

## **Major Barriers to Learning English in Large Classes: Perspectives of Iraqi Sixth Preparatory Students**

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### **ABSTRACT:**

The present study aimed to identify the obstacles that impede the learning of English in large-sized classes from the perspective of sixth-grade preparatory students. The research was conducted in preparatory schools under the General Directorate of Education, Baghdad / Rusafa 3, for the academic year 2022-2023. To this end, the researcher designed a questionnaire comprising 28 items, categorized into three domains: academic barriers, psychological barriers, and social barriers. To ensure the validity of the questionnaire, it was reviewed by a panel of experts and specialists in teaching methods and educational counseling, with certain items being reformulated based on their feedback and suggestions. To determine the reliability of the questionnaire, Cronbach's Alpha method was applied, yielding a value of 0.90. Following the statistical analysis of the data, the research findings indicated that sixth-grade preparatory students face significant barriers that hinder their learning of English in large-sized classes. Consequently, the researcher proposed a set of recommendations and suggestions.

**Key words:** (learning barriers, large classes, sixth preparatory students).

## عوائق تعلم اللغة الإنكليزية في الصفوف الكبيرة العدد: وجهات نظر طلبة الصف السادس الاعدادي

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### المخلص:

هدفت الدراسة الحالية إلى التعرف على العوائق التي تحول دون تعلم اللغة الإنكليزية في الصفوف الكبيرة من وجهة نظر طلبة الصف السادس الاعدادي. وقد تحدد البحث بالمدارس الإعدادية التابعة للمديرية العامة للتربية، بغداد/الرصافة ٣ لسنة ٢٠٢٢-٢٠٢٣. ولتحقيق ذلك، قام الباحث بتصميم استبيان مكون من ٢٨ فقرة حيث قسمه إلى ثلاثة مجالات: العوائق الأكاديمية، العوائق النفسية، العوائق الاجتماعية. وللتأكد من صدق الاستبيان، تم عرضه على مجموعة من المحكمين والمتخصصين في طرائق التدريس والإرشاد التربوي، وتمت إعادة صياغة بعض الفقرات بناءً على تعديلاتهم واقتراحاتهم. ولتحديد ثبات الاستبيان، تم تطبيق معامل ألفا كرونباخ، حيث بلغت قيمته (٠.٩٠). وبعد التحليل الإحصائي للبيانات، أشارت نتائج البحث إلى أن طلبة الصف السادس الاعدادي يواجهون معوقات فعالة تعيق تعلمهم للغة الإنكليزية في الصفوف الكبيرة. وبناءً على ذلك، قدم الباحث مجموعة من التوصيات والمقترحات. الكلمات المفتاحية: (حواجز التعلم، الصفوف الكبيرة العدد، طلاب الصف السادس الاعدادي).

## 1. INTRODUCTION

### 1.1 The Problem of the Study

Many scholars believe that class size is a significant factor that negatively affects students' academic achievement, particularly in the area of language skills such as speaking and listening, which tend to be neglected in larger classes. In addition, large classes often lead to a lack of interaction among students, as they can be anonymous and passive, resulting in potential discipline problems. Furthermore, students tend to be more engaged and receive more feedback and exams in small classes, leading to better performance. Teachers also tend to prefer teaching smaller classes as they believe they can be more effective. It is crucial to consider reducing class size as well as developing effective teaching strategies that work well in larger classes. Cavanagh (2016:19)

contends that exploring the effects and unique requirements of large classes is crucial since the majority of studies concentrate on techniques for small classes. According to many scholars, including Hindi & Arante (2015:17) and Hayes (2016:33), large classes pose a significant challenge for teachers at all levels as it is difficult for them to interact with their students effectively.

Others, such as Bamba (2012:37), hold a negative perspective and argue that large classes do not provide a suitable environment for effective teaching and learning. Drawing on personal experience as both a teacher and a student, (Ibid:8) notes several difficulties and disadvantages associated with large classes. These include limited exam-taking opportunities, longer correction times for exams, discipline problems, and the difficulty of providing individualized attention and immediate feedback in a large class setting. Additionally, she highlights the lack of opportunity for students to ask questions in large classes, which contrasts with the individualized attention given to students in smaller classes.

