

## Problems of Teaching Overcrowded EFL Classes in Saudi Arabia

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### Abstract

This paper is based on action research carried out in King Khalid University, Saudi Arabia. The purpose of this study is to identify the major problems of EFL teaching in overcrowded classrooms of Saudi Arabia. Some major problems include: failure to maintain discipline in classroom, demotivation of both teacher and learner, failure to evaluate strengths and weakness of each individual, teachers' struggle to deal with physical and mental stress, failure to achieve course learning outcomes, failure to create sound teacher student relationship and establish effective teaching environment. A total of 35 EFL teachers from King Khalid University, teachers teaching in different schools and colleges of Asir (southern) region have participated in this study. Survey questionnaires, discussions and semi-structured interviews are the main research tools for collecting data. The study proposes some remedial measures which include enrolling limited number of students in an EFL course, establishing well equipped EFL classrooms with required facilities, teaching large classes electronically, training the teachers to teach large classes effectively.

**Keywords:** overcrowded, classrooms, Saudi EFL learners and teachers, problems of EFL teaching.

### Introduction

Saudi Arabia in recent days has proved itself to be an extraordinary leading nation almost in all aspects. Its booming economy along with the rapid advancements in education sector, in fact, is praiseworthy. The country has been paying larger attention in education sector to build a nation with knowledge based economy and its achievements cannot be denied. It acknowledges the necessity of English in modernization and in communicating with the rest of the world. (Alrashidi & Phan, 2015). Such realization has led the country to introduce English from primary level (Zuhur, 2010). Even though, the Saudi learners learn English for nine long years, they lack in all the necessary skills required for successful communication, in both oral and written form. Despite taking several measures by the Ministry of Education to improve the process of teaching and learning English in Saudi Arabia, little progress have been ensured (Fareh, 2010; Khan, 2011). Several studies have been conducted to find out the major issues related to the poor achievement of EFL teaching

in Saudi Arabia. Teachers and researchers have always highlighted the problems of overcrowded EFL classrooms as one of the major hindrances to the success of EFL teaching and learning. Sadly, the issues still exist, still largely unaddressed and no major steps have been taken till today. The government is always keen to take necessary measures to ensure the success of EFL teaching. Therefore, it is high time that the government takes the matter seriously and acts accordingly.

### ***What is an overcrowded classroom?***

There is no concrete or exact definition of an overcrowded classroom. It can vary from country to country. In one country more than 20 students can be considered a large class while in another country the number may cross more than 60. Akech (2016) in his study includes, “A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching-learning process.” Ur (1996) argues that “the exact number does not really matter: what matters is how you, the teacher, see the class size in your own specific situation”. “A large class can be any number of students if the teacher feels there are too many students for them all to make progress” (Baker & Westrup, 2000). However, over 40 to 50 students can be generally considered to be large for an EFL classroom where the teacher has to communicate with the students in the target language instead of their mother tongue.

### **Literature Review**

It is undeniable that one of the major barriers of EFL success in Saudi Arabia is densely populated classrooms. Trained, experienced and enthusiastic instructors battle to implement their plans due to overpopulation. Identifying the deficiency of individual learner becomes obscure and thus the process of evaluation hinders. Teacher fails to offer equal attention to all the learners which demotivates both teacher and learners. The following review of literature confirms the fact that an overcrowded classroom is a serious issue and requires foremost attention.

### **What are the Major Problems of Large EFL Classes?**

#### ***Classroom management***

Teachers prioritize ensuring discipline in classroom rather than facilitating the learners’ actual need (Pedder, 2006; Zhang, 2002). An instructor’s preparation and plan struggle to get implemented due to the hindrance of controlling a large number of pupils. An overcrowded classroom demotivates an instructor both mentally and physically (Hayes 1997). In order to get the learners settled in the class, the instructor naturally speaks louder which affects the learners’ negatively-creating a distance between the learners and the teacher. The teacher realizes the consequence and therefore suffers from stress. A large amount of class time is spent in disciplining instead of educating the learners.

