

Managing Large EFL Classes: Strategies for Classroom Management, Discipline, and Formative Assessment

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Abstract

Managing large English as a Foreign Language (EFL) classes presents significant challenges for teachers, particularly in maintaining discipline, organizing lessons, and ensuring active student participation. The present study aims to investigate how high school EFL teachers in Zakho city address these challenges using classroom management strategies and formative assessment procedures. Following expert validation and a pilot study, Cronbach's Alpha was used for reliability checking, and forty-five randomly selected EFL teachers from different public high schools in Zakho city were administered a standardized questionnaire with closed-ended items covering six key categories. The collected data were analyzed using a One-sample t-test in SPSS Software (version 26). The results showed that teachers frequently employed structured lesson planning and positive discipline, and they placed a high priority on fostering a supportive learning environment. Teacher-student rapport and student involvement were also addressed to some extent, but formative assessment techniques, especially interactive and peer-based methods, were employed less frequently. These results suggest that in order to help teachers employ student-centered strategies more successfully in large EFL classrooms, more support, resources, and training are needed.

Keyword: Classroom Management, Large Classes, EFL Teachers, Management Strategies, Management Challenges

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1. INTRODUCTION

Managing a classroom effectively is one of the significant challenges teachers face in the teaching and learning process, as it directly influences students' learning outcomes, as Rajab and Faqi (2018, p. 62) noted that “classroom management plays a major role in a student's classroom achievement”. This is particularly true for EFL (English as a Foreign Language) teachers, especially in large classes. These teachers often struggle with addressing the diverse needs of their students, managing time for different activities, and maintaining a positive environment in the classroom, especially when dealing with large groups or differing proficiency levels. Thus, classroom management strategies are important for keeping the classroom organized and focused on learning as Bonab and Essmatı (2015) stated that Effective classroom managers are able to create an environment where learning is valued.

Classroom management is often neglected when discussing language teaching; however, it has an essential role in this process. Although many teachers think that it is just a set of strategies to maintain classroom order, it is much more than that. It involves understanding the dynamics of the classroom and providing an encouraging learning environment. To the best of the researchers' knowledge, no studies have closely investigated the strategies that EFL teachers utilize in managing large classes in Zakho city, so the central aim of the present study is to show EFL teachers' strategies to cope with the challenges of managing large classes effectively in the area.

To achieve the above mentioned aims, the following research questions are set:

1. What are the strategies that EFL teachers use in managing large classes?
2. What types of discipline strategies do EFL teachers use in large classes?
3. What formative assessment methods do EFL teachers implement to monitor students' progress in large classes?

Moreover, the findings of the present study hopefully can establish rules for teaching in large classes, help school administrators in making better decisions, and help teachers enhance their management techniques.

2. LITERATURE REVIEW

2.1 CLASSROOM MANAGEMENT

Classroom management has evolved from a focus on maintaining discipline to a broader understanding that includes instructional and emotional aspects. Traditionally, classroom management has been understood as a way to maintain order and prevent disruptions. Supporting this view, Savage and Savage (2010) argue that effective classroom management involves preventing problems before they arise, noting that teachers who experience fewer discipline problems often apply such proactive strategies. However, modern perspectives extend beyond control and prevention. Hue and Li (2008) claim that effective classroom management today encompasses controlling teaching and creating a supportive learning environment. Beyond structure and rules, a central element of good classroom management is the establishment of teachers' authority through engaging lessons that show consideration for the needs of their students. Similarly, Tsui (2003) add that good classroom management needs to be more than just maintaining order and maintaining silence; it should also emphasize promoting learning. This includes establishing clear routines and fostering a motivated and organized learning environment.

In terms of physical management, according to Harmer (2007), effective classroom management involves organizing the physical space, deciding whether students work individually or in groups, and dividing class time efficiently. Cummings (2000) also states that learning is strongly impacted by how time and space are used, which reflects an early understanding of environmental structure in management. Fredericks (2015) further identify classroom management as consisting of three main components: creating a physical space that supports learning, guaranteeing each student's academic success, and encouraging students'

social and emotional growth. Moreover, students' time, space, materials, and behavioral rules and procedures are all taken into consideration by the management system of organization, which enables teachers to provide teaching at the best possible level and establish the foundation for students' learning (Wiseman & Hunt, 2014).

On the instructional side, Manning and Bucher (2014) state that classroom management involves strategies for psychological and physical safety, teaching self-discipline, modifying misbehavior, maintaining orderly routines, and using instructional practices that support positive students' behavior. Accordingly, in order to improve learning outcomes, good classroom management includes instructional strategies and structural design.

2.2 THE CONCEPT OF "LARGE CLASS"

One cannot precisely define what a "large class" is. as usually the number of students assigned to each teacher, or the student-to-teacher ratio, defines it. In some areas, a class of 25 to 30 students is considered large, while in other areas, the same number may be considered normal or even small. However, a class is considered "large" by the teacher when it feels large (UNESCO, 2006). For instance, a teacher who typically teaches classes of 20 students will frequently claim that 30 students is a large class; however, for another teacher whose typical class size is 40, a large class could include 60 students. Despite these variations, teachers almost always end up teaching classes that are larger than what they think is ideal (Todd, 2006). According to Hess (2011, as cited in Rohin, 2013), a secondary or primary school class is considered overcrowded or large if there are 30 or more students in it. Similarly, Hadi and Arante (2015) argue that it is considered normal for a class to have 30 students; if that number is exceeded, the class may be categorized as large. When it comes to language learning, a class of more than 20 students could be considered large. Moreover, according to Brown (2000 p. 25 "language classes should have no more than a dozen people or so. They should be large enough to provide diversity and student interaction and small enough to give students plenty of opportunity to participate and to get individual attention". According to Rohin (2013), large classrooms are those with a high student-teacher ratio, where the number of students exceeds the teacher's ability to manage, control, and assess them efficiently.

Despite the fact that these definitions offer helpful background, most of them are based on global standards and do not take into consideration the practicalities of teaching large EFL classrooms in the Kurdish context. Empirical studies on how teachers in Kurdistan cope

with the challenges of large classes are limited. This study fills the gap by investigating the classroom management strategies and formative assessment methods employed by high school EFL teachers in Zakho.

2.3 STRATEGIES FOR MANAGING LARGE CLASSES

according to Qiang and Ning (2011), the two main problems in large classes are teaching and classroom management. Among the strategies they suggest are mastering students' names, fostering a safe and cooperative learning environment, and giving immediate feedback. Teachers should support both strong and challenging learners and assign appropriate tasks depending on each student's level in order to ensure equal opportunities and lessons can also be customized according to students' interests and varied activities to engage them.

