



Humanities and Educational
Sciences Journal

ISSN: 2617-5908 (print)



مجلة العلوم التربوية
والدراسات الإنسانية

ISSN: 2709-0302 (online)

Educators' Perspectives about Teaching Writing to EFL Learners in Large Classrooms^(*)

Hanan Abdullah Nagi Mohammed

Lecturer at the College of Languages and Translation
King Khalid University, Abha, Saudi Arabia

Wissam Lutfi Ibrahim

Lecturer at English Language Center
King Khalid University, Abha, Saudi Arabia

Dr. Amal Abdelsattar Metwally

Assistant professor at the College of Languages and
Translation King Khalid University, Abha, Saudi Arabia

Corresponding Author

aamotwly@kku.edu.sa

تاريخ قبوله للنشر 30/10/2024

<http://hesj.org/ojs/index.php/hesj/index>

(* تاريخ تسليم البحث 2/11/2024

(* موقع المجلة:

وجهات نظر المعلمين حول تدريس مهارة الكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية في الفصول الدراسية مرتفعة الكثافة

حنان عبد الله ناجي محمد

محاضر بكلية اللغات والترجمة جامعة الملك خالد - السعودية

وسام لطفي إبراهيم

محاضر بمركز اللغة الإنجليزية بجامعة الملك خالد - السعودية

د/ أمل عبد الستار محمد متولي

أستاذ مساعد بكلية اللغات والترجمة بجامعة الملك خالد - السعودية

الملخص

تتناول هذه الدراسة تصورات وخبرات معلمي اللغة الإنجليزية كلغة أجنبية في تدريس مهارة الكتابة باللغة الإنجليزية في الفصول الدراسية مرتفعة الكثافة، وتهتم الدراسة بالتركيز على المشكلات التي يواجهها المعلمون والتقنيات التي يستخدمونها للتقليل من حدة هذه المشكلات، ومن ثم تحقيق أهداف المقررات التعليمية. وعلى الرغم من تناول العديد من الدراسات لل صعوبات التي يواجهها معلمو اللغة الإنجليزية كلغة أجنبية في تدريس الكتابة في الفصول عالية الكثافة الطلابية، والتي خلصت إلى أنه من أجل تحقيق تواصل أفضل مع الطلاب فهناك حاجة إلى بذل المزيد من الوقت والجهد في هذه الصفوف الدراسية، إلا أن الدراسة الحالية تهدف إلى اقتراح طرق واستراتيجيات تدريس تعاونية متنوعة وفعالة لرفع مستوى مهارات الكتابة لدى الطلاب في الفصول الكثيفة، واعتمدت الدراسة منهجية وصفية لتحليل استبانة مكونة من (17) فقرة بعد استجابة (64) من أعضاء هيئة التدريس لها، وتتضمن الاستبانة عدة أسئلة حول التحديات التي تواجه المعلمين، والاستراتيجيات الفعالة المقترحة، ودور التكنولوجيا في تسهيل تدريس مثل هذه المهارات، وتقدم الدراسة رؤى عملية للمعلمين لتنفيذ هذه الاستراتيجيات بفعالية. وبالإضافة إلى ذلك، فإنها تدعو إلى إجراء المزيد من البحوث في هذا المجال لتعزيز الممارسات التربوية ودعم معلمي اللغة الإنجليزية كلغة أجنبية في التغلب على مثل هذه العقبات.

الكلمات المفتاحية: إدارة الفصول الدراسية، وجهات نظر المعلمين، متعلمي اللغة الإنجليزية كلغة أجنبية، الفصول عالية الكثافة، مهارة الكتابة.