### ***Teacher-centered classroom***

The EFL learners of Saudi Arabia are accustomed to traditional teacher centered classrooms. From school level, they become habituated listening to the teacher's lecture in the class (Rahman & Alhaisoni, 2013). Interacting with the teacher is rare among the students. In fact, teachers need to orient the learners with communicative approach of learning and teaching. Moreover, the learners fail to communicate with the teacher due to the failure of understanding teacher's instructions given in English. Limited vocabulary prevents them from communicating with the instructor (Fareh, 2010). Even if the instructor manages to discipline the classroom, he or she finds it difficult to engage the learners involve in active conversation. Therefore, a large and disciplined classroom becomes a classroom where the teacher only talks.

### ***Difficulty to establish one to one communication using target language***

It is almost impossible for a teacher to maintain a one to one communication with a class of 80 to 100 students using the target language. The teacher struggles even to remember the names of each individual. In a foreign language class, it is extremely important to invite learners to communicate in the target language. (Liu & Zhao, 2010). While dealing with a large group of learners, teacher fails to initiate interaction with individuals and thus the opportunity of the learners to communicate keeps dimming. Moreover, "students feel isolated and are often anonymous to both the instructor and to one another" (Svinicki & Mc Keachie, 2010). A jam-packed classroom gradually decreases the instructors' motivation to initiate his or her learners communicate in target language. The teacher's strenuous efforts to upgrade the quality of teaching and learning meet several challenges due to the failure of establishing proper communication with the learners. The learners lack the necessary skills even to understand basic instructions of the teachers (Ashraf, 2018). Ashraf further includes, instead of helping the learners to communicate in target language, the non-Arab instructors tend to equip themselves with necessary Arabic vocabularies in order to control and manage the crowded classroom.

### ***Evaluation***

A large EFL class has a detrimental impact on the process of evaluation. Teacher fails to identify and assess the ability, potentiality, and requirement of individual learners. The study by British Council (2015) supports that fact that, it is challenging for the instructor to give equal attention to all the learners in an oversized classroom. Therefore, the enthusiastic and keen learners having sound communication skills in the target language tend to participate in class discussions. The learners with lack of needed vocabulary prefer to remain silent and thus gradually loose interest in the subject. Bahanshal (2013) in his study includes, "Students in large classes seem to be demotivated as they show no interest in either the lesson explained, or activities presented by the teacher and that is due to the limited or lack of teachers' support." p. 55. (Al-Obaydi & Al-Bahadli, 2017) finds a negative correlation between "class size and students' academic performance".

## **Does the Saudi Educational System Recognize the Problem?**

Alrabai (2016) highlights overcrowded EFL classrooms as one of the leading factors of the low competence of English language among Saudi learners. Alrabai finds fault with Saudi educational system which has failed to recognize the fact that overcrowded classrooms largely affects the success of EFL teaching in a negative manner. The study of Al-Tamimi (2019) examines the policies and issues related to EFL teaching in Saudi Arabia and suggest that fewer students should be enrolled in language courses to ensure effective teaching and learning.

## **Purpose of the Study**

1. To diagnose the problems of overcrowded EFL classrooms in Saudi Arabia.
2. To suggest possible solutions of the existing problems.

## **Methodology**

### ***Participants***

29 EFL teachers teaching in different colleges of King Khalid University, 6 EFL teachers teaching in the schools of Sarat Abidah, Khamis and Abha participated in this study. All of them have been teaching English for more than 8-10 years in Saudi Arabia.

### ***Data Collection System***

The tools for collecting data of this study include questionnaires, semi-structured interviews, discussions as well as face to face and online classroom observations and the researchers own experience. EFL teachers took part in questionnaires" answering both open and close ended questions. They were interviewed by the researcher also. The objectives of the survey required for the action research were explained in the appendices. The questionnaires were thoughtfully designed for identifying the attitudes, concerns, challenges and suggestions of the participants.

### ***Data Analysis***

Several steps were taken to analyse the data collected. Collected data of the questionnaires were sorted out; percentages of the answers of each questionnaire were tabulated. The questionnaires contained both close and open ended questions. Interviews with the participants also worked as tools for the research.

