

The effect of classrooms size on the educational process

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Abstract

Class size greatly affects students' understanding of school subjects, especially in the study of languages that depends on interaction between students and teachers, and learning English in our daily lives is one of the most important basics and requirements for many business owners and companies, and the importance of the English language in education has become an absolute necessity for university students, the size of the class is closely related to the learning style, whether education is based on the use of modern means or traditional methods, and the optimal size of the class varies according to the method used in learning, thus achieving the maximum possible benefit from the educational process.

Key Words: Education - Languages - Classroom - Methods - Students - Teachers.

المخلص:

يؤثر حجم الفصل بشكل كبير على فهم الطلاب للمواد الدراسية، خاصة في دراسة اللغات التي تعتمد على التفاعل بين الطلاب والمعلمين، ويعد تعلم اللغة الإنجليزية في حياتنا اليومية أحد أهم الأساسيات والمتطلبات للعديد من أصحاب الأعمال والشركات، وأصبحت أهمية اللغة الإنجليزية في التعليم ضرورة مطلقة لطلاب الجامعات، ويرتبط حجم الفصل ارتباطاً وثيقاً بأسلوب التعلم، سواء كان التعليم قائماً على استخدام الوسائل الحديثة أو الأساليب التقليدية، ويختلف الحجم الأمثل للفصل وفقاً للطريقة المستخدمة في التعلم، وبالتالي تحقيق أقصى فائدة ممكنة من العملية التعليمية.

الكلمات المفتاحية: التعليم - اللغات - فصل دراسي - طرق - طلاب - معلمين.

Introduction:

Education is considered one of the most important aspects of life, and the educational process can be defined as the process that aims to develop the person, and the educational process helps the student in acquiring general foundations and scientific knowledge.

The educational process is organized in an orderly and specific manner in proportion to the goals that have been set and widely recognized.

Student benefit results from the interaction between the teacher and the student, as it is the process through which the teacher seeks to guide students to work towards achieving goals and carrying out duties and responsibilities, and one of the most important factors affecting the success of the educational process related to education is the size of the class. (Marcia, 2018, p. 82-86).

The size of the classes contributes to the students' ability to absorb, as the large class size can cause the students' disability to absorb and to communicate well between them and the teacher, which affects the students' academic achievement, especially in an important aspect of learning, which is the study of languages.

There are many benefits related to the knowledge of learning languages in a variety of ways, as people who speak different languages distinctively enjoy many benefits and knowledge, including the following:

- Increase the ability to use the mind to focus on many things.
- Increase listening skills.
- Ability to find solutions to problems and critical thinking skills.
- The ability to perform several tasks at the same time with high efficiency.

Acquiring many distinctive abilities in creativity (Niyozova, 2020, p. 22-24).

Therefore, learning languages is one of the most important factors that help coexistence in life at present, as the world has become a small village with mixed cultures and languages, so mastering more than one language helps to coexist in different societies and different cultures, and one of the most important languages that must be mastered is the English language. (Cenoz, 2013, p. 3-9)

Studies focus on the ideal class size that contributes to student achievement and academic performance, but the results are indirect, as some argue that in elementary and middle schools, smaller class sizes have a clear impact on student understanding, while others believe that class size It has no effect on students' performance. Similarly, in university education, some researchers see that there are no statistically significant differences in course scores between large and small classes, and other studies indicate that class size has an impact on student achievement. (Clyne, 2017, p. 2-6)

Research problem:

The study discusses one of the problems that many teachers and students face during learning, which is the problem of optimal class size, where the inappropriate class size can cause the teacher's inability to interact with the students, and the students' inability to listen to the teacher well, which causes many problems during the educational process.

Research aims:

Many studies indicate that class size has a significant impact on student achievement in various subjects. The primary objective of the study is twofold, the first part is to understand the dynamics of class size, and the attributes that must be available in the classroom to implement language teaching, and the second objective is to provide practical strategies, to improve educational outcomes and student satisfaction in large and small classes.

Research hypothesis:

The study focuses on the ideal conditions for students to learn languages, where the class size is considered one of the most important aspects that affect the student's achievement in the class, where the class size affects the style of class management by the teacher and the means that can be used to reach the best educational results, as it can affect on improper classroom management.

literature review:

There are many studies dealing with the importance of studying languages and the ideal atmosphere for learning.

(Raditya Bayu, 2018) says that many conditions must be met during the learning period, especially language learning, including the appropriate class size for students.