Gleason (1986, as cited in Carbone, 1998) argued that teachers of large classes can foster a sense of community among their students by using strategies that are comparable to those used in smaller classes. These tactics include getting to class early to interact with students informally, moving around the classroom while teaching and getting closer to students when answering their questions. Teachers can also collaborate with teaching assistants to distribute materials, and stay after class to answer questions. By interacting with students face-to-face and stepping away from the platform, teachers can convey friendliness and foster a more inclusive and connected classroom environment.

Obanya et al. (1998) further states that a careful planning is needed to create an engaging and effective learning environment in large classes. Teachers should prepare their lessons, resources, and syllabus in advance, establish relationships with students by getting to know them and communicating with them, and employ a variety of teaching techniques, such as group projects along with question and answer sessions. Using microphones when needed, answering questions from students and allowing anonymous feedback are strategies to promote participation.

Despite the challenges of managing large classes, Harmer (2007) suggests several strategies, such as using worksheets for individual assignments, promoting participation through pair and group work, and employing chorus responses for group practice. Additionally, assigning group leaders to help with tasks and ensuring that all students have clear sight and

audibility are important. Teachers can also use the class size to their advantage by designing active and interesting activities.

Furthermore, Baker and Westrup (2000) add various simple and concise instructions that should be written on the board for clarity or reinforced by gestures. Students can eventually rely solely on gestures as they get used to them, but at first, instructions can be written down or translated if needed. According to them, better comprehension is ensured when instructions are given in two formats, such as printed cues, translations, or spoken English accompanied by gestures. For instance, cupping your hand to your ear to reinforce "Listen" or imitating the action when saying "Close your books". These techniques simplify communication, reduce repetition, and improve students' and teachers' confidence in their ability to understand English.

Teachers can also effectively manage large classes by using role-plays and presentations to develop students' confidence and communication skills, while group or pair work encourages collaboration. Whole-class discussions help ensure active participation from all students. In addition, brief and engaging lectures, along with storytelling activities foster creativity and teamwork. Although large class sizes present challenges, these strategies enhance both participation and learning (Trang, 2015). Furthermore, using engaging tools like videos, hands-on methods, rewards, and more English-speaking practice can also improve motivation and learning (Kahjloo, 2013).

Although these strategies offer useful approaches for managing large classes, their effectiveness often depends on factors, such as teacher training, time availability, and access to resources. In under-resourced settings, like many schools in Zakho city, such limitations can hinder applying these methods consistently.

2.4. DISCIPLINE

The focus of educational discipline has changed throughout history from punitive control to strategies that promote self-control and positive classroom interactions. Charles (2014) compared modern strategies that aim to encourage self-discipline by establishing a supportive learning environment, teaching appropriate behavior, and constructively redirecting misbehavior with earlier models that treated misbehavior as a "crime" and dealt with it through physical punishment, such as scolding or detention.

According to Wolfgang (1999, as cited in Wiseman & Hunt, 2014), discipline is the necessary action carried out when a student's behavior disrupts a learning environment or violates established rules set by teacher, school, or society. In contrast to preventative efforts, this concept indicates a predominantly reactive stance that emphasizes intervention after disruption occurs.

Furthermore, Engagement is often mentioned as a key preventive measure for maintaining classroom discipline. According to Renaud et al. (2007), the primary reasons for discipline problems are alienation and lack of motivation. They also state that many discipline problems disappear when students are interested in the class. This principle suggests that fostering interest through relevant activities can reduce the need for punitive measures.

The literature also emphasizes the importance of structured frameworks for maintaining discipline. Coetzee et al. (2008) identify three essential elements, such as providing rewards for obedience, applying consistent consequences, and establishing clear classroom rules. According to Baker and Westrup (2000), successful classroom discipline requires clear and consistent rules and quick actions to stop problems from getting worse. Teachers should also support students who require assistance and provide tasks to early finishers to avoid boredom. Moreover, feedback should address behaviors rather than individuals to maintain respect in the classroom.

Overall, the literature shows that effective discipline depends on preventive strategies, such as engaging instruction, along with clear rules and consistent organization. While these principles are widely recognized, their effectiveness differs with classroom conditions, teacher training, and cultural expectations. Thus, it is important to examine how these factors interact in specific, under-researched contexts to identify practical and sustainable approaches to discipline.

2.5 CLASSROOM MANAGEMENT CHALLENGES

Classroom management is one of the most challenging problems that many teachers face each year. Losing control of a class of students may be the main source of anxiety for new teachers. Even returning teachers experience nightmares about their disability to control their students' behavior during the first week of classes. This is perhaps the most difficult aspect of the work (Roth, 2015). According to Samaddar et al. (2023), managing a classroom can be

difficult, particularly in countries that are developing. Each teacher frequently has too many students, making it challenging to provide individualized attention. A noisy and disruptive environment is often produced by the large number of students who are not interested, unmotivated, or suffering from psychological problems. Additionally, teachers' time to cover the curriculum is limited, which restricts their ability to interact with students. Rohin (2013) similarly noted that large class sizes make it more difficult to assess students properly, maintain discipline, provide effective communication, and allocate sufficient time to each student individually. Hasa (2023) also emphasized that teachers may not remember students' names or are too busy to spend enough time getting to know them, which makes it difficult to develop personal relationships.

A number of sources highlight how physical and environmental limitations add to the problem. Hayes (1997) identified five major challenges for teachers in large classes: "discomfort, control, individual attention, evaluation, and learning effectiveness." Teachers often feel physically constrained and exhausted by overcrowded classrooms, which limit movement and hinder interactive activities. Hasa (2023) also explain that the most typical traits of large classes are desks and chairs that are stationary, so the seating arrangements do not encourage interactive activities. Teachers and students also find it difficult to move around the classroom without making loud noises because of the small rooms. Similarly, Brown and Lee (2015) highlight that physical challenges such as limited movement, sight, and audibility make teaching more difficult and affect students' ability to engage in different activities.

Discipline and control are also recurrent issues in large classrooms. As Hayes (1997) noted that rising noise and activity levels make it difficult to maintain proper order. According to Brown and Lee (2015), both teachers and students face numerous difficulties in large language classes, such as limited opportunities for peer collaboration, reduced teacher-student interaction, challenges in providing individualized attention, maintaining students' engagement and managing discipline and distracted behavior. Additionally, teachers also face heavier workloads, like planning activities and tracking attendance, which can cause stress. Learning is also affected by lack of resources, loud noises, time constraint, and challenges with group projects and assessments.

