teach children primarily reading and 46% writing skills, as well as speaking grammar and listening abilities. They find it challenging to provide particular attention. And larger class sizes led teachers to spend more time managing the class because of misbehaving students, rather than teaching and encouraging the students to participate in classroom activities. The study also revealed that most teachers faced challenges such as limited time and poor student-teacher interaction, leading them to teach multiple days a week to cover the material.

Conclusion

The impact of large class size on the quality of teaching and learning process was the primary objectives of the current study. This study's findings conclude that large class sizes have a negative impact on student's progress. In terms of the effects of class size on the knowledge of how students learn, teachers frequently argued the following points: for starters, classrooms should not be too large because teachers need to learn how students learn. Second, in large classes, teachers have difficulty making assessments on this topic, it restricts the use of different evaluation techniques and they face problem to manage and include kids in activities.

Moreover, Teachers spent more time in controlling the class because of disorderly pupils,

rather than teaching and encouraging students to participate in classroom activities, as class number increased. Most teachers had to teach numerous days per week to cover the content because of time limitations and a lack of student-teacher communication. In addition, teachers face difficulties to teach reading and writing abilities to their pupils; to combat this issue, teachers used a variety of tactics. The primary challenges that teachers confront include those related to lesson design, assessment, classroom size, selecting appropriate teaching methods, and learners' attitudes.

References

- Akerhielm, K. (1995). Does class size matter? *Economics of Education Review*, 14(3), 229- 241.
- Available on: <https://www.sciencedirect.com/science/article/pii/S0272775795000044>
- Blatchford, P., Bassett, P., & Brown, P. (2011). Examining the effect of class size on classroom engagement teacher-pupil interaction: Differences about the pupil prior attainment and primary vs. secondary schools. *Learning and Instruction*, 21(6), 715-730.
- Available on: < <https://www.sciencedirect.com/science/article/pii/S0959475211000260> >
- Blatchford, P., Bassett, P., & Brown, P. (2008). Do low-attaining and younger students benefit most from small classes? Results from a systematic observation study of class size effects on pupil classroom engagement and teacher-pupil interaction. In *American Educational Research Association Annual Meeting*.
- Buckingham, J. (2003). Class Size and Teacher Quality. *Educational Research for Policy and Practice* 2, 71-86. Available on:
- https://www.academia.edu/download/47962695/a_3A102440382380320160810-2979-1g8z0s9.pdf
- Çakmak, M. (2009). The perceptions of student teachers about the effects of class size on the effective teaching process. *The qualitative report*, 14(3), 395. Available on:
- <https://search.proquest.com/openview/f21e0adc06b1e789045ea307034f9c9a/1?pq-origsite=gscholar&cbl=55152>
- Chingos, M. M. (2013). Class Size and Student Outcomes: Research and Policy Implications. *Journal of Policy Analysis and Management*, 32 (2), 411-438.
- Available on: <https://www.jstor.org/stable/42001539>
- Clotfelter, C., H. Ladd, and J. Vigdor. 2006. Teacher-student matching and the assessment of teacher effectiveness. *Journal of Human Resources* 41, no. 4: 778-820.
- Available on: < <http://jhr.uwpress.org/content/XLI/4/778.short>
- Dee, T. S., & West, M. R. (2011). The non-cognitive returns to class size. *Educational Evaluation and Policy Analysis*, 33(1), 23-46. Available on:
- < <https://journals.sagepub.com/doi/pdf/10.3102/0162373710392370>>
- Dills, A. K., & Mulholland, S. E. (2010). A comparative look at private and public schools' class size determinants. *Education Economics*, 18(4), 435-454. Available on:
- < <https://www.tandfonline.com/doi/abs/10.1080/09645290903546397> >
- Etim, J. S., Etim, A. S., & Blizard, Z. D. (2020). Class size and school performance: An analysis of elementary and middle schools. *International Journal on Studies in Education (IJonSE)*, 2(2), 66-77. Available on:
- <https://pdfs.semanticscholar.org/9fd1/b79b95b5826449ddccd1849f3bed43745f51.pdf>
- Ehrenberg, R. G., Brewer, D. J., Gamoran, A., & Willms, J. D. (2001). Class size and student achievement. *Psychological science in the public interest*, 2(1), 1-30.
- Available on: < <https://journals.sagepub.com/doi/pdf/10.1111/1529-1006.003> >
- Figlio, D.N., and J.A. Stone. (1999). School choice and student performance: Are private schools really better? *Journal of Labor Research* 18: 115-40. Available on:
- <https://www.researchgate.net/profile/Joe-Stone-3/publication/286267327_Are_Private_Schools_Really_Better/links/5c6dad5792851c1c9df127bd/Are-Private-Schools-Really-Better.pdf>
- Figlio, D. N. (1997). Teacher salaries and teacher quality. *Economics Letters*, 55(2), 267-271. Available on:
- < <https://www.sciencedirect.com/science/article/pii/S0165176597000700> >
- Glass, G. V., & Smith, M. L. (1979). Meta-analysis of research on class size and achievement. *Educational evaluation and policy analysis*, 1(1), 2-16.
- Available on: <https://journals.sagepub.com/doi/pdf/10.3102/01623737001001002>

Jepsen, C. (2015). Class size: does it matter for student achievement? *IZA World of Labor*. Available on:

<<https://wol.iza.org/articles/class-size-does-it-matter-for-student-achievement/long> >

Leyva, D., Weiland, C., Barata, M., Yoshikawa, H., Snow, C., Treviño, E., & Rolla, A. (2015). Teacher-child interactions in Chile and their associations with prekindergarten outcomes. *Child development*, 86(3), 781-799.