Class sizes affect students' understanding of courses, and to this end, the results of the study indicated that strategies related to teaching methods that can be implemented within middle schools are:

Methods that depend on the interaction between the teacher and the student, including the learning method, questions, and answers, presentations that help students understand, pictures, drawings, educational clips, simulations, and learning groups through means of communication that use the Internet. (Bayu, 2018, p. 25-30)

(Michael Clyne, 2017) noted that the term "multilingualism" can refer to the language use or proficiency of an individual or the state of language in a nation or an entire society. However, on an individual level, it is generally classified under "bilingualism", since although there are many speakers of more than one language, there are not many people who use more than two languages habitually, and studies have shown that it should Multilingual have the same proficiency in languages.

To learn languages and implement the methods of studying languages optimally, attention must be paid to the general conditions of the student, such as the size of the class in which the educational process takes place. (Clyne, 2017, p. 2-6)

(Jason Cenoz, 2013) says that bilingualism is a widespread phenomenon that has received a lot of attention from scholars in recent years and that multilingualism is one of the phenomena that helps the progress of society, which can be studied from a societal and individual perspective.

The study summarizes the topics that are researched in many different fields of study of language differences. These areas investigate language proficiency, motivate the use of multiple languages in community contexts, and adopt several research methodologies. A comparison was made between the opinions that stimulate monolingual multilingualism, with special attention to the new curriculum developed in the past years, which calls for the establishment of flexible borders between languages, and showed the special importance of

multilingualism, the study shows that the mastery of languages by students and the greatest benefit from a subject teacher, the class size should not be too big for the students to benefit from the teacher sufficiently. (Cenoz, 2013, p. 3-9)

(Finn et al., 2003) indicates that the student's study is greatly affected by participation in society during the educational process, especially those related to language learning. Academic engagement and studies that work to refer to students' language learning behaviors, which are directly related to the education process, are:

Participation in the classroom and participation in community work, which is the interactions that students make within the community with their classmates and teachers. The study showed that students within small classes are more involved in the educational process and behaviors related to the community. (Finn, 2003, p. 324-331)

Conversely, classrooms with a large area lower the student's visibility of the teacher. Also, conversely, small classes encourage sharing or interaction as students may receive a lot of support from their classmates. Because group and academic interactions are central to community-specific education, these classroom dynamics are essential to positive learning outcomes. (Blatchford, 2009, p. 242-250)

Thus, studies showed the great importance of languages, and their great role in developing the skills of the individual greatly, as they are an essential aspect of learning, and the studies indicated the appropriate conditions in which learning can distinctively take place, and it has been clarified that the size of the class plays a major role in the success of the educational process.

Methodology:

The study sample consisted of 60 teachers, who were chosen impartially and objectively from middle schools, to clarify the optimal size of the classroom in the learning process, and among the characteristics of the questionnaire:

-Neutrality, which is established by researchers specialized in data collection.

- It is not difficult to prepare the questionnaire, when compared to other tools used in scientific research, such as interviews and field notes.
- The questionnaire leads to obtaining specific answers.
- The questionnaire is characterized by complete freedom, as the respondents are not asked to mention their names.
- The questionnaire gives the researcher a great deal of information.
- The questionnaire can be applied to a geographically extended area.

Therefore, the questionnaire was chosen to reach the results of the study, by presenting it to the sample.

Results:

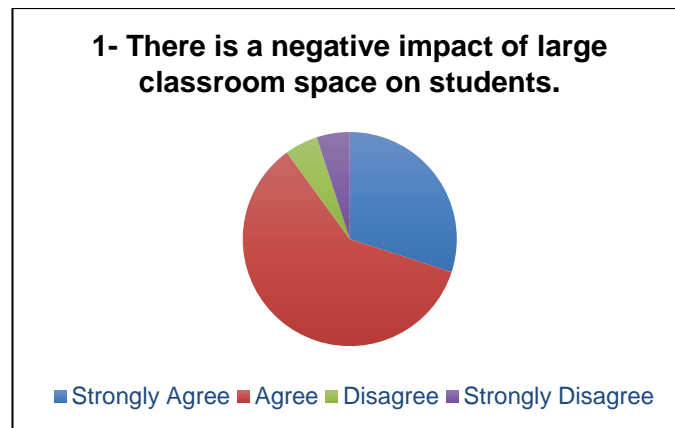
There is a difference between large classes and small classes, and the difference is as follows:

- Small classes: Classes in which there are a small number of students, with a space that is not large for the classroom, and the number of students in small classes is estimated at 10 students per class.
- Large classrooms: These are the classrooms in which there is a large number of students while providing ample space for the ability to accommodate a large number of students, and the number of students in large classes is estimated at 70 students per classroom, and the classroom can have space to provide advanced devices to help The teacher to communicate information to this large number of students.