Additionally, Khajloo (2013) states that students' varying skill levels, lack of interest, lack of focus, teachers with little experience, and insufficient practice are the main challenges

of learning English. Because many students view English as simply a subject to pass, they become bored and quickly forget it. Difficulties such as tiredness, family problems, and unsuitable learning environments make it more difficult to focus. Lessons are also boring to advanced students, and many teachers instead of speaking English rely too much on written assignments and their native language.

Overall, large language classes present significant challenges for teachers and students, including discipline problems, limited individual attention, and low students' engagement. Physical constraints and diverse student abilities further complicate teaching process. Addressing these challenges requires not only effective classroom management but also pedagogical approaches, such as differentiated instruction, collaborative activities, and active learning strategies to enhance engagement and provide meaningful learning for all students equally.

2.6 ASSESSMENT PROCESS IN LARGE CLASSES

Assessment is an essential component of teaching because it enables teachers to assess their effectiveness, identify areas that require revision, and determine students' engagement. Assessment goes beyond simply giving grades; it is a methodical procedure for monitoring students' progress towards learning objectives and providing direction. It offers information that can be evaluated, but its main goal is to improve students' learning (Larson & Keiper, 2011). Because of having many students, marking assignments and tests takes longer in large classes (Hasa, 2023). Assessments are a common way to evaluate students' learning, but they can also be stressful for students and difficult for teachers to grade, particularly in large classes (UNESCO, 2006). In large classes, doing assignments and providing constructive feedback requires a lot of time. Grading can also be more difficult. When oral activities are used, it can also be challenging to determine who is doing well because it is difficult to figure out who is making mistakes (Wadesango, 2021). According to Hayes (1997), evaluating each student's work carefully is difficult, especially in activities requiring individualized feedback, such as speaking. Ultimately, teachers are unsure about each student's understanding, making it hard to estimate the effectiveness of their teaching in large classes. These challenges indicate the difficulty of providing individualized feedback in large classes, highlighting the need for simpler and more efficient methods for assessing students effectively.

Asodike and Onyeike (2015) recommend some assessment strategies to address assessment challenges, including choosing assignments that are in line with learning goals and outcomes, creating assignments that evaluate how well knowledge is applied in real-world situations, and giving clear instructions. Exams should also be graded quickly and provide valuable insight, regardless of whether they are objective, subjective, or a combination of the two. Moreover, teachers can incorporate self-evaluation, encourage peer marking, and spread out written assignments to increase student involvement in the assessment process and reduce the stress associated with grading. According to Elkhoury (2021), Classroom Assessment Techniques (CAT)s, which offer continuous feedback, brief written tasks, and multiple-choice tests, enable quick and unbiased grading serving as useful tools for managing assessments in large classes. To encourage student reflection and feedback, peer and self-evaluation are encouraged. Group projects, such as discussions and presentations, can also help foster collaboration and communication. Additionally, the evaluation process can be supported and simplified by using technological resources like online grading platforms and video feedback.

Although these methods are helpful, utilizing technological tools requires sufficient resources and teacher training, which may not be available everywhere, limiting their usefulness in some large-class settings.

2.7 PREVIOUS STUDIES

Large EFL classroom management has been studied by numerous scholars. For example, Bahanshal (2013) examined English teachers' challenges and strategies in teaching large classes in Saudi secondary schools by using a qualitative approach. The data for the study were collected through interviews with six experienced English teachers from two public schools in Jeddah. The findings highlighted several challenges, including the lack of individual attention to students, low motivation, limited participation, and limited use of the English language. Additional difficulties included evaluating assignments, managing the classroom, and teachers feeling mentally and physically exhausted due to the large number of students. To overcome these difficulties, the study highlighted some strategies such as making clear rules, using a student-centered approach, grouping students into small groups, and using games and role plays.

Further, Ulfah et al. (2020) in a study entitled "*Teachers' Perspective Toward the Classroom Management of English Teaching-Learning Process in Big Class*" investigated the

way English teachers used to manage large classes at SMK Muhammadiyah 1 Bantul. A qualitative research method was used to collect the data from two English teachers. The instruments used for collecting the study data were a questionnaire, observations, and interviews. The study highlighted three challenges faced by the teachers in managing large classes, such as dividing students into groups, using English language, and encouraging students' participation. For addressing these problems, the teachers used strategies including, students' seating arrangement, grouping students, using media tools, using humor, controlling students, being interactive and balancing teacher- students talking time.

Erlina et al. (2022) also studied the challenges faced by English teachers in a study and the strategies they used to tackle these challenges. A qualitative approach was used by the researchers to collect data from interviewing and observing two English teachers at a private school. Based on the study findings, the teachers faced seven challenges in managing their classes including, poor classroom conditions, discipline problems, assignment evaluation, lack of students' interest in the lesson, difficulties in directing students, monitoring and giving equal attention and using the dominant language despite having these difficulties, strategies like using punishment, games, quizzes, group work, using projectors and speaking tests used by teachers to improve students' engagement.

Collectively, these studies show that managing large EFL classes is challenging due to discipline problems, limited student participation, heavy teacher workload, and difficulties in using English consistently. To address these difficulties, the studies reported practical strategies like group work, interactive activities, and the use of media. Nevertheless, their findings are constrained by small sample sizes and the lack of students' perspectives, making it difficult to fully examine the effectiveness of these strategies in practice.

3. METHODOLOGY

3.1 RESEARCH DESIGN

In order to conduct this study, a quantitative approach was utilized to investigate the strategies EFL teachers employ when managing large classrooms. The study's quantitative component contained a Likert-scale questionnaire with closed-ended items. Muijs (2004, p.1) states that the quantitative research approach is used for “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).”

According to Williams et al. (2021), quantitative research is concerned with measurement and quantities in order to determine the amount, duration, or reasons for an event as well as possibly estimate outcomes in the future. It entails gathering information and converting it into numerical codes.

3.2 THE PARTICIPANTS

The target population of this study consists of high school EFL teachers who taught grades 10 to 12 during the academic year (2024–2025) in Zakho City (a town located on the Iraqi-Turkish border), Kurdistan Region of Iraq. A total of 45 teachers were selected from different public high schools using simple random sampling. In simple random sampling, every member of the population has an equal chance of being chosen (Johnson & Christensen, 2014). Twenty-two male and twenty-three female teachers made up the final sample. This approach was utilized in order to collect data from this sample of local EFL teachers.