### **1.2 The Significance of the Study**

The study intends to identify the possible barriers to students' learning, whether they are instructional, psychological, or social. Moreover, the study aims to offer teachers useful and suitable strategies and approaches to address the challenges of large classes. The results of this research may also contribute to the development of future curricula and the selection of textbooks, considering the impact of physical factors in teaching.

### **1.3 The Aim of the Study**

It is to identify the main barriers to learning English in large classes from the perspective of preparatory sixth-grade students in Iraq.

### **1.4 The Limitations of the Study**

- Barriers to learning English in large classes.

- Sixth-grade students.
- General Directorate of Education, Baghdad, Rusafa III.
- 2022 – 2023.

### **1.5 The Definitions of the Basic Terms**

For the purpose of clarity, the basic terms included in the title of study are defined as follows:

- Learning Barriers: According to Ladson-Billings (1994: 23), Vygotsky (1978: 287), Freire (1970: 13), and Dweck (2006: 77), learning barriers are "obstacles or challenges that hinder a student's ability to learn effectively". These barriers may be physical, cognitive, emotional, or social in nature and can be caused by a variety of factors, including poverty, lack of resources, disabilities, or cultural differences.
- Large Classes: According to the National Center for Education Statistics, large classes in K-12 education are typically defined as those with more than 24 students (NCES, n.d.: online).
- Iraqi Sixth Preparatory Students: It refers to the students who study EFL in the 12 stage in Iraqi schools.

## **2. REVIEW OF THE RELATED LITERATURE**

### **2.1 The Importance of Learning English Language**

In today's globalized world, learning English is crucial as it has become the primary language of communication in many fields, including business, education, and technology. According to Crystal (2003: 60), English is the world's most widely spoken and written language, with over 1.5 billion people using English worldwide. This widespread use of English makes it an essential tool for communication with people from different cultures. Proficiency in English is also critical for career opportunities as it is the language of international business. Neeley (2012: 24) notes that "English has become the default

language of business, and the ability to communicate effectively in English is essential for professionals seeking to advance their careers". Knowing English can also provide individuals with access to new markets and opportunities for professional growth.

In addition, English is the language of higher education, and proficiency in the language is necessary for success in academic pursuits. According to Green, & Matherly (2018: online), English is the language of instruction for over 70% of the world's top universities. Many universities and colleges require students to have a certain level of proficiency in English before admission, and courses and assignments are often conducted in English.

## **2.2 Learning Barriers in Large Classes**

The major barriers that learners face when they try to learn English in large classes are divided into three ones. They are as follows:

- a. Social Barriers:** One of the social barriers that learners face when learning English in large classes is the lack of individualized attention from teachers. Teachers may not have enough time to provide individual feedback and support to each student, resulting in students feeling neglected and struggling to keep up with the pace of the class (Li, 2021:94). Additionally, learners from different cultural and linguistic backgrounds may face challenges in understanding and adapting to the English language, resulting in a lack of social integration and peer support (Zhang, 2020: 198).
- b. Educational Barriers:** Limited opportunities for interaction and practice are a common educational barrier that learners face in large English language classes. Students may not have the same opportunities to participate in discussions, practice speaking, and receive individualized feedback as they would in smaller classes. This can lead to a lack of engagement and motivation, resulting in poor language acquisition and retention (Li, 2021: 81). Moreover, the use of traditional teaching methods can also be an educational barrier.

Lectures and textbooks may not be enough to engage students and meet their learning needs. Teachers may need to incorporate more interactive and student-centered activities that encourage critical thinking, collaboration, and problem-solving (Li, 2021: 82).