Many outputs were drawn from the questionnaire, whose idea is focused on clarifying the importance of learning languages, and the appropriate space for classrooms. The results of the questionnaire were:

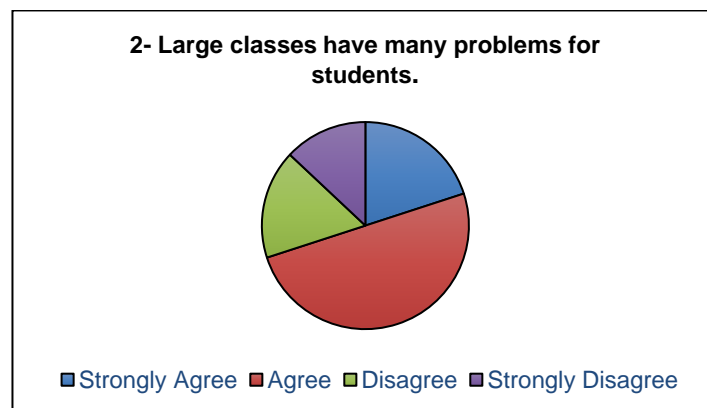
- If there are many negative effects of a large classroom space on students, and the question is answered 30% strongly agree that there are many negative effects of space related to a large classroom on students, and 60% respond in agreement that there is a negative effect of classroom space on students, 5% answered that there is a negative effect of such a large classroom space, and 5% answered that

they strongly disagree that there is a negative effect of such a large classroom space.



(Figure 1)

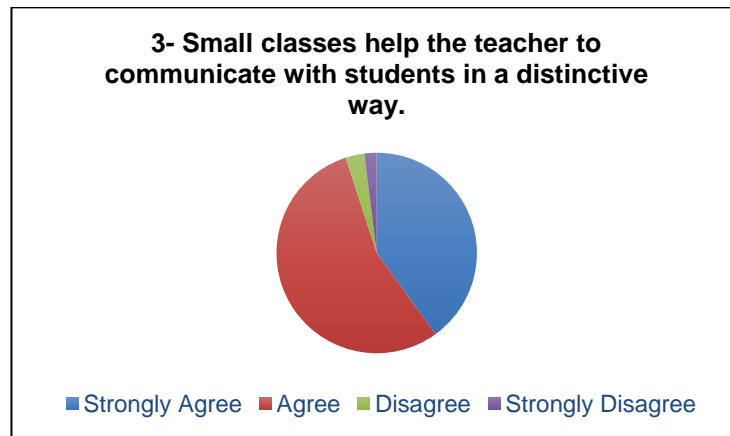
- In the case that large classes cause many problems for students, it was answered that there is strong agreement that large classes cause many problems for students by 20%, and it was answered with agreement that large classes cause many problems for students by 50%, and the answer was answered not agreeing that large classes cause many problems for students by 17%, and strongly disagreeing that large classes cause many problems for students by 13%.



(Figure 2)

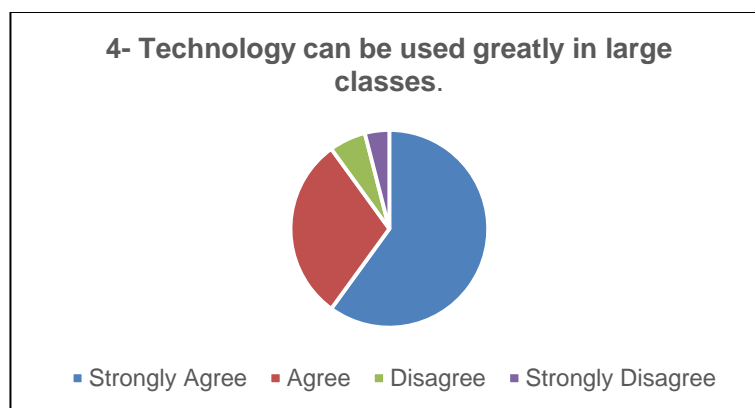
- Regarding the hypothesis that small classes help the teacher to communicate with students in a distinctive way, it was answered that there is a large agreement that small classes help the teacher to communicate with students in a distinctive way by 40%, and the response was that there is agreement with the hypothesis by 55%. %, and there was no agreement that small classes help the teacher to

communicate with students in a distinctive way by 3%, and the hypothesis was strongly rejected by 2%, and thus, small classes are the best in communication between the teacher and students.