3.3 DATA COLLECTION TOOLS AND PROCEDURES

The questionnaire used in this study was adapted from Díaz et al. (2018). Certain items were selected and modified to fit the context of large EFL classes in Zakho high schools and new items were also added, especially in the assessment section to reflect local practices, such as using multiple-choice tests, peer-feedback, and homework. Additionally, the response format was adjusted to a 5-point Likert scale to facilitate more straightforward analysis and better align with the study's objectives.

For validation, the questionnaire was first given to a panel of six experts from different Kurdistan universities to check its suitability and validity for the study. After making revisions in response to the experts' feedback, it was piloted with six high school EFL teachers in Zakho city to ensure its reliability and clarity. According to Brace and Bolton (2022), the goal of a pilot study is to find and correct any mistakes in the questionnaire, such as technical issues, missing instructions, and routing problems. The internal consistency of the questionnaire was also measured using Cronbach's Alpha in SPSS (version 26), resulting in a coefficient of 0.845, which reflects strong reliability.

3.4 DATA ANALYSIS

The quantitative data were collected via a Likert-scale questionnaire and analyzed using a One-Sample t-test by using SPSS Software (version 26) to obtain mean scores, standard deviations, and P-values, and comparing them with a significance level set at 0.05.

4. FINDINGS

The findings of the present study are based on the data collected through the Likert-scale questionnaire, which measured the extent to which teachers implement various classroom management strategies. The mean scores of the items are arranged from the highest to the lowest. Statistically significant items have p-values less than the 0.05 significance level and statistically insignificant items have p-values above this threshold.

4.1 KEEPING DISCIPLINE IN THE CLASSROOM

A key component of effective teaching and learning is maintaining classroom discipline. EFL teachers' strategies for maintaining order in large classes are shown in the table below:

Table 1

Mean Scores for Items Related to Discipline Strategies

No.	Strategy	N	Mean	Std. Deviation	t	P-value
1	I give quick feedback to encourage good behavior, such as praising students for staying on tasks, and to stop misbehavior, like reminding them to raise their hands before speaking.	45	4.11	0.80	9.27	0.00
2	I use nonverbal signals to address misbehavior (e.g., eye contact, proximity, pauses, etc.).	45	4.09	0.95	7.70	0.00
3	I reward positive behaviors (e.g. tangible rewards, giving extra marks, etc.).	45	3.80	1.14	4.71	0.00
4	I implement clear and consistent classroom rules to maintain orders and discipline.	45	3.76	0.80	6.32	0.00
5	I use grading strategy to maintain discipline.	45	3.51	1.14	3.01	0.00
6	I clearly explain consequences for misbehaviors (e.g. loss of break time, extra classroom time, etc.).	45	3.33	1.17	1.92	0.06
7	I inform parents about students' behavior, thus contributing to more effective classrooms.	45	3.11	1.23	0.61	0.54
Overall			3.67	0.44		

The findings in Table 1 show that EFL teachers consistently and generally employ classroom discipline strategies in a positive way. For instance, “giving quick feedback to encourage good behavior” ($M = 4.11$, $p = 0.00$) and “using nonverbal signals to address misbehavior” ($M = 4.09$, $p = 0.00$) scored the highest mean scores, suggesting that these strategies are regularly and efficiently employed. Since both p -values are less than the significance level 0.05, the findings are statistically significant and reflect a consistent pattern across the sample. Similarly, “implementing clear and consistent classroom rules” ($M = 3.76$, $p = 0.00$), “rewarding positive behavior” ($M = 3.80$, $p = 0.00$), and “using grading strategy to maintain discipline” ($M = 3.51$, $p = 0.00$) also demonstrated statistically significant usage, but with slightly lower mean scores. In contrast, “informing parents about students’ behavior” ($M = 3.11$, $p = 0.54$) and “clearly explaining consequences for misbehavior” ($M = 3.33$, $p = 0.06$) were not statistically significant as their p -values exceed 0.05, indicating less consistent application. Generally, the results show that teachers frequently use positive discipline strategies and show a high degree of agreement in their use, with an overall mean score of 3.67 and a comparatively low standard deviation of 0.44. However, there is still a need to enhance parental involvement and provide clearer explanations of consequences for misbehavior.

4.2 ORGANIZATION OF THE LESSON

Maximizing learning opportunities in large classes requires effective classroom organization. The techniques that EFL teachers employ for organizing their classes are shown in the following table:

Table 2*Mean Scores for the Items in Lesson Organization Strategies*

No.	Strategy	N	Mean	Std. Deviation	T	P-value
1	I usually start my lesson with warmers to get students' attention.	45	4.07	0.99	7.26	0.00
2	I utilize hand signals and non-verbal cues to manage students' attention and transitions efficiently.	45	3.96	0.95	6.73	0.00
3	I plan lessons to deal with different learning styles.	45	3.91	0.90	6.79	0.00
4	I establish clear classroom routines and expectations to ensure smooth lesson flow and minimize disruptions.	45	3.69	1.10	4.19	0.00
5	I monitor students' work by spending equal time in all areas of the classroom.	45	3.47	1.22	2.57	0.01
6	I conclude my lesson with reflection activities to review learning outcomes.	45	3.16	1.17	0.89	0.37
7	I adjust seating arrangements based on the activity type used in the classroom.	45	2.91	1.29	- 0.46	0.64
Overall			3.59	0.58		

Some lesson organization strategies were statistically significant ($p < 0.05$), suggesting that teachers regularly used them as shown in Table 2. Thematically, these strategies can be divided into three main groups: lesson planning, classroom management techniques, and reflective practices. In terms of structured planning, teachers regularly used “starting lessons with warm-up activities” ($M = 4.07$, $p = 0.00$) and “planning lessons to address different learning styles” ($M = 3.91$, $p = 0.00$), reflecting efforts to engage students early and accommodate different students’ needs. For classroom management, strategies such as “using hand signals and non-verbal cues” ($M = 3.96$, $p = 0.00$), “monitoring all students’ work equally” ($M = 3.47$, $p = 0.01$), and “setting classroom routines” ($M = 3.69$, $p = 0.00$) were consistently applied to maintain order and ensure participation. However, reflective or adaptive strategies like “changing seating arrangements” ($M = 2.91$, $p = 0.64$) and “ending lessons with reflection activities” ($M = 3.16$, $p = 0.37$) were not statistically significant, suggesting that they were used less frequently or inconsistently. The moderate use of lesson organization strategies is indicated by the average mean score of 3.59, and the standard deviation of 0.58 suggests that participant responses were relatively consistent. The findings show that teachers in managing large classes prioritize structured, proactive strategies, while flexible or reflective approaches are less common due to practical constraints or limited training.