## **Findings**

### ***Questionnaire for EFL teachers:***

The questionnaire for the EFL teachers was designed to identify and understand the remaining problems of EFL teaching in large classes from different perspectives. It contained 30 items along with a suggestion box. The questionnaires were distributed among 48 teachers. 35 questionnaires were returned.

**Table 1: Questionnaire for EFL teachers:**

Items	Strongly Agree/Yes, I think so	Agree/I think so with reservation	Disagree/No
1. It is difficult to maintain discipline in the classroom	N=24, (68%)	N=11 (31%)	N=0 (0%)
2. Students of only front rows get the proper attention of the teachers	N=22 (62.8%)	N=9 (25.7%)	N=4 (11.4%)
3. Difficult to communicate in the target language	N=27 (77.14%)	N=4 (11.4%)	N=3 (8.5%)
4. In order to discipline and communicate with the class, teachers frequently switch to Arabic (L1 language) to give instructions	N=27 (77.14%)	N=6 (17.14%)	N=1 (2.8%)
5. Students sitting at the back are mostly deprived of effective learning	N=31 (88.5%)	N=4 (11.4%)	N=0 (0%)
6. Teachers do not have the provision to reach to all the students of the class	N=30 (85.7%)	N=3 (8.5%)	N=2 (5.7%)
7. Introvert students are mostly neglected	N=21 (60%)	N=5 (14.2%)	N=9 (25.7%)
8. Only enthusiastic students can get the attention of the teachers	N=26 (74.2%)	N=5 (14.2%)	N=4 (11.4%)
9. Teachers suffer both physically and mentally	N=33 (94.2%)	N=2 (5.7%)	N=0 (0%)
10. Most of the class time is consumed in disciplining the class	N=21 (60%)	N=11 (31.4%)	N=3 (8.5%)
11. Teaching reading skills is badly hampered as teachers' movement is restricted only to the front of the class due to overcrowded sitting arrangement	N=28 (80%)	N=5 (14.2%)	N=2 (5.7%)
12. Teachers become reluctant to give writing worksheets in the class as they have to check a pile of work	N=22 (62.8%)	N=10 (28.5%)	N=3 (8.5%)
13. Most of the language labs have limited seats and teachers need to divide the class into several groups which requires more than the scheduled class hour	N=33 (94.2%)	N=2 (5.7%)	N=0 (0%)
14. It becomes almost impossible for the teacher to encourage and make all the students practice and actively participate	N=31 (88.5%)	N=1 (2.8%)	N=3 (8.5%)

in oral communication to acquire speaking skill			
15. Teachers fail to identify the lacking features of each individual	N=23 (65.7%)	N=8 (22.8%)	N=4 (11.4%)
16. Students who are late can sneak anytime into the class	N=29 (82.85%)	N=1 (2.8%)	N=5 (14.2%)
17. Students sitting at the back mostly do not participate in the class	N=28 (80%)	N=5 (14.2%)	N=2 (5.7%)
18. Evaluating the student's potential becomes difficult for the teachers	26 (74.2%)	2 (5.7%)	7 (20%)
19. It is difficult to implement task based language teaching which requires individual attention of the teacher for each learner	29 (82.85%)	3 (8.5%)	3 (8.5%)
20. Classroom becomes teacher centered	22 (62.85%)	4 (11.4%)	9 (25.7%)
21. It is difficult to develop a teacher student relationship	21 (60%)	7 (20%)	7 (20%)
22. Demotivating for both teachers and students	25 (71.4%)	7 (20%)	3 (8.5%)
23. A large portion of the class time is consumed in taking attendance	32 (91.4%)	2 (5.7%)	1 (2.8%)
24. Difficult to identify the cheaters during class tests	19 (54.2%)	13 (37.14%)	3 (8.5%)
25. At times teachers fail to maintain a friendly relationship with the learners	27 (77.14%)	3 (8.5%)	5 (14.2%)
26. Administrative tendency to enrol large number of students in EFL classes often frustrates the teachers	24 (68%)	10 (28.5%)	1 (2.8%)
27. Large classes should be taught electronically	12 (34.28%)	5 (14.2%)	18 (51.4%)
28. More than 35 students should never be enrolled in an EFL course	21 (60%)	8 (22.8%)	6 (17.14%)
29. Rules set by course teachers must be strictly followed by students and respected by managements	26 (74.28%)	7 (20%)	0 (0%)
30. EFL classrooms should be well equipped with necessary facilities	24 (68%)	4 (11.4%)	7 (20%)

Item 1: It is difficult to maintain discipline in the classroom.