(Figure 3)

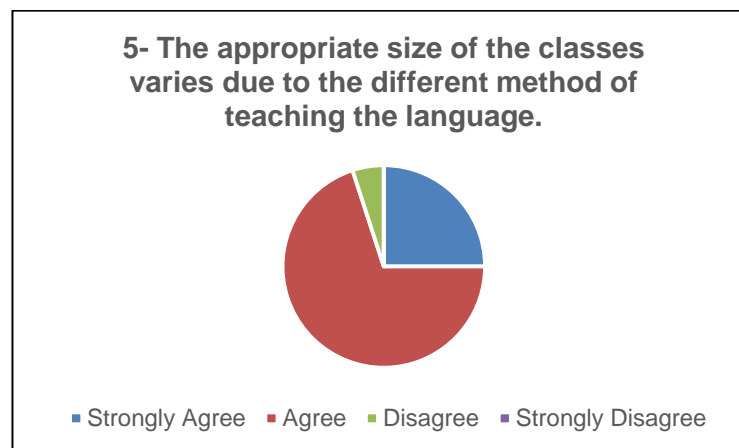
- In the question that technology can be used greatly in large classes, it was answered that there is strong agreement that technology can be used greatly in large classes by 60%, and the answer that it is agreed that technology can be used greatly in large classes is answered by 30% and it was answered that technology can be widely used in large classes by 6%, and it was answered that technology can be used greatly in large classes by 4%, and thus it is clear that technology can be used in large classes better than in small classrooms.



(Figure 4)

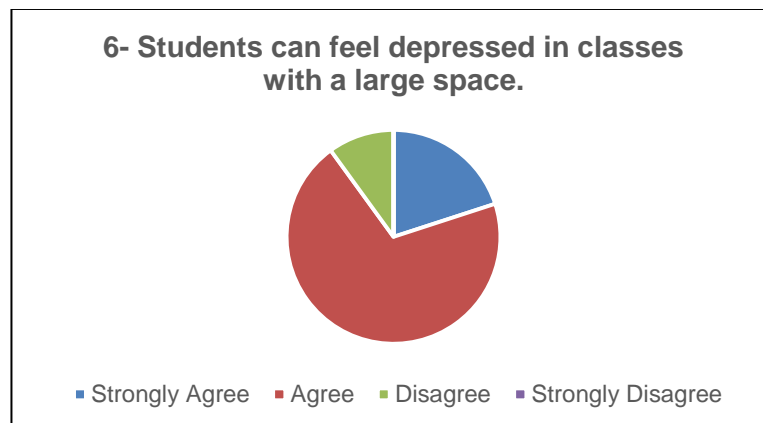
- In the case of the appropriate class size differing according to the language teaching method, it was answered that there is strong agreement that the appropriate class size differs according to the language teaching method by 25%,

and the answer was agreed that the appropriate class size varies according to the language teaching method by 70%, and it was answered by not agreeing that the appropriate class size differs according to the language teaching method by 5%, and it was answered with strong disagreement that the appropriate class size differs according to the language teaching method by 0%, and thus it becomes clear that the appropriate class size varies according to the teaching method.



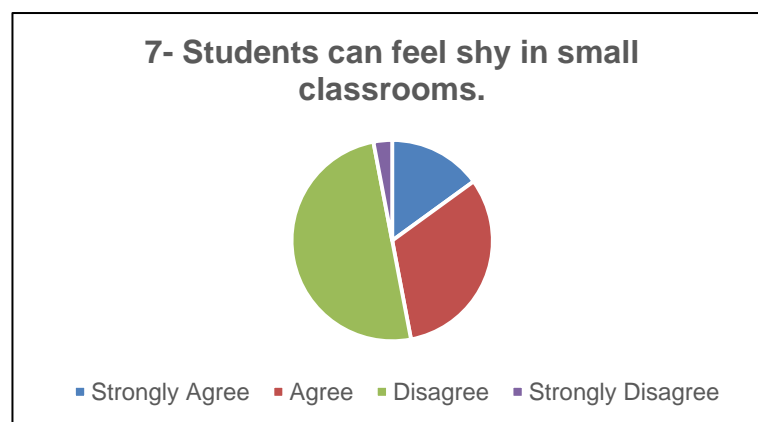
(Figure 5)

- In the special issue that students can feel depressed in classes with a large area, it was answered that there is strong agreement that students can feel depressed in classes with a large area by 20%, and it was agreed that students can feel depression in classes with a large area of 70%, it was answered that students could feel depressed in classes with a large area of 10%, and it was answered that students could feel depressed in classes with a large area of 0%, and it strongly disagreed that students could feel depressed in classes with a large area of 0%, and thus it is clear that students can feel more depressed in a classroom with a large space than in a classroom with a small space.