**c. Psychological Barriers:** Language anxiety, for example, is a common psychological barrier that learners face when learning a new language. In large classes, learners may feel intimidated or embarrassed to participate in discussions or practice speaking in front of their peers and teachers, leading to decreased confidence and motivation (Dewaele & Alfawzan, 2018: 97). Additionally, learners may face self-esteem issues due to comparisons with their peers and a lack of recognition for their achievements and efforts (Li, 2021: 84).

### **2.3 Definition of Large Classes**

The definition of a "large class" can vary depending on the educational level and the context. For example, a study conducted by the National Center for Education Statistics (NCES) defines large classes as those with 30 or more students in elementary and middle schools (NCES, 2021: online). In contrast, large classes in high schools and universities are often defined as those with 50 or more students (Kezar & Maxey, 2014: 27). Regardless of the specific definition, large classes can pose significant challenges to both students and teachers.

For example, a study by Barkley and Cross (2013: 74) found that large classes can hinder student engagement and participation, while a study by Waring and Breen (2018: 23) found that large classes can limit the amount of individualized attention that teachers can provide to students.

### **2.4 The Impact of Large Classes on Classroom Management**

According to several researchers, including Brouwers and Tomic (1999:22), classroom size is a primary factor that negatively impacts classroom management and places a

heavy burden on teachers in managing the learning-teaching process. Large classes present a range of disciplinary issues for both teachers and students, including problems with individual attention, classroom management, and learning strategies (Hayes, 1997:78). The negative impact of large classes on classroom management is multifaceted. Firstly, teachers face difficulties in managing discipline issues, students who are still adjusting to the new environment. Secondly, it is challenging for teachers to handle large numbers of students with different attitudes and interests while also organizing effective learning activities. In addition, teachers in large classes struggle to provide equal opportunities for all students to participate, offer feedback, and evaluate performance. Bamba (2012:11) contends that modern teaching methods such as the communicative approach are challenging to implement in large classes due to limited space, and teachers find it challenging to monitor and facilitate pair or group work.

### **2.5 Suggested Techniques and Strategies to Use in Large Classes**

Teaching in a large classroom can present several barriers for both students and educators. Some of the barriers students may face include reduced interaction with the teacher, difficulty engaging in class discussions, and less individual attention. However, there are several techniques and strategies that educators can use to overcome these barriers and create a positive learning environment. Here are some examples:

1. Use active learning techniques: Active learning engages students in the learning process, encourages critical thinking, and promotes collaboration among students (Prince, 2004: 225).
2. Use group work: Group work encourages collaboration and creates a more personalized learning environment (Johnson & Johnson, 2014:189).
3. Use technology: Technology can enhance learning and increase student engagement. For example, using online discussion forums or learning platforms

can promote communication and discussion among students (Roberts & Roberts, 2008: 191).

4. Provide regular and timely feedback: Feedback can help students stay on track and motivated, and it can also help them identify areas for improvement (Weaver, 2006:382).
5. Use peer teaching: Peer teaching allows students to take an active role in their learning, encourages collaboration, and reinforces the material being taught (Hendry & Dean, 2002: 19).
6. Use flipped classroom techniques: Flipped classrooms allow students to prepare for class in advance, which can enhance engagement and increase retention of the material (Bishop & Verleger, 2013: 17).
7. Provide opportunities for reflection: Reflection encourages students to think about their learning, promotes critical thinking, and can enhance engagement (Schön, 1983:45).
8. Use humor: Humor can create a positive classroom atmosphere, relieve stress, and enhance engagement (Berk, 2002: 31).
9. Use case studies: Case studies allow students to apply the material being taught to real-world situations, promoting critical thinking and enhancing engagement (Herreid & Schiller, 2013: 62).
10. Use role-playing: Role-playing can enhance engagement, promote critical thinking, and help students understand complex concepts (Wilkinson & Faucher, 2003: 47).
11. Use storytelling: Storytelling can make the material more relatable and memorable, which can enhance engagement and retention (Hartley & Sutton, 2013: 15).