Item 1 shows that 68% of the participants strongly agree with the fact that it is difficult to maintain discipline in the classroom. 31% agrees with reservation while 0% disagrees. The percentages clearly show that maintaining discipline is one of the major problems of an overcrowded classroom.

Item 2: Students of only front rows get the proper attention of the teachers.

In item 2, 62.8% of the participants responded “Strongly agrees” 25.7% responded “Agrees with reservation” while 0% responded “Disagrees”. A larger portion agrees that the learners of front rows get the maximum attention. In fact, in a crowded classroom it gets difficult for the instructor to move around because of the scarcity of space. As a result, the instructor is left with little option and thus chooses to focus on the front row learners.

Item 3: Difficult to communicate in the target language.

Communicating in target language has always remained a major problem of teaching EFL classes in Saudi Arabia. So when the classroom is large and densely populated, the problems of communicating actually escalates and therefore even the non-Arab instructors try to equip themselves with the necessary Arabic vocabularies to give basic classroom instructions to the learners. 77.14% of the participants strongly agree, 25.7% agrees with reservation while 11.4% disagrees.

Item 4: In order to discipline and communicate with the class, teachers frequently switch to Arabic (L1 language) to give instructions.

In item 4, 77.14% of the participants strongly agree, 17.14 % agrees with reservation and 2.8 % disagrees.

Item 5: Students sitting at the back are mostly deprived of effective learning.

In item 5, majority of the participants, 88.5% strongly agree, 8.5 % agrees with reservation and 5.7 % disagrees.

Item 6: Teachers do not have the provision to reach to all the students of the class.

In item 6, 85.7% of the participants responded “Strongly agrees” 8.5% responded “Agrees with reservation” while 5.7 % responded “Disagrees”. In a crowded classroom, the regular seating arrangement is ignored most of the time. The enthusiastic learners tend to occupy the front rows. The front rows become crowded and the teachers hardly get enough space to walk up to the last rows of the classroom. Resultantly, most of the students are deprived from their right to learn and participate in class discussion.

Item 7: Introvert students are mostly neglected.

In item7, 60% of the participants responded “Strongly agrees” 14.2% responded “Agrees with reservation” while 25.7 % responded “Disagrees”. Introvert students require extra effort from the teacher to explore their potentials and express. In a populated classroom

the teacher fails to meet the need of such learners even if they do identify the requirements of the learners.

Item 8: Only enthusiastic students can get the attention of the teachers.

In item 8, 74.2% of the participants selected “Strongly agrees” 14.2% selected “Agrees with reservation” while 11.4 % selected “Disagrees”. Mostly in densely populated classrooms the teachers communicate with enthusiastic students in the target language and the learners due to their interest try to interact more and therefore get the maximum attention of the teachers.

Item 9: Teachers suffer both physically and mentally.

In item 9, 94.2% of the participants selected “Strongly agrees” 5.7% selected “Agrees with reservation” while 0 % selected “Disagrees”. The percentage reveals the fact that majority of the instructors agree with the fact that a crowded classroom is stressful both physically and mentally. Disciplining the classroom consumes most of their energy. Physically they become exhausted and the pressure of completing the syllabus within the time limit causes them to suffer mentally. The failure of treating all the learners equally is in fact depressing for the teachers.

Item 10: Most of the class time is consumed in disciplining the class.

In item10, 60% of the participants responded “Strongly agrees” 31.4 % responded “Agrees with reservation” while 8.5 % responded “Disagrees”.

Item 11: Teaching reading skills is badly hampered as teachers’ movement is restricted only to the front of the class due to overcrowded sitting arrangement.

In item11, 80% of the participants responded “Strongly agrees” 14.2 % responded “Agrees with reservation” while 5.7 % responded “Disagrees”. Teaching reading skill requires individual attention of the teacher towards the learners. An overpopulated classroom deprives teachers from implementing their plan and thus the learners get deprived from their rights to learn and practice.