Available on: < <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.12342> >

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrics*, 73, 417-458. Available on:

< <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-0262.2005.00584.x> >

Shin, I. S., & Chung, J. Y. (2009). Class size and student achievement in the United States: A meta-analysis. *KEDI Journal of Educational Policy*, 6(2). Available on:

<https://www.researchgate.net/profile/Jae-Young-Chung-2/publication/286826662_Class_size_and_student_achievement_in_the_United_States_A_meta-analysis/links/5bfe6d1445851523d151aa3d/Class-size-and-student-achievement-in-the-United-States-A-meta-analysis.pdf?_sg%5B0%5D=started_experiment_milestone&origin=journalDetail&_rtd=e30%3D >

Summers, A. A., & Wolfe, B. L. (1977). Do schools make a difference? *The American Economic Review*, 67(4), 639-652. Available on:

< <https://www.jstor.org/stable/1813396> >

Filges, T., Sonne-Schmidt, C. S., & Nielsen, B. C. V. (2018). Small class sizes for improving student achievement in primary and secondary schools: a systematic review. *Campbell Systematic Reviews*, 14(1), 1-107. Available on:

< <https://onlinelibrary.wiley.com/doi/abs/10.4073/csr.2018.10> >

Pedder, D. (2006). Are small classes better? Understanding relationships between class size, classroom processes, and pupils' learning. *Oxford Review of Education*, 32(02), 213-234. Available on:

< <https://www.tandfonline.com/doi/abs/10.1080/03054980600645396> >

Word, E. R. (1990). The State of Tennessee's Student/Teacher Achievement Ratio (STAR) Project: Technical Report (1985-1990). Available on:

< <https://eric.ed.gov/?id=ED328356> >

Çakmak, M. (2009). The perceptions of student teachers about the effects of class size with regard to the effective teaching process. *The qualitative report*, 14(3), 403. Available on <<https://search.proquest.com/openview/f21e0adc06b1e789045ea307034f9c9a/1?pq-origsite=gscholar&cbl=55152> >

Appendix: Teachers' Questionnaire (Koya Primary Schools)

*Koya University**Faculty of Education**Department of English*

This study is an attempt to explore the experience of teaching and learning in large-size classes. Your cooperation in completing this study by responding to the following questions would be greatly appreciated. Please do not put your name on the questionnaire since all the responses are confidential and anonymous.

Gender: M___ F___**Grade:****Years of teaching experience:** / **School****No. of classes per term**..... / **No. of students in each class****1) Number of students in your English classrooms:**

a) less than 25

b) 25

c) 30-40

2) What do you think, what is the large class? You have more than one option. a) I think a class that includes more students

b) I think the class that creates problems regarding management, control, and learning achievements

c) I think the class that has low-quality result

I think a class in that the teacher conveys his/her lecture hardly

I think the students can find the chance to share their ideas

I think a class that has physical environmental problems

Other, please specify: _____

3) Please select the LC methods that you use in your classrooms when you teach English. a) I use the group work method

Discussion

I use pair work in teaching reading or writing.

Problem-solving

Jigsaw

Argument method

I use Think-pair-share

Other, please specify: _____

Do you prefer teaching large/small classes? Why?

.....

What are the advantages of large/small classes?

.....
In your opinion what are the disadvantages of large/small classes?.....

.....
In your opinion what is the most difficult task for your students to perform in Large classes?

.....
In your opinion how do large classes constrain teachers, affect students, and hinder the learning process?.....

.....
 What instructional techniques do you use to maximize the level of outcome in a large class?

.....
How do you solve problems when you teach a large class?

By getting familiar with the students and gathering the information

By using students' names when asking the questions

By having close contact with the students and establishing a safe environment

By giving feedback in time make a better learning situation

Other, please specify: _____

11) Do you have enough time in large classes to do classroom activities? a) Yes

b) No

12) If No, why not? You can select more than one option from the following list:

___ Too large number of students in class

___ Too short class periods

___ I am not familiar with LC methods

___ Class becomes noisy

___ Students are not interested in Activities

___ Planning LC activities require a lot of time

___ Other, please specify: _____ **13)If Yes, how often do**

you use the activities in LC?

a) Regularly

b) Sometimes

c) Rarely

14) Which skills do you use when you manage the LCs, you can select more than one option in the following criteria.

Controlling the student's noise

Walking around the class and creating helpful practice

Making groups in different ways such as by putting interesting names (banana, orange, and grip) and mixing the students according to their levels

Checking the homework with different techniques such as motivating pupils to give score their homework by themselves

Encouraging the students to give score their homework in groups, and give back the homework with

group feedback

Other, please specify: ____

15) In which one of the following subjects do you face more obstacles? You may choose more than one.