12. Create a supportive classroom environment: A supportive environment can promote engagement, reduce stress, and enhance learning (Pekrun, Elliot, & Maier, 2009: 123).
13. Use differentiated instruction: Differentiated instruction allows educators to meet the diverse needs of students and can enhance engagement and motivation (Tomlinson, 2014: 188).
14. Provide opportunities for student choice: Allowing students to choose topics or assignments can enhance engagement and motivation (Deci & Ryan, 2000: 203).
15. Use active listening: Active listening can enhance communication and create a more positive classroom environment (Hargie & Tourish, 2009: 113).
16. Encourage collaboration among students: Collaboration can promote critical thinking, enhance engagement, and create a more personalized learning environment (Barkley, Cross, & Blacl, 2014: 249).
17. Use visual aids: Visual aids can enhance understanding and retention of the material being taught (Mayer & Moreno, 2003: 121).
18. Use real-world examples: Real-world examples can make the material more relatable and enhance engagement (ibid).
19. Provide opportunities for self-directed learning: Self-directed learning allows students to take control of their own learning, which can enhance engagement and motivation (Knowles, 1975: 86).
20. Use formative assessment: Formative assessment can help educators identify areas where students may be struggling and adjust their teaching accordingly (Black & William, 1998: 86).

### **3. PROCEDURES**

#### **3.1 Research Method**

The initial step in the research process is to choose an appropriate research methodology. There are various designs available, and the selection process depends on the preceding steps and is aligned with them. The type and nature of the study determine the research method employed, which in turn defines the type of study being conducted. Thus, the researcher opted for the case study approach to align with the research goal. It is a research method that involves a detailed examination of a specific person, group, event, organization, or phenomenon to gain insights into the complexities of the case being investigated (Baxter & Jack, 2008: 551).

### **3.2 Population and Sample of the Study**

The research population consisted of male and female preparatory sixth-grade students at the preparatory schools at the General Directorate of Education, Baghdad / Rusafa during the academic year (2022–2023).

#### **3.2.1 Pilot Administration**

50 students, who selected from the whole population out of the basic sample of the current study, have been selected for the sake of conducting a pilot administration of the instrument (the questionnaire).

#### **3.2.2 Basic Sample of the Study**

1٦0 male and female students, as a random sample, were drawn from the original population.

### **3.3 Data Collection**

The researcher provided questionnaires to a sample of 200 students, consisting of 100 male and 100 female students. The students were given autonomy in filling out the questionnaires to ensure more dependable and trustworthy findings. However, only 160 completed questionnaires were collected.

### **3.4 Instrument**

To attain the objectives of the current study and obtain accurate outcomes, the researcher employed a student questionnaire as a suitable tool, given its capacity to

deliver results within a limited period. As per Seliger and Shohamy's (1989: 172) definition, a questionnaire refers to a printed document designed to collect data that includes inquiries which the respondents are expected to answer, usually without revealing their identity. The items of the questionnaire were classified into three fields. They are as follows:

- a) **Academic Barriers:** which included (13) items (1 – 13).
- b) **Psychological Barriers:** which included (9) items (14 – 22).
- c) **Social Barriers:** which included (6) items (23 – 28).

### 3.4.1 Validity of the Instrument

Macky and Gass (2005: 369) define validity as the degree to which one can draw accurate conclusions based on the outcomes obtained from a specific measure. Different types of validity, including face validity, content validity, and construct validity, have been identified by Best and Kahn (2006: 295). Content validity is the most appropriate type to assess whether the instrument used in the current study is valid for achieving the research objectives. In order to establish content validity, a panel of experts in the field of teaching methods and educational counseling reviewed the questionnaire, made minor modifications, which were duly addressed by the researcher. See table 1.