4.3 STUDENT ENGAGEMENT

In large classes, it can be especially difficult to actively involve students in the learning process. The strategies employed by EFL teachers to improve students' engagement are shown in the following table:

Table 3

Mean Scores for the Items in Student Engagement Strategies

No.	Strategy	N	Mean	Std. Deviation	t	P-value
1	I use real-life examples and relatable contexts to make learning more meaningful and engaging.	45	4.27	0.84	10.16	0.00
2	I make students interested in the lessons I teach to make them motivated.	45	4.20	0.84	9.56	0.00
3	I give my students tasks to help them be independent learners.	45	3.84	0.82	6.87	0.00
4	I vary my teaching methods (e.g., discussions, hands-on activities, multimedia) to cater to different learning preferences.	45	3.67	0.93	4.81	0.00
5	I use group work and peer collaboration to enhance students' participation.	45	3.40	1.2	2.25	0.03
6	I incorporate interactive activities such as think-pair-share, debates, and role-plays to maintain students' interest.	45	3.16	1.15	0.91	0.36
7	I provide additional activities to students who finish tasks early.	45	2.51	1.34	-2.44	0.01
Overall			3.58	0.52		

Table 3 demonstrates that many student engagement techniques were consistently employed and indicated statistically significant results ($p < 0.05$). The most frequently used strategies were “utilizing real-world examples” ($M = 4.27$, $p = 0.00$), “making lessons interesting” ($M = 4.20$, $p = 0.00$), and providing tasks to “foster independent learning” ($M = 3.84$, $p = 0.00$). Additionally, teachers reported regularly “varying their teaching methods” ($M = 3.67$, $p = 0.00$) and “using group work” ($M = 3.40$, $p = 0.03$). However, “interactive activities” were less frequently employed, as their mean score ($M = 3.16$) and p-value ($p = 0.36$) indicate no statistical significance. Although it was used less frequently, assigning additional work to students who finish early ($M = 2.51$, $p = 0.01$) was still statistically significant. With an overall mean score of 3.58 and a standard deviation of 0.52, the data suggests that teachers generally apply engagement strategies at a moderate level with fairly consistent patterns across the sample. In general, the findings indicate that independence and motivation are highly valued, with less attention to interactive and differentiated methods.

4.4 TEACHER- STUDENT RAPPORT

Developing a good relationship with students is crucial for establishing a supportive learning environment. The strategies that EFL teachers employ to build rapport with their students in large classes are shown in the following table:

Table 4

Mean Scores for the Items in Teacher-Student Rapport Strategies

No.	Strategy	N	Mean	Std. Deviation	t	P-value
1	I keep eye contact with my students while interacting and talking to them to keep them focused.	45	4.33	0.83	10.83	0.00
2	I balance teacher-student talk time to encourage students' engagement.	45	3.69	0.95	4.87	0.00
3	I master students' names to recognize them as individuals and interact with them to build connections.	45	3.64	1.19	3.63	0.00
4	I involve students in setting classroom rules and procedures to encourage participation.	45	3.47	1.34	2.33	0.02
5	I interact with students as individuals.	45	3.27	1.29	1.39	0.17
6	I help my students solve their problems outside the classroom.	45	3.27	1.29	1.39	0.17
7	I learn about students' personal and social needs by using activities or feedback tools.	45	3.00	1.17	0.00	1.00
Overall			3.52	0.67		

A number of teacher-student rapport techniques were employed regularly and achieved statistical significance ($p < 0.05$), as indicated in Table 4. A focus on interactive classroom rapport was highlighted as the most often used strategies, which included "maintaining eye contact with students" ($M = 4.33$, $p = 0.00$), "balancing teacher-student talk time" ($M = 3.69$, $p = 0.00$), "mastering students' names" ($M = 3.64$, $p = 0.00$), and "involving students in setting classroom rules" ($M = 3.47$, $p = 0.02$). However, methods such as "helping students with problems outside the classroom" ($M = 3.27$, $p = 0.17$), "learning about their personal and social needs" ($M = 3.00$, $p = 1.00$), and "interacting with students as individuals" ($M = 3.27$, $p = 0.17$) were not statistically significant, indicating that they were employed less frequently. The average score of 3.52 and a moderate standard deviation of 0.67 indicate that although certain rapport-building techniques are widely used, there is a noticeable variation in how frequently teachers employ them. Overall, teachers prioritize rapport-building techniques that are simple

to integrate into regular classroom activities, whereas more individualized or external support strategies are less frequently used.

4.5 PSYCHOLOGICAL AND SOCIAL CLASSROOM ENVIRONMENT

Effective learning requires a supportive social and psychological environment. The strategies employed by EFL teachers to create such situation in large classes are shown in the table below.

Table 5

Mean Scores for the Items in the Psychological and Social Classroom Environment

No.	Strategy	N	Mean	Std. Deviation	t	P-value
1	I encourage students to show respect for one another to maintain classroom rules.	45	4.67	0.52	21.5	0.00
2	I encourage my students to use polite expressions when starting conversation with one another in the classroom.	45	4.33	0.739	12.11	0.00
3	I help students develop their abilities to make independent decisions.	45	4.07	0.915	7.82	0.00
4	I promote respect for cultural diversity to create an inclusive learning environment.	45	3.98	0.965	6.80	0.00
5	I encourage students to solve their problems through discussions.	45	3.89	0.804	7.42	0.00
6	I foster a supportive learning environment where students feel safe to express their thoughts and ideas without fear of judgment.	45	3.89	0.775	7.69	0.00
7	I assign classroom responsibilities to students to foster a sense of ownership and cooperation.	45	3.87	0.842	6.90	0.00
Overall			4.10	0.43		

Table 5 above displays the statistical results for the strategies used to provide a supportive social and psychological environment in large EFL classes. Teachers consistently used all the strategies, as evidenced by their statistical significance ($p < 0.05$). With a strong focus on respectful communication, the most often used strategies were "encouraging students to show respect for one another" ($M = 4.67$) and "encouraging polite expressions in classroom conversation" ($M = 4.33$). Additionally, "assigning classroom responsibilities to students" ($M = 3.87$), "encouraging respect for cultural diversity" ($M = 3.98$), "encouraging students to solve problems through discussions" ($M = 3.89$), "helping students develop independent decision-making abilities" ($M = 4.07$), and "creating a supportive learning environment" ($M = 3.89$) were all used consistently. With a low standard deviation of 0.43 and a high mean score of 4.10,

these results collectively imply that teachers consistently give priority to strategies that provide an inclusive, respectful, and psychologically supportive classroom environment.