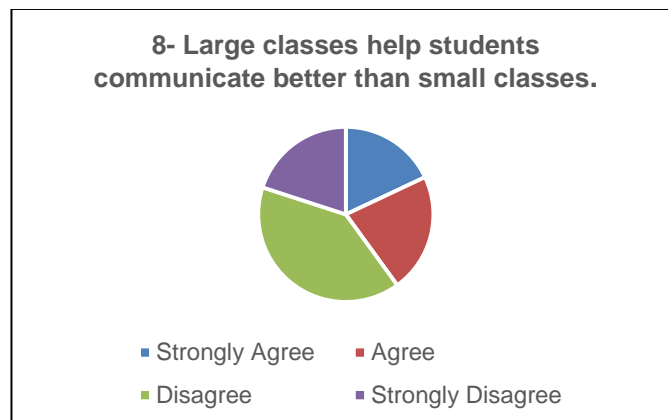
(Figure 6)

- In the case of students feeling shy in small classes, there was strong agreement that students could feel shy in small classes was answered by 15%, and agreement was answered that students could feel shy in small classes by 32%, and no agreement was reached 50% stated that students can be shy in small classrooms, and 3% strongly disagreed that students can be shy in small classrooms. Students can be shy when they are young, but not much.



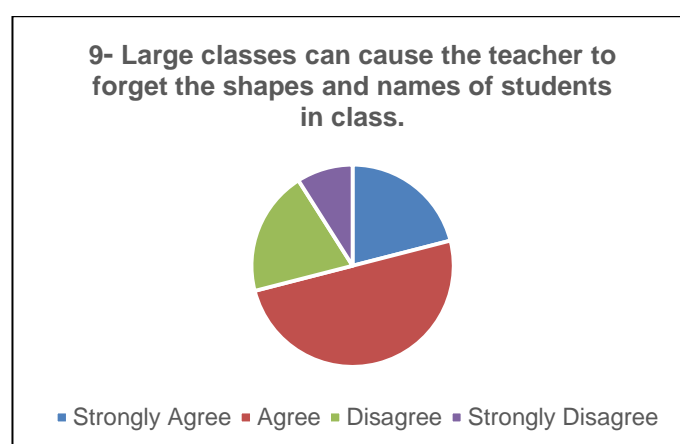
(Figure 7)

- In the case that large classes can help students communicate better than small classes, it was answered that there was strong agreement that large classes help students to communicate better than small classes by 18%, and it was answered that it helps large classes students communicate better than small classes by 22%, and it was answered that large classes help students communicate better than small classes by 40%, and it was answered that it strongly disagrees that large classes help students communicate better than classes by 20%, it is clear that students can feel shy in small classes, but not by a large percentage.



(Figure 8)

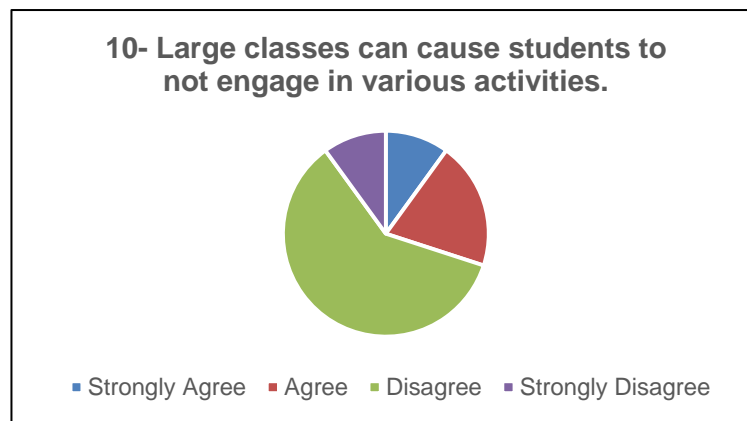
- In the case that large classes can make the teacher forget the forms and names of students in the class, it was answered that there is strong agreement that large classes can cause the teacher to forget the forms and names of students in the class by 21%, and the answer was agreed with That large classes can cause the teacher to forget the forms and names of students in the class by 50%, and it was answered that it was not agreed that large classes could cause the teacher to forget the forms and names of students in the class by 20%, and the answer strongly disagreed that it could Large classes cause the teacher to forget the forms and names of students in the class by 9%, and thus it is clear that large classes can cause the teacher to forget the shapes and names of students in the class more than small classes.