Item 12: Teachers become reluctant to give writing worksheets in the class as they have to check a pile of work.

In item 12, 62.8 % of the participants selected “Strongly agrees” 28.5 % selected “Agrees with reservation” while 8.5 % selected “Disagrees”. The teachers feel overburdened and frustrated when they have to check more than a hundred of worksheets and therefore prefer to avoid giving writing worksheets.

Item 13: Most of the language labs have limited seats and teachers need to divide the class into several groups which requires more than the scheduled class hour.

In item 13, 94.2 % of the participants responded “Strongly agrees” 5.7 % responded “Agrees with reservation” while 0 % responded “Disagrees”. Mostly, language labs consist

of 20 to 25 seats along with the required lab facilities. If a class has more than hundred students, then the language teacher is needed to divide his or her class into 4 to 5 groups. To complete the listening portion in syllabus gets almost impossible for the instructor within the given time span. As a result, teacher needs extra classes and extra effort. Being demotivated with such situation the instructor's focus on just completing the syllabus instead of identifying what the learners have learnt and in which areas they lack in mastering their listening skill.

Item 14: It becomes almost impossible for the teacher to encourage and make all the students practice and actively participate in oral communication to acquire speaking skill.

In item14, 88.5 % of the participants responded "Strongly agrees" 2.8 % responded "Agrees with reservation" while 8.5 % responded "Disagrees". One of the most difficult task for EFL teachers in Saudi Arabia is to make their learners communicate orally in the target language. Due to the presence of a large number of students in a class it becomes almost impossible for a teacher to encourage any individual to communicate in the target language.

Item 15: Teachers fail to identify the lacking of each individual.

In item 15, 65.7 % of the participants selected "Strongly agrees" 22.8 % selected "Agrees with reservation" while 11.4 % selected "Disagrees".

Item 16: Students who are late can sneak anytime into the class.

In item 16, 82.85 % of the participants selected "Strongly agrees" 2.8 % selected "Agrees with reservation" while 14.2 % selected "Disagrees". Late students sneaking into the classroom becomes a regular practice in a densely populated classroom.

Item 17: Students sitting at the back mostly do not participate in the class.

In item 17, 80 % of the participants selected "Strongly agrees" 14.2 % selected "Agrees with reservation" while 5.7 % selected "Disagrees". The learners sitting at the back mostly come to get their attendance. Most of their time is consumed in communicating with friends. So, they don't concentrate to what is taught and therefore they are never willing to participate in regular classroom discussion.

Item 18: Evaluating the student's potential becomes difficult for the teachers.

In item 18, 74.2 % of the participants selected "Strongly agrees" 5.7 % selected "Agrees with reservation" while 20 % selected "Disagrees". Teachers are only able to evaluate the written exams properly. They can hardly recognize each individual, let alone a learner's potential.

Item 19: It is difficult to implement task based language teaching which requires individual attention of the teacher for each learner.

In item 19, 82.85 % of the participants selected "Strongly agrees" 8.5 % selected "Agrees with reservation" while 8.5 % selected "Disagrees". Task based language teaching

have gained popularity in EFL teaching and the benefits of task based language teaching cannot be denied. But unfortunately, an overloaded classroom hinders the process of implementing such tasks.

Item 20: Classroom becomes teacher centered.

In item 20, 62.85 % of the participants selected “Strongly agrees” 11.4 % selected “Agrees with reservation” while 25.7 % selected “Disagrees”.

Item 21: It is difficult to develop a teacher student relationship.

In item 21, 60 % of the participants selected “Strongly agrees” 20 % selected “Agrees with reservation” while 20 % selected “Disagrees”.

Item 22: Demotivating for both teachers and students.

In item 22, 71.4 % of the participants selected “Strongly agrees” 20 % selected “Agrees with reservation” while 8.5 % selected “Disagrees”.

Item 23: A large portion of the class time is consumed in taking attendance.

In item 23, 91.4 % of the participants selected “Strongly agrees” 5.7 % selected “Agrees with reservation” while 2.8 % selected “Disagrees”.