4.6 ASSESSMENT METHODS

Using appropriate assessment methods is essential for monitoring student development and modifying teaching methods. The following table presents the formative assessment strategies and difficulties in monitoring students' progress in large classes:

Table 6

Mean Scores for the Items in Assessment Methods

No.	Method	N	Mean	Std. Deviation	t	P-value
1	I give homework to evaluate students' understanding.	45	4.07	0.86	8.29	0.00
2	I use multiple-choice questions to make grading simpler because of the class size.	45	3.38	1.03	2.46	0.01
3	I use role- plays to motivate students' engagement.	45	3.27	1.16	1.55	0.12
4	I make quizzes at the end of each lesson to evaluate students' understanding.	45	3.13	1.08	0.83	0.41
5	I ask students to present presentations to foster confidence and enhance students' communication skills.	45	2.91	1.02	-0.59	0.56
6	I use students' Peer-feedback during the lesson to encourage the development of their language skills and critical thinking.	45	2.87	1.29	-0.69	0.49
7	I use group discussion during the lesson to encourage students' participation.	45	2.69	1.28	-1.64	0.10
Overall			3.19	0.58		

Table 6 above shows the statistical results related to the formative assessment techniques that EFL teachers employ in large classes. The fact that only two strategies achieved statistical significance ($p < 0.05$) suggests that they were consistently used. These indicated a preference for simpler and traditional ways of evaluation, such as “assigning homework to evaluate students' understanding” ($M = 4.07$, $p = 0.00$) and “utilizing multiple-choice questions” ($M = 3.38$, $p = 0.01$). The p-values for the other techniques were greater than 0.05, indicating that teachers employed them differently or less consistently. These included “using group discussions” ($M = 2.69$, $p = 0.10$), “role-plays” ($M = 3.27$, $p = 0.12$), “student presentations” ($M = 2.91$, $p = 0.56$), “making quizzes at end of each lesson” ($M = 3.13$, $p = 0.41$), and “using

peer-feedback” ($M = 2.87$, $p = 0.49$). The average mean score of 3.19 and standard deviation of 0.58 demonstrate a moderate adoption of assessment methods, showing variability among respondents and a predominant use of traditional rather than interactive assessments. These findings demonstrate that while teachers occasionally employ interactive assessment techniques, they primarily rely on traditional methods like homework and objective testing.

5. DISCUSSION

Investigating how EFL teachers manage large classes was the aim of the present study. The analysis, which focused on six important areas of classroom management, revealed that EFL teachers in Zakho high schools use a variety of strategies to deal with the challenges of large class sizes, even though they face many difficulties. The discussion part is divided into three major domains, each of which corresponds to a research question in the study, to provide a focused interpretation of the findings.

The first domain answers the first research question: ‘*What classroom-management strategies do high school EFL teachers use?*’

The findings of the study reveal that teachers in Zakho high schools strategically employ planned organizational methods to manage large classes effectively. High mean scores for employing warm-up activities ($M = 4.07$), use of nonverbal cues ($M = 3.96$), planned lesson preparation ($M = 3.91$), and maintaining clear classroom routines and expectations ($M = 3.69$) indicate a strong preference for predictable, well-established procedures. This emphasis on instruction and routine appears to be a deliberate strategy to maintain students’ attention and control within the complexities of overcrowded classrooms. These results are consistent with those of Ezemba et al. (2021), who highlighted the value of well-organized classroom management and clear rules. Additionally, their study recommended that teachers utilize suitable teaching strategies, master students’ names, and set up clear classroom expectations. Both studies show how crucial it is for teachers to be well-prepared. Similarly, establishing routines also supports Cangelosi's (2014) framework, which emphasizes the role of classroom structure in facilitating smooth transitions between tasks. However, some organizational practices, such as allocating equal time to monitor students’ work ($M=3.47$), adjusting seating for group activities ($M=2.91$), or concluding lessons with reflection tasks ($M=3.16$), were

employed less frequently. These results align with Khan and Iqbal's (2012) study, which found that teachers report having little distance between rows in crowded classrooms, which frequently results in poor seating arrangements. Collectively, these findings imply that although the participants in this study employ organized strategies well, spatial and logistical limitations continue to restrict the implementation of more flexible practices.

Additionally, teachers often show an understanding of sociocultural theory by using real-life examples ($M = 4.27$) to make lessons more engaging and relevant. However, the limited use of peer collaboration ($M = 3.40$) suggests that learning remains mostly teacher-centered, with fewer chances for students to work together. Supporting teachers through training could help shift the focus from teacher-led examples to student-led activities and encourage more collaborative learning. These results support Lawrence's (2022) assertion, indicating that effective planning and active learning strategies can enhance teaching in large classes. He emphasized that teachers should plan early and employ different activities during lessons to maintain students' interest and focus. Both studies highlight the role of engaging materials and flexible teaching approaches in improving learning outcomes in large classes. While, according to the present study findings, interactive strategies like providing additional tasks for early finishers ($M=2.51$), incorporating interactive activities such as think-pair-share, debates, and role-plays (3.16) and peer and group cooperation ($M=3.40$) were less frequently employed. This highlights how challenging it is to implement student-centered strategies in large classes. These results are similar to those of Hasa (2023), who found that although students preferred peer review, they also viewed large class sizes as an obstacle that frequently prevents the efficient application of such interactive techniques. This suggests that while teachers recognize the importance of engaging students, certain techniques are underused due to concerns about time management and maintaining classroom control.

Furthermore, teachers actively encourage positive teacher-student relationships through strategies such as maintaining eye contact ($M = 4.33$) to sustain students' attention, balancing teacher-student talk time ($M = 3.69$) to encourage participation, and mastering students' names ($M = 3.64$) to foster individual recognition. These findings suggest that teachers understand the importance of building connections that promote engagement and cooperation, which is particularly critical in large classes where personalized interaction is limited. Partin (2009)

asserts that these kinds of efforts form the foundation for both effective teaching and classroom management. However, less emphasis was given to deeper rapport-building strategies, including having an individual interaction with students ($M=3.27$), learning about students' social and personal needs ($M= 3.00$), helping them with problems outside of the classroom ($M=3.27$), or involving students in establishing classroom rules (3.47). The limited application of these practices reflects the challenges outlined in a study conducted by Vakili et al. (2024), who discovered that crowded classrooms and high teacher workloads limit the chance for individualized attention and hinder the establishment of strong personal relationships with students.