**Table 1**  
**Names of the Jury Members**

No.	Academic title	Name	Certificate	Place of work
1.	Asst. Prof.	Al-Tai Ayed	Ph.D.	General Directorate of Education of Baghdad / Al-Rusafa 3
2.	Instructor	Al-draji Faisal	Ph.D.	General Directorate of Education of Baghdad / Al-Rusafa 3
3.	Instructor	Al-Shara Hasanain	Ph.D.	General Directorate of Education of Baghdad / Al-Rusafa 3
4.	Instructor	Al Khuzaei Mahmood	Ph.D.	General Directorate of Education of Baghdad / Al-Rusafa 3

5.	Instructor	Albundawe Murtadha	M. A.	General Directorate of Education of Baghdad / Al-Rusafa 3
6.	Instructor	Mizhir, Sa'ad	M. A.	General Directorate of Education of Baghdad / Al-Rusafa 3

### 3.4.2 Reliability of the Instrument

Reliability is the degree of consistency that the instrument or procedure demonstrates (Best & Kahn, 2006: 289). To obtain a reliable instrument, the outcomes must be alike when they are applied in various cases (Richards and Schmidt, 2010: 481). To be more accurate, an instrument cannot measure anything well except it measures its constancy (Lilienfeld at al., 2015: 67). To measure the present questionnaire's reliability Cronbach's Alpha method was applied since it is the most common and accurate coefficient used in such research. The findings indicated that the reliability coefficients is (0.90), which fits the purpose of the study.

### 3.5 The Scoring Scheme

The questionnaire in question employs a five-point rating scale, and the scoring methodology employed in the current study entails assigning a score to each rating level. The questionnaire uses the Likert five-point scale as illustrated below:

**I do agree = 5, I Agree = 4, I don't care = 3, I disagree = 2, I do disagree = 1**

### 3.6 Statistical Means

To scrutinize the data obtained from the student responses on the questionnaire, various techniques were employed, including:

1. Employing SPSS software to determine the arithmetic means, standard deviations, percentages, and computing Cronbach's Alpha coefficient.
2. Organizing the questionnaire items in a table format.
3. Addressing each item individually by examining the statistical figures.

## 4. PRESENTATION of the RESULTS

#### **4.0 An introductory Note**

The researcher presented summaries of the statistical analysis results and emphasized the key findings and to examine them, the following rankings were employed for analysis:

- 1) Very high degree: 80% and above
- 2) High: 70% to 79.9%
- 3) Moderate: 60% to 69.9%
- 4) Low: 50% to 59.9%
- 5) Very low: below 50%

#### **4.1 The Results of the First Field: Academic Barriers**

To obtain the results of this field, the researcher used the means, standard deviations, percentages and ranks for each item. See table 2.

**Table 2**

#### **Means, Standard Deviations, Percentages and Ranks for Academic Barriers Items**

Items	Mean	S.D	Percentage	Rank
<u>1.</u> The teacher is the center of attention in a large class.	3.73	1.114	74.625	High
<u>2.</u> The teacher may struggle to give individual attention in a large class.	3.76	1.163	75.25	High
<u>3.</u> Learning in a large class is not preferable for me.	3.81	1.241	76.125	High
<u>4.</u> Large classes may increase the likelihood of cheating.	3.98	1.163	79.625	High
<u>5.</u> Sitting at the back of a large class is not advantageous.	3.93	1.071	78.625	High
<u>6.</u> Communication skills in a large class may be limited.	3.73	1.040	74.5	High
<u>7.</u> Critical thinking may be constrained in a large class.	3.51	0.997	70.25	High
<u>8.</u> Activities in a large class may not be well-defined.	3.51	1.046	70.125	High
<u>9.</u> It may be difficult to assess oneself in a large class.	3.58	1.125	71.5	High
<u>10.</u> The atmosphere of a large class may not suit me.	3.46	1.181	69.125	Moderate
<u>11.</u> The information provided in a large class may be insufficient.	3.58	1.135	71.625	High

<u>12.</u> Large classes may not encourage active participation.	3.69	1.070	73.875	High
<u>13.</u> Teaching materials and visual aids may be ineffective in a large class.	3.24	1.349	78.875	High
<b>Total</b>	3.65	1.13	73.08	High

The results show that the students' responses on the items of the academic barriers field were high with a mean of (3.65) and a percentage of (73.08%). The students' responses were very high on all items except item number 10. It was moderate.