Item 24: Difficult to identify the cheaters during class tests.

In item 24, 54.24 % of the participants selected “Strongly agrees” 37.14 % selected “Agrees with reservation” while 8.5 % selected “Disagrees”.

Item 25: At times teachers fail to maintain a friendly relationship with the learners.

In item 25, 77.14 % of the participants selected “Strongly agrees” 8.5 % selected “Agrees with reservation” while 14.2 % selected “Disagrees”. A teacher who is stressed both mentally and physically cannot possibly become successful to maintain a friendly relationship to his or her learners.

Items 26 to 30 are designed to find out the basic requirements that an EFL teacher wishes for to achieve success in delivering his/her course.

Item 26: Administrative tendency to enrol large number of students in EFL classes often frustrates the teachers.

In item 26, 68 % of the participants selected “Strongly agrees” 28.5 % selected “Agrees with reservation” while 2.8 % selected “Disagrees”. It has been observed that the administration still treats English as a subject which is required to pass only, especially when English is taught to non-departmental students. Therefore, the tendency to enrol larger number students in EFL courses still dominates which at times frustrates the teachers to a great extent.

Item 27: Large classes should be taught electronically.

In item 27, 34.28 % of the participants selected “Strongly agrees” 14.2 % selected “Agrees with reservation” while 51.4 % selected “Disagrees”. Many of the teachers do not agree to teach a large class electronically.

Item 28: More than 35 students should never be enrolled in an EFL course.

In item 28, 60 % of the participants selected “Strongly agrees” 22.8 % selected “Agrees with reservation” while 17.14 % selected “Disagrees”.

Item 29: Rules set by course teachers must be strictly followed by students and respected by managements.

In item 29, 74.28 % of the participants selected “Strongly agrees” 20 % selected “Agrees with reservation” while 0 % selected “Disagrees”.

Item 30: EFL classrooms should be well equipped with necessary facilities.

In item 30, 68 % of the participants selected “Strongly agrees” 11.4 % selected “Agrees with reservation” while 20 % selected “Disagrees”.

### **Semi-structured Interviews**

Almost all of the teachers who were interviewed agreed that overcrowded EFL classrooms are exhausting and demotivating for both teachers and learners.

One of the colleagues from King Khalid University included, *“Even before entering into the class I feel annoying as I know that I won’t be able to complete even half of what is included in my lesson plan since most of my time will be occupied in maintaining discipline and taking the attendance”*.

Another colleague added, *“I can hardly recognize their faces let alone their strengths and weaknesses”*.

One more colleague told, *“Noise making in the class is an everyday phenomenon and I lose my continuity when I get interrupted by such impolite gestures from my learners. The worst part is.... I can’t even identify the one who is responsible”*.

Another colleague from Abha International School added, *“Strict policies should be maintained while enrolling students in EFL courses”*.

### **Researcher’s Own Experience of Online and Face to Face Classroom**

The researcher finds it easier to teach a large EFL class through online as too much of class time is not occupied in maintaining discipline. She can focus on achieving the course learning outcomes. The learners who really want to learn do not feel shy to interact. However, it requires face to face interaction to teach speaking and writing which the online

platform fails to provide. Therefore, she suggests enrolling less number of students in an EFL course.

### **Discussion**

1. A large class is demotivating for both teacher and learner. A little can be achieved without motivation. Among the various issues that impede the EFL teaching success in Saudi Arabia, crowded EFL classroom is a major one and it needs to be dealt with maximum importance.
2. Disciplinary issues peak to the maximum in a congested sitting environment. Maintaining discipline consumes most of the teaching hour and energy of the teacher. Passionate teachers who are always eager to bring out the best in their students often find themselves in a state of despair while ensuring discipline with jam-packed classrooms.
3. Physical and mental stress of instructors reaches to the highest point. Yelling becomes an everyday practice which results in damaging the teacher-student relationship.
4. Classroom becomes teacher centered. Teacher follows traditional method of teaching.
5. Evaluating as well as identifying the strengths and weaknesses of each individual becomes almost impossible in the class. Teacher only depends on written exams and assignments to evaluate the students.
6. Identifying the cheaters during test gets harder for the instructor to find.
7. Writing and speaking skills of the students keep declining due to getting least opportunity to practice.
8. Only enthusiastic students can learn. The rest of the learners just join the class to ensure their attendance.
9. There is hardly enough space for the teacher to move around in the classroom.
10. Course learning outcomes are difficult to achieve due to the obstacles faced by the teacher while teaching.