Although not the primary focus of this study, the psychological and social classroom environment also plays a key role in classroom management. Its overall high mean score of 4.10, as shown in Table 5, suggests that a supportive classroom environment can reduce anxiety and enhance students' engagement and comprehension. The participants reported consistently working to establish a polite and orderly atmosphere, as reflected in the mean score of 3.89 for maintaining a positive classroom environment. Other items also received strong agreement: appreciating cultural variety ($M = 3.98$), encouraging polite expression ($M = 4.33$), promoting respectful behavior ($M = 4.67$), and helping students make independent decisions ($M = 4.07$). These findings align with Levin and Nolan's (2014) view that a respectful and emotionally supportive classroom environment is essential for students' focus and engagement. However, they stand in contrast to the findings of Rahmany et al. (2023), who reported that large EFL classrooms often fostered stressful and teacher-dominated environments, where students felt neglected and disengaged. This difference may indicate that the teachers in the present study try to foster a supportive classroom environment; however, as the study reflects only teachers' perspectives, it does not represent students' actual experiences in large classes.

The second domain answers the second research question: *'What discipline strategies are used in large classes?'*

Teachers predominantly relied on preventive and positive discipline strategies in the present study, including providing immediate feedback ($M = 4.11$), using nonverbal cues ($M = 4.09$), rewarding appropriate behavior ($M = 3.80$), and implementing clear classroom rules ($M = 3.76$). This pattern reflects an understanding of proactive classroom management aimed

at minimizing disruptions before they escalate. However, the emphasis on these strategies also suggests a preference for maintaining order through clear expectations and reinforcement rather than punitive measures, which aligns with the results of Rahimi and Hosseini's (2012) study on how Iranian students perceived the disciplinary strategies of their EFL teachers, which revealed that praise and rewards were employed more frequently than punishment or aggressive reactions. These practices also reflect Kounin's concept of "withitness" (1970, as cited in Wolff, 2016), which emphasizes a teacher's continuous awareness of classroom dynamics. Along with these preventive measures, grading as a disciplinary tool in this study was also reported, with a relatively high mean score of 3.51. This suggests that many teachers provide some additional marks to students who performed well and reduce points from those who continuously violated the classroom rules during the course. However, more formal disciplinary techniques, such as providing a detailed explanation of consequences ($M = 3.33$) and informing parents about students' behavior ($M = 3.11$) were used less frequently. This contrasts with Philip's (2013) assertion regarding the significant role parents play in shaping discipline and supporting classroom efforts. A possible explanation for this difference is that teachers in this study are responsible for multiple classes, which limits their time and opportunities to engage with parents effectively. The findings imply that while teachers rely on internal classroom strategies to maintain order, opportunities to extend discipline practices beyond the classroom remain limited.

The third domain answers the third research question: *'What formative-assessment methods do teachers implement to monitor students' progress in large classes?'*

The study found out that assessment was the area with the lowest overall mean score, 3.19, as indicated in Table 6. Because they are easier to manage in large classes, teachers typically rely on traditional assessment methods, including assigning homework, which is simple to administer ($M = 4.07$), and using multiple-choice item quizzes, which make grading easier ($M = 3.38$). This is consistent with the findings of the study conducted by Khatib and Bagheri (2018), which identified homework as a highly effective and commonly used assessment method. Additionally, Sekiwu (2009) pointed out that in overcrowded classes, teachers frequently rely on written assignments and homework as alternative methods, while

more dynamic techniques, such as role-plays, student presentations, and peer review are rarely employed. This reliance on conventional approaches may reflect a pragmatic response to logistical constraints, such as large number of students, limited class time, and a lack of technological support, rather than a pedagogical preference.

Obanya et. al. (1998) further recommend employing active assessment techniques, including self-assessment and peer assessment in large classes. According to them, these techniques can give students meaningful feedback and keep them interested in their learning. The findings of this study, however, show that EFL teachers rarely employ interactive assessment methods in large classes, like student presentations ($M = 2.91$), role-playing ($M = 3.27$), peer feedback ($M = 2.87$), or group work evaluation ($M = 2.69$). The reason for the low frequency of these techniques could be a lack of sufficient training and resources, which makes it difficult for teachers in Zakho high schools to apply them consistently in their daily practice. This stands in contrast to Lawrence's (2022) argument that even in large classes, student-centered strategies such as group projects and assessment based on clear rubrics can enhance learning and maintain students' engagement. The low scores for active assessment techniques, such as group discussions and student presentations, suggest that while teachers acknowledge their importance, constraints related to time, resources, and training limit their effective implementation. This indicates a gap between the ideal formative assessment practices and the practical challenges teachers face in large EFL classrooms.

In conclusion, Zakho high school EFL teachers use well-prepared classroom management and positive discipline strategies suitable to large classes, consistent with Safura et al. (2023). However, constraints like limited space, resources, and workload limit the use of student-centered engagement and formative assessment. Targeted professional development and official support are needed to promote more flexible organization, active learning, and diverse assessments in large EFL classrooms.

6. CONCLUSIONS

The findings of this study reveal that managing large EFL classes in Zakho is mainly shaped by practical challenges, such as limited lesson time and overcrowded classrooms. Consequently, teachers tend to depend on simple, practical strategies rather than more interactive or student-centered approaches. While efforts to create inclusive and respectful

classroom environments are evident, deeper students' engagement and emotional relations are often restricted due to time and resource limitations. In terms of discipline, teachers mainly use immediate feedback and nonverbal signals, giving less attention to collaborative approaches such as parental involvement. Similarly, lesson organization highlights structured routines and warm-up activities; however, large class sizes and limited space restrict the use of flexible seating and reflective lesson conclusions. Although teachers frequently incorporate real-life examples and encourage independent learning, interactive strategies, such as group work and peer collaboration are applied inconsistently. Regarding assessment practices, teachers generally rely on traditional methods, such as homework and multiple-choice quizzes, rather than formative or personalized approaches. Overall, the classroom management strategies used in this study reflect the daily challenges teachers face and show a preference for practical approaches rather than ideal theoretical methods

7. PEDAGOGICAL IMPLICATIONS

Based on the findings of this study, several practical implications can help improve the management of large EFL classes. These recommendations focus on addressing key challenges such as overcrowding classrooms, limited teacher training, lack of students' engagement, difficulties in maintaining classroom discipline, and collaboration with parents as listed below:

1. Addressing crowded classrooms by reducing class sizes or providing extra instructional support is critical to improving classroom management in large EFL classes.
2. Policymakers ought to encourage teachers to use successful strategies for maintaining order and engaging students in large classes through ongoing professional development.
3. To create inclusive, respectful, and encouraging learning environments, special training that focuses on developing deeper positive teacher-student relationships is essential.
4. To support ongoing improvements in classroom management, educational institutions should support teachers in adopting reflective practices, including peer observation and involvement in professional learning communities.
5. Improving communication and collaborations between parents and teachers is essential for motivating students while reinforcing discipline, especially in large classes.