#### **4.2 The Results of the Second Field: Psychological Barriers**

To obtain the results of this field, the researcher used the means, standard deviations, percentages and ranks for each item. See table 3.

**Table 3**

#### **Means, Standard Deviations, Percentages and Ranks for Psychological Barriers Items**

Items	Mean	S.D	Percentage	Rank
<u>14.</u> Large classes make me feel shy.	3.39	1.293	67.75	Moderate
<u>15.</u> I find it difficult to express myself.	3.64	1.130	72.75	High
<u>16.</u> I rarely feel comfortable in large classes.	3.62	1.228	72.375	High
<u>17.</u> Neglect is common in large classes.	3.49	1.223	69.875	Moderate
<u>18.</u> I sit in the back seats of the large class to avoid criticism.	3.36	1.178	67.125	Moderate
<u>19.</u> I experience anxiety in large classes.	3.09	1.063	61.875	Moderate
<u>20.</u> I feel very embarrassed in large classes.	3.19	1.188	63.75	Moderate
<u>21.</u> I don't feel confident about getting high scores in large classes.	2.66	1.365	53.125	Low
<u>22.</u> Large classes tend to be boring.	3.16	1.317	63.25	Moderate
<b>Total</b>	3.28	1.22	65.76	Moderate

The results show that the students' responses on the items of the psychological barriers field were moderate with a mean of (3.28) and a percentage of (65.76%). The students' responses were moderate on the items (14, 17, 18, 19, 20 and 22), while the items (15 and 16) were high. It 21 item was low.

#### **4.3 The Results of the Second Field: Social Barriers**

To obtain the results of this field, the researcher used the means, standard deviations, percentages and ranks for each item. See table 4.

**Table 4**

#### **Means, Standard Deviations, Percentages and Ranks for Social Barriers Items**

Items	Mean	S.D	Percentage	Rank
<u>23.</u> Lack of interaction between the student and the teacher.	3.55	1.228	71	High
<u>24.</u> I can use the mobile phone and the teacher doesn't know.	3.21	1.305	64.25	Moderate
<u>25.</u> <b>The teacher's interest is less in the large class.</b>	3.39	1.218	67.75	Moderate
<u>26.</u> The teacher rarely remembers the students' names.	3.31	1.250	66.25	Moderate
<u>27.</u> <b>The teacher loses control in the large class.</b>	3.38	1.363	67.5	Moderate
<u>28.</u> Too much joking in the large class.	3.40	1.323	68	Moderate
<b>Total</b>	<b>3.37</b>	<b>1.269</b>	<b>68.45</b>	Moderate

The results show that the students' responses on the items of the social barriers field were moderate with a mean of (3.37) and a percentage of (68.45%). The students' responses were moderate on the items (24, 25, 26, 27 and 28), while the item (23) was high.

#### **5. INTERPRETATION of the RESULTS**

Learning English as a foreign language can be challenging, and one of the major obstacles is the issue of large classes. Both teachers and students find it difficult to

handle the various problems that arise from having a high number of students in a single class. This study aims to examine the experiences of sixth-grade students in preparatory schools in the General Directorate of Education in Baghdad / Rusafa 3 by analyzing their responses to a questionnaire. The study seeks to identify the academic, psychological, and social barriers that large classes create, which hinder students' learning..

The results show that most of the students' responses on the items of the academic barriers field were high with a mean of (3.65) and a percentage of (73.08%). In a large class, the teacher often becomes the focal point, although it is challenging for them to provide individual attention. For students, learning in such a setting is not ideal, and sitting at the back offers no advantage. In addition, communication skills and critical thinking is restricted, and the activities are not well-defined. Assessing oneself in a large class is also difficult, and the atmosphere may not conducive to the students' learning style. Moreover, the likelihood of cheating is increasing in large classes, and the information provided is insufficient. Active participation is not encouraged, and teaching materials and visual aids is ineffective.