- a) Reading b) Writing c) Grammar d) Listening e)
Speaking f) None

پوخته

کاریگه‌ری قه‌باره‌ی پۆله‌کان له‌سه‌ر فێرکردنی زمانی ئینگلیزی له‌ قوتابخانه‌ سه‌ره‌تاییه‌ تایبه‌ت و حکومییه‌کان له‌ میژه‌ جیگه‌ی مشتومر بووه‌ له‌ نیوان توپ‌ژه‌ران. به‌لام توپ‌ژه‌ران جارێکی دیکه‌ چاویان به‌و دۆسیه‌یه‌ کردوه‌وه، بۆیه‌ له‌ ئیستادا له‌ژێر لیکۆلینه‌وه‌دایه‌. له‌ ئەنجامی پێداچوونه‌وه‌ به‌ ئەده‌بیاتی هه‌نوکه‌یی له‌م بواره‌دا و به‌ده‌سته‌پێانی تێروانین له‌ شیکاری کراوه‌ی تێروانینه‌کانی مامۆستایان، ئامانجی ئەم لیکۆلینه‌وه‌یه‌ی ئیستا دوو قات پێشان ده‌دات: (١) تیگه‌یشتن له‌و سه‌ختییانه‌ی که‌ مامۆستایان له‌ پۆله‌ گه‌وره‌کاندا ڕووبه‌ڕووی ده‌بنه‌وه‌، هه‌روه‌ها وه‌ک ده‌رئه‌نجامی وانه‌وتنه‌وه‌ و فێربوون، و (٢) بۆ دیاریکردنی قه‌باره‌ی پۆلی گونجاو بۆ قوتابخانه‌ سه‌ره‌تاییه‌کان له‌ کوردستان. بۆ گه‌یشتن به‌ ئامانجی توپ‌ژه‌یه‌وه‌که‌، چاوپێکه‌وتن له‌گه‌ڵ ٥٣ مامۆستای زمانی ئینگلیزی کوردی له‌ ١١ قوتابخانه‌ی حکومی و قوتابخانه‌یه‌کی ئه‌هلی سه‌باره‌ت به‌ ئەزموونه‌کانیان له‌ وانه‌وتنه‌وه‌ له‌ پۆله‌ گه‌وره‌کاندا ئەنجامدرا. توپ‌ژه‌یه‌وه‌که‌ ئاشکرای ده‌کات که‌ قه‌باره‌ی پۆله‌کان کاریگه‌رییه‌کی به‌رچاوی له‌سه‌ر پێشکه‌وتنی خوێندکاران هه‌یه‌ و وانه‌وتنه‌وه‌ له‌ پۆله‌ گه‌وره‌کاندا چالاکه‌، مامۆستایانیش کێشه‌یان له‌گه‌ڵ باشتکردنی ستاندارده‌کانی فێربوونی زمان هه‌یه‌. بۆ ئەوان که‌ یاسا و چاوه‌ڕوانیه‌کان دابنێن و هه‌موو داواکارییه‌کانی قوتابیه‌کان له‌خۆ بگرن، ته‌واو چالاکه‌.

وشه‌ی سه‌ره‌کی: کاریگه‌ری قه‌باره‌ی پۆلی گه‌وره‌، قوتابخانه‌ سه‌ره‌تاییه‌کان، وانه‌وتنه‌وه‌ و فێربوون، ته‌حه‌ددیاته‌کان، تێروانینه‌کانی مامۆستایان.

الملخص

لقد كان تأثير حجم الفصل على تعليم اللغة الإنجليزية في المدارس الابتدائية الخاصة والعامة موضوعاً للنقاش منذ فترة طويلة بين الباحثين. ومع ذلك، أعاد الباحثون النظر في القضية مرة أخرى، لذا فهي قيد التحقيق حالياً. نتيجة لمراجعة الأدبيات الموجودة في هذا المجال والحصول على رؤى من التحليل المفتوح لتصورات المعلمين، فإن هدف هذه الدراسة الحالية يظهر شقين: (١) فهم الصعوبات التي يواجهها المعلمون في الفصول الكبيرة، وكذلك كنتائج التدريس والتعلم، و(٢) تحديد حجم الفصل الأمثل للمدارس الابتدائية في كردستان. ولتحقيق هدف الدراسة، تمت مقابلة ٥٣ مدرساً للغة الإنجليزية الكردية من ١١ مدرسة عامة ومدرسة خاصة واحدة حول تجاربهم في التدريس في الفصول الكبيرة. تكشف الدراسة أن حجم الفصل له تأثير كبير على تقدم الطلاب وأن تدريس فصول كبيرة يمثل تحدياً، ويكافح المعلمون لتحسين معايير اكتساب اللغة. من الصعب جداً بالنسبة لهم وضع القواعد والتوقعات واستيعاب جميع متطلبات التلاميذ. الكلمات الدالة: تأثير حجم الفصل الكبير، المدارس الابتدائية، التعليم والتعلم، التحديات، تصورات المعلمين.