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پوخته □

ریکخستنا پولین مه زن (ژمارا قوتابیان زوور) یین زمانی ئینگلیزی وهکو زمانهکی بیانی (EFL) ناستهنگهکا بهرحافه بو ماموستایان، بتایبهتی د بوارئ پاراستنا پیگیریکرنا قوتابیان ب یاسایین پولئ، ریکخستنا وانئ و چالاککرنا پشکداریکرنا قوتابیان دیولیدا. ئارمانجا فی فهکولینی ئهوه چاوانیا سهردهدیریکرنا ماموستایین زمانی ئینگلیزی وهکو زمانهکی بیانی (EFL) دگهل فی ئاریشی دیاربکته بریکا بکارئینانا ستراتیژیین بریقهبرنا پولئ و ریکین بهردهوام یین ههلسهنگاندنا قوتابیان دیولیدا. راپرسییه ک هاته نامادهکرنا کو پیکدهات ژ پرسیارین گرتی و ژ شهش کهتهگورییان پیکدهات. پشتی پشتراستکرنا نافهروکا وی ژلای شارهزایانقه، بکارئینانا تیستهکا دهستپیکی (pilot study)، وبکارئینانا (کرونباخ الفا Cronbach's Alpha) بو شروفهکرنا باومدیا خالین راپرسی، راپرسی هاته دابهشکرنا لسه 45 ماموستایین نامادهی یین زمانی ئینگلیزی وهکو زمانهکی بیانی یین کو بشیوهیهکی ههرمهکی هاتینه ههلبزارتن ژ قوتابخانین جیاواز یین نامادهی ل باژیری زاخو. نهو پیزانینین هاتینه کومکرنا هاتنه شروفهکرنا بریکا ب کارئینانا پروگرامی SPSS (تیگوهورا 26)، ژیرخانهیا (One-sample t-test). نهجامین فهکولینی دیاردکهن کو ماموستایان ریکین ریکخستنا پولئ و ریکین نهزینی بو پاراستنا پیگیریا قوتابیان ب رینمایین پولئ بکارئینان، وان گرنگیهکا زیده

ب ههولدا نا پهیدا کرنا ژینگه ههکا فیر کرنی یا گونجای ددا دنا ف پولیدا. ههروه سا په یوه ندیا ماموستایان دگهل قوتابیان و ههولدا نا قوتابیان دپشکداریکرنا چالاکیین پولیدا بریژهیه کا دیارکری گرنکی بی دهاته دان، به لی تهکنیکین چالاک و ریکین بهردهوام یین هه لسه نگاندا نا قوتابیان دنا ف پولیدا، بتایبه تی نه و تهکنیکین کو قوتابیان هانددن پیکفه کاربکن کیم دهاتن بکارئینان. نه نجامین فی فه کولینن پیشینیار دکن ژبوی هاریکاریکرنا ماموستایان داکو وان ستراتیژیان بکاربینن یین کو قوتابی بشیوهیه کی سهرکه فتییانه سه نته ری بریقه برنا چالاکیین پولی بن، پشتگیرییه کا زیده تر، زیده رین زیده تر و پتر پشکداریکرنا ماموستایان دخولاندا پی تفینه.

په یقین سه ره کی: ریکخستنا پولی، پولین مه زن، ماموستایین زمانی ئنگلیزی، ستراتیژیین ریکخستنی، ناسته نگیین ریکخستنی

المستخلص

تشكل الصفوف التي تحتوي على اعداد كبيرة من الطلبة والتي يدرس فيها اللغة الانجليزية كلغة ثانية تحديا كبيرا لتدريسي تلك الصفوف ، خاصة فيما يتعلق بالحفاظ على الانضباط و تنظيم الدروس و تفعيل مشاركة الطلبة في الصف بشكل فعال. تهدف الدراسة الحالية الى التحقق من الطريقة التي يتعامل بها تدريسي المدارس الثانوية هذه التحديات في مدينة زاخو وذلك عن طريق استخدام استراتيجيات ادارة الصف و كذلك الاجراءات التي يتبعها التدريسي في متابعة التقييم اليومي المستمر للطلبة في مدينة زاخو. بعد التحقق من صحة الاستبيان من قبل لجنة الخبراء و كذلك اجراء دراسة تجريبية و استخدام معامل (كرونباغ الفا) للتأكد من جاهزية الاستبيان لاجراء هذه الدراسة، تم توزيع الاستبيان بفقراتها الستة على خمسة وأربعين مدرسًا للغة الإنجليزية كلغة أجنبية في المرحلة الثانوية التي تم اختيارهم عشوائيًا من مدارس حكومية مختلفة في مدينة زاخو. تم تحليل البيانات باستخدام اختبار T لعينة واحدة عبر برنامج (SPSS، الإصدار 26). اشارت النتائج التي توصلت اليها الدراسة ان المدرسين استخدموا بشكل متكرر خطة منظمة للدرس و انضباطا اجابيا ذات اولوية عالية لتعزيز بيئة تعليمية داعمة في الفصل الدراسي كما تم تناول علاقة المدرس بالطالب و مشاركة الطلاب الى حد ما في النشاطات الصفية. و لكن استخدام تقنيات التقييم التكويني بالاخص استراتيجيات العمل الجماعي من قبل الطلبة في الصف كانت اقل استخداما. وبالإضافة الى ذلك، استنبط هذا البحث حاجة المدرسين الى المزيد من الدعم المؤسسي من خلال تنظيم و اجراء دورات متقدمة في مجال ادارة الصفوف و تحفيز مشاركة الطلبة في النشاطات الصفية و تطبيق اساليب التكويني المتنوعة بما يتناسب مع البيئة التعليمية في الصفوف التي تحتوي على اعداد كبيرة من الطلبة لتدريس اللغة الانجليزية كلغة اجنبية.

كلمات المفاتيحية: ادارة الصفوف الكبيرة ، مدرسو اللغة الانجليزية كلغة اجنبية ، استراتيجيات الادارة، تحديات الادارة.