(Figure 9)

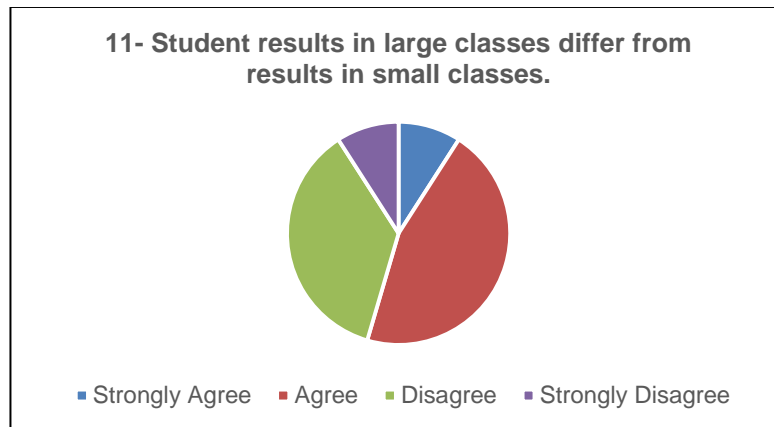
- In the case that large classes can cause students not to participate in different activities, it was answered that there is strong agreement that large classes can

cause students not to participate in different activities by 10%, and the answer agreed with large classes can cause students not to participate in different activities by 20%, and it was answered that it could not be agreed that large classes could cause students not to participate in different activities by 60%, and it was answered that it could be strongly disagreed large classes can cause students not to participate in different activities by 10%, and thus it is clear that large classes can help to practice different activities.



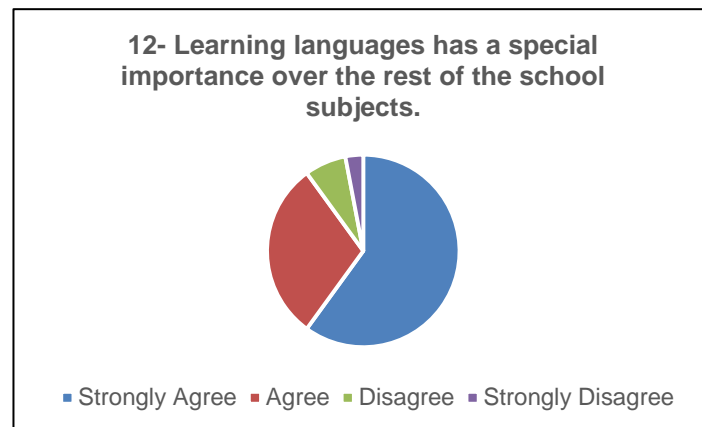
(Figure 10)

- In the case that the results of students in large classes differ from the results in small classes, it was answered that the results of students in large classes differ from the results in small classes by 10%, and the answer was agreed that the results of students in large classes differ from the results in other small classes by 50%, and it was answered by not agreeing that the results of students in large classes differ from the results in small classes by 40%, and it was answered with strong disagreement that the results of students in large classes differ from the results in small classes by 10%, and thus it becomes clear students' results in large classes can differ from results in small classes.



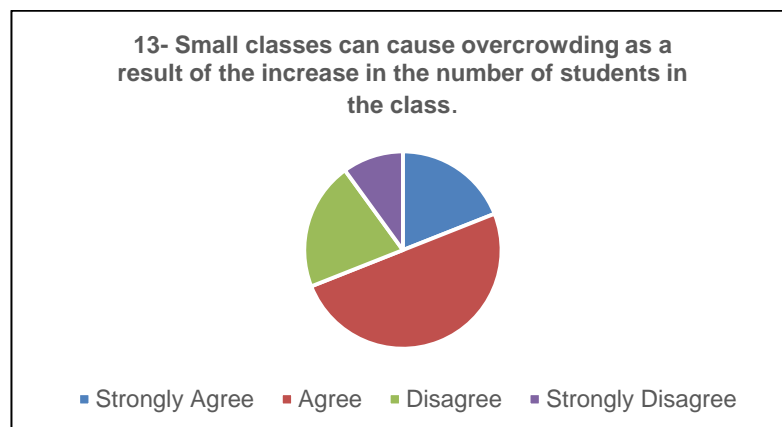
(Figure 11)

- In the case that learning languages have a special importance to the rest of the school subjects, it was answered that learning languages have a special importance to the rest of the school subjects by 60%, and the answer was agreed that learning languages have a special importance to the rest of the school subjects by 30%. The answer was by not agreeing that learning languages have a special importance to the rest of the school subjects by 7%, and was answered by strongly disagreeing that learning languages are of particular importance to the rest of the school subjects by 3%, and thus it becomes clear that learning languages have a special importance to the rest of the school subjects.