### **Recommendations**

1. EFL classrooms should be restricted to 30 to 35 students. More than 35 students should not be enrolled in an EFL course. The management and responsible authorities should take the matter seriously and make sure it is strictly implemented.
2. EFL classrooms should be well equipped and well maintained.
3. Rules set by the teachers have to be maintained properly.

4. Large classes can be taught electronically by giving proper and effective training to the teachers.
5. English should not be treated as a subject required to pass only.

## Conclusion

The study is not new in the context of EFL teaching in Saudi Arabia, but the issue cannot be ignored. An overcrowded classroom is distinctly demotivating for the teacher, and the demotivated teacher can never achieve success. In order to achieve success in EFL teaching in Saudi Arabia, this very issue has to be dealt with utmost importance and remedial measures have to be taken immediately.

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## Appendix

### Questionnaire for the EFL Teachers

Name of the Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the Institution: \_\_\_\_\_

Position: \_\_\_\_\_

EFL teaching experience in KSA: \_\_\_\_\_ Year(s)

Dear Participant,

You are invited to participate in a research study titled **“Problems of Teaching Overcrowded EFL Classes in Saudi Arabia”**. In order to identify the EFL teaching problems of overcrowded classrooms in Saudi Arabia, it is important to collect and analyse the authentic data of teacher's, “ attitudes, beliefs, expectations and performances.” Therefore, you are requested to answer all the questions below carefully.

By completing and submitting this survey, you are indicating your consent to participate in the study. Your participation is appreciated.

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### Questionnaire for the EFL Teachers

Items	Strongly Agree/Yes, I think so	Agree/I think so with reservation	Disagree/No
1. It is difficult to maintain discipline in the classroom			
2. Students of only front rows get the proper attention of the teachers			
3. Difficult to communicate in the target language			
4. In order to discipline and communicate with the class, teachers frequently switch to Arabic (L1 language) to give instructions			
5. Students sitting at the back are mostly deprived of effective learning			
6. Teachers do not have the provision to reach to all the students of the class			
7. Introvert students are mostly neglected			
8. Only enthusiastic students can get the attention of the teachers			
9. Teachers suffer both physically and mentally			
10. Most of the class time is consumed in disciplining the class			
11. Teaching reading skills is badly hampered as teachers' movement is restricted only to the front of the class due to overcrowded sitting arrangement			
12. Teachers become reluctant to give writing worksheets in the class as they have to check a pile of work			
13. Most of the language labs have limited			

seats and teachers need to divide the class into several groups which requires more than the scheduled class hour			
14. It becomes almost impossible for the teacher to encourage and make all the students practice and actively participate in oral communication to acquire speaking skill			
15. Teachers fail to identify the lacking of each individual			
16. Students who are late can sneak anytime into the class			
17. Students sitting at the back mostly do not participate in the class			
18. Evaluating the student's potential becomes difficult for the teachers			
19. It is difficult to implement task based language teaching which requires individual attention of the teacher for each learner			
20. Classroom becomes teacher centered			
21. It is difficult to develop a teacher student relationship			
22. Demotivating for both teachers and students			
23. A large portion of the class time is consumed in taking attendance			
24. Difficult to identify the cheaters during class tests			
25. At times teachers fail to maintain a friendly relationship with the learners			
26. Administrative tendency to enrol large number of students in EFL classes often frustrates the teachers			
27. Large classes should be taught electronically			
28. More than 35 students should never be enrolled in an EFL course			
29. Rules set by course teachers must be strictly followed by students and respected by managements			
30. EFL classrooms should be well			

equipped with necessary facilities			
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**In order to tackle the challenges of overcrowded EFL classrooms of Saudi Arabia, we should ...**

*Suggestion:*



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