In the psychological barriers field, the results show that the students' responses were moderate with a mean of (3.28) and a percentage of (65.76%). The students' responses (15 and 16) were high. These responses are high since students show that they rarely express themselves and they feel at ease in large classes is an uncommon occurrence. Students' responses on the items (14, 17, 18, 19, 20 and 22) were moderate; i.e., neglect is a frequent issue in such settings, prompting individuals to opt for the back seats to evade criticism. Anxiety and embarrassment can manifest, leading to a lack of confidence in achieving high scores. Due to the limited opportunities for participation and individual attention, large classes are often perceived as tedious. The item 21 was low which indicates that there is a strong sense of assurance regarding achieving high grades in classes with a significant number of students.

In the social barriers field, the results show that the students' responses were moderate with a mean of (3.37) and a percentage of (68.45%). The students' responses were moderate on the items (24, 25, 26, 27 and 28). In a large class, Students can use their mobile phones without the teacher's knowledge, indicating a lack of teacher monitoring. The teacher's interest in the class appears to be low, as evidenced by a lack of involvement and attention towards the students. The teacher rarely remembers the names of students, which can create a sense of anonymity and detachment. In a large class, the teacher may lose control and struggle to manage the students effectively. Additionally, excessive joking among students in a large class can be a distraction and hinder the learning environment, while the item (23) was high which indicates that there is a big lack of interaction between the teacher and students.

## 6. CONCLUSION

The objective of this study is to identify the major barriers that students face in learning English in large classes. The academic, psychological, and social barriers have been examined and analyzed by means of a questionnaire.

The results of the different fields show that the academic barriers field has the highest mean (3.65), while the means for the social is (3.28) and the psychological barriers is (3.37).

As a result, Iraqi sixth preparatory students can be pose significant challenges in the learning process in large classes, which can lead to academic, social, and psychological barriers. These barriers can impact the students' ability to succeed academically, engage with peers, and maintain positive mental health.

Academically, students in large classes may face barriers such as a lack of individual attention and support from instructors. Large class sizes can make it difficult for instructors to provide personalized feedback or guidance, which can hinder a student's understanding and mastery of course material. Additionally, large classes may limit

opportunities for collaborative learning and discussion, which can be critical to the development of critical thinking and problem-solving skills.

Socially, students in large classes may feel isolated or disconnected from their peers. Large class sizes can make it difficult to form meaningful relationships with classmates or to engage in collaborative learning activities. This can lead to feelings of loneliness or disengagement from the learning process, which can impact a student's overall academic success.

Psychologically, students in large classes may experience stress or anxiety related to the learning environment. Large class sizes can create a sense of overwhelm, particularly for students who struggle with social anxiety or who require individualized attention to succeed academically. This can lead to feelings of self-doubt or inadequacy, which can impact a student's mental health and overall well-being.

## **7. RECOMMENDATIONS and SUGGESTIONS**

After analyzing the discussion and drawing conclusions, the researcher proposes the following recommendations to mitigate the negative barriers of large classes on sixth-grade students in Iraq:

1. Organizing workshops or seminars that bring together English teachers from different schools to share their experiences in dealing with the challenges of teaching English in large classes.
2. Providing teachers with more training opportunities on effective teaching strategies like cooperative learning, group discussions, active learning strategies, etc.
3. Conducting further research to investigate the challenges that the learners face in learning English language in large classes.
4. Increasing the number classrooms to tackle the issue of overcrowded students and provide students with more opportunities to learn and express themselves.
5. Acknowledging that not all students are averse to learning in large classes, teachers should adapt their teaching techniques to accommodate the

characteristics of teaching English in large classes and alleviate the challenges of teaching and assessing in the absence of adequate teaching staff, facilities, and space.

6. Equipping schools that have large classes with modern educational technologies, including smart boards, posters, devices, and other instructional aids.
7. Establishing a consistent and committed collaboration between English language teachers and educational counselors to address any social or psychological impediments that students may encounter in large classes.

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