(Figure 12)

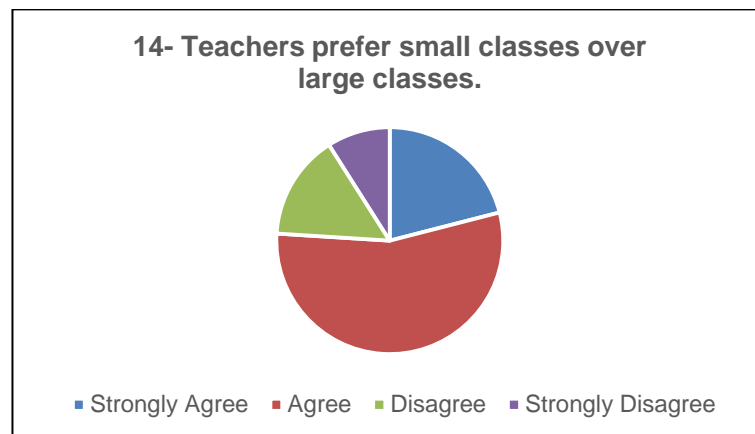
- In the case that small classes can cause overcrowding as a result of the increase in the number of students in the class, it was answered that small classes can cause overcrowding as a result of the increase in the number of students in the class by 19%, and the answer was agreed that small classes can cause overcrowding as a result of an increase in the number of students in the class by 50%, and it was answered that small classes could cause overcrowding as a result of the increase in the number of students in the class by 21%, and it strongly disagreed that small classes could cause overcrowding as a result of the increase the number of students in the class is reduced by 10%, so small classes can cause overcrowding due to the increase in the number of students in the class.



(Figure 13)

- In the question of whether teachers prefer small classes over large classes, it was answered that teachers prefer small classes over large classes by 21%, and it was answered in agreement that teachers can prefer small classes over large classes by

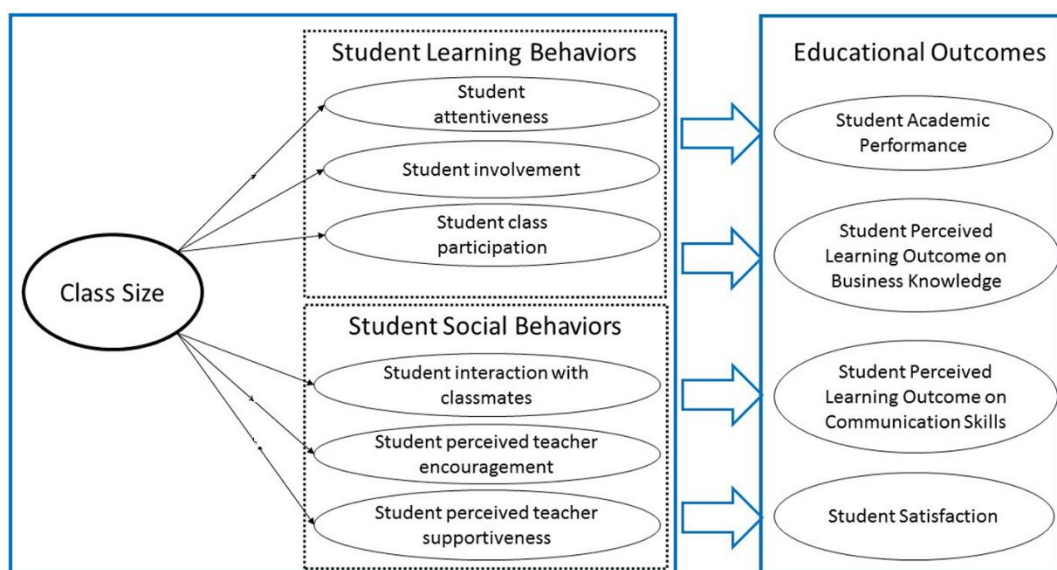
55%, and the answer was no, and it is agreed that teachers can prefer small classes to large classes by 15%, and it is strongly agreed that teachers can prefer small classes to large classes by 9%, so it is clear that teachers prefer small classes to large classes.



(Figure 14)

Discussion:

It is clear from the results of the questionnaire that the classroom has many conditions that must be met to ensure the greatest benefit to students, and this is evident from the following figure that shows the extent of the impact of class size on students.



(Figure 15) showing the effect of class size on student comprehension

- Suitable class environment:

The environment of the classroom is one of the basic criteria that has a big role in the learning of the students during the process of education.

The education process is a very important part of the educational process, as students feel comfortable in it, and it is a place where relationships with friends and teachers within the classroom grow and develop, and the learning process becomes an easy process for students.

To achieve the ideal environment for learning, young students need to be nurtured scientifically, learning within schools involves more than just exposure to information acquisition and content planning, and studies have shown that students absorb everything that is observed around them and that they learn best when they feel comfortable enough to explore their environment, and students in the classroom have their inquisitive nature, and a positive classroom environment is essential as it enables students to be true future explorers and leaders.

A positive teaching and learning environment is one in which students can work as a team, celebrate their achievements, learn from mistakes, and enhance students' ability to learn, this environment provides relevant content, clear learning goals and feedback, skill-building opportunities, and social strategies to help students to success. (Belfi, 2011, pp. 4-13)

All teachers know the factors that can make a classroom environment positive, the problems that students bring from home, the lack of motivation in students whose love of learning stems directly from them, and the pressures of exams.

The creation of a positive environment results in many powerful multiplier effects that increase learning continuously, and when students see the celebration of their superiority, and a sense of empowerment as factors to work on change, they will work to participate in the learning activity and thus learn more effectively, and these strategies increase the ability that relates to students are encouraged to bear the hardships that confront them, and to accept that there are no easy answers, as critical thinking and perseverance lead the way to mastery. (Marcia, 2018, p. 82-86).

A positive learning environment is one of the most important characteristics of a skills-based classroom. A positive learning environment is created when teaching and learning are valued in a participatory manner and when there is a great relationship between students and teachers. (Michael, 2008, p. 221-233).

To establish the trust that leads to genuine engagement and shared learning, you must work to pave the way by building a learning environment in which students feel valued, safe, and supported.

The creation of a learning environment begins in a positive way to deal with the teacher and continues to work on planning, and then it is continuous and dynamic during the implementation of the curriculum, and that maintaining a positive learning environment is an ongoing work, and the educational teacher must always think about how to maintain a positive learning environment and must to consider how students perceive the learning environment.

The teacher must be fully aware of the differences within the classroom, such as the personalities, interests, strengths, and learning styles present in the classroom, and work to develop teaching strategies to meet the needs of the students.

The teacher also bears in mind that the needs of the students can change over the course of the semester or school year, and they should do their best to plan, but they should know that once they get to know the students, they may need to adjust their teaching strategies to ensure they feel the same everyone appreciated.

- The effect of class size on achievement in the classroom:

Classroom overcrowding has many effects on the educational process, including noise among students, failure of the teacher to meet the needs of each student, restriction of teachers' movement within the classroom, cheating in exams, loss of time, difficulty in supervising students, and exam texts and increasing pressure on teachers and students in overcrowded classrooms.

Moreover, the results of several surveys on the perceived effect of class size on the academic achievement of learners showed variance in students' academic performance, and it was noted that despite the classes being crowded with over 85 students per class, most of them did well in their exams. This means that students have different cognitive and concentration abilities and that factors other than

large class sizes have contributed to the low academic achievement of some students. (Bakaza, 2011, p. 45-60)

There are many differing opinions and findings regarding the optimal class size and its impact on student achievement in a significant way.

- Conclusion:

Learning languages is one of the most important aspects that many students seek, and it is a mental process. Appropriate conditions must be provided for the study's process, as the classroom space plays a vital role in the effectiveness of student learning, absorption, and understanding of information, and the ability to master and learn languages, so these important points must be taken into account to help creating the perfect study space, and the student must have space for reading, listening and speaking to master the language.

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APPENDIX

Questionnaire:

Thank you for agreeing to express your opinion on this important questionnaire, which clarifies the topic of Bilingualism, it will take you 4-5 minutes, but it will be very influential in the results of research on this topic.

The Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1- There is a negative impact of large classroom spaces on students.				
2- Large classes have many problems for students.				
3- Small classes help the teacher				

communicate with students distinctively.				
4- Technology can be used greatly in large classes.				
5- The appropriate size of the classes varies due to the different methods of teaching the language.				
6- Students can feel depressed in classes with a large space.				
7- Students can feel shy in small classrooms.				
8- Large classes help students communicate better than small classes.				
9- Large classes can cause the teacher to forget the shapes and names of				

students in class.				
10- Large classes can cause students to not engage in various activities.				
11- Student results in large classes differ from results in small classes.				
12- Learning languages has a special importance over the rest of the school subjects.				
13- Small classes can cause overcrowding as a result of the increase in the number of students in the class.				
14- Teachers prefer small classes over large classes.				