Educators' Perspectives about Teaching Writing to EFL Learners in Large Classrooms

Hanan Abdullah Nagi Mohammed

Lecturer at the College of Languages and Translation
King Khalid University, Abha, Saudi Arabia

Wissam Lutfi Ibrahim

Lecturer at English Language Center King Khalid University, Abha, Saudi Arabia

Dr. Amal Abdelsattar Metwally

Assistant professor at the College of Languages and Translation
King Khalid University, Abha, Saudi Arabia
Corresponding Author

Abstract

The present study investigates EFL educators' perceptions and experiences in teaching EFL writing skills in large classes, focusing on the problems they face and the techniques they use to minimize these issues and achieve course objectives. Many studies hitherto have investigated the difficulties EFL teachers face in teaching writing in large – sized classes, and they have concluded that for better communication and more individual attention to be given to students, more time and effort are needed. However, this study aims to propose diverse effective, collaborative teaching methods and strategies to upgrade the students' writing skills in large classes. The study adopts a descriptive methodology to analyze a questionnaire of 17 items on a five-point Likert-type scale given to 64 faculty members. The questionnaire includes 17 questions, 14 questions on the challenges faced by teachers and suggested strategies and the last 3 questions on the role of technology in facilitating teaching writing in large classes. The electronic questionnaire was prepared using Google forms, and the data collected was analyzed using Microsoft Excel. The main finding of the study was that the challenges faced by teachers in teaching writing in large classes can be minimized by effective teaching techniques such as collaborative learning, giving personalized feedback, engaging students in pair and group work, and utilizing technology – enhanced teaching and learning methods to facilitate the writing tasks and activities. The study provides practical insights for EFL educators to effectively implement these strategies. Additionally, it encourages further research in this area to enhance pedagogical practices and support EFL teachers in overcoming these common obstacles.

Keywords: Classroom management, educators' perspectives, EFL learners, large classes, writing skill

**Introduction:**

Teaching writing, which is one of the productive skills that students must master at the university level, not only the EFL students, but all students as it has become a tool for learning, requires a lot of effort, especially in large classes. Writing is the area that many EFL students find the most difficult, and teachers also find it hard to assist students in producing pieces of quality academic writing (Syananondh & Padgate, 2005). Writing is often seen as one of the most challenging skills to teach because it requires precision, appropriate vocabulary, and clear, coherent content. Therefore, it's important to consider the class size when teaching writing. Teachers' perceptions about the size of their classes will necessarily affect the quality of teaching writing (Ouahidi, 2021). The number of students in a classroom is different from one institution to another and from one class to another. In fact, what makes a class large is the number of its students and the equipment available in it.

According to the executive rules and administrative and technical procedures for the regulations of private colleges, the number of students in the classroom for humanitarian colleges does not exceed 35 students. In public universities, however, the number of students may exceed 35 students, but not more than 50 students could be recommended, in order to ensure the quality of education. Therefore, fifty-student classrooms might be regarded as large classrooms. There may be a tendency to increase the number of students in the classroom based on the perspective that increasing the number of students creates a competitive atmosphere and enhances the spirit of cooperative teamwork among the students. However, it has been noticed that increasing the number of students may exhaust the teacher and impair the students' concentration, which is consequently reflected in the quality of education and the learning outcomes. Accordingly, the study focused on the most prominent difficulties faced by teachers of writing skills in large classrooms, and the best strategies used to overcome such difficulties.

Significance of the Study:

The study aims to address the issue of large class sizes faced by EFL teachers, focusing on their impact on teaching and learning writing skills. It provides insights into the challenges faced by educators and proposes strategies for managing these issues. The study uses a questionnaire to educators, which is a valid and reliable approach considering the study's tools,



participant count, and the nature of the research issues. The information gathered is examined descriptively. The findings benefit the educators by raising awareness of the challenges associated with large class sizes and offering practical strategies to address them. The study also contributes to the existing knowledge about the writing skill teaching and learning in large classes, providing valuable insights for future research and educational initiatives.

Questions of the Study:

The present study attempts to answer the following questions:

1. What are the most common difficulties the teacher encounter when teaching writing to large classes?
2. What are the best strategies and techniques the teacher can use to teach writing to large classes?
3. How can the teacher engage students in writing activities in large classes?
4. Does technology facilitate teaching writing and assessing the students' written tasks?

Literature Review:

Educators teaching writing to EFL learners in large classrooms face various challenges and opportunities. The challenges include the need for individualized attention, the importance of feedback and assessment, classroom management, addressing diverse learning needs, and opportunities for collaboration. Most importantly, they also face challenges in maintaining student engagement and creating a supportive learning environment. Despite these challenges, there is an opportunity for educators to find innovative strategies and resources to overcome these obstacles and create a supportive learning experience for their students.

This section is subdivided into three parts reviewing studies on the challenges in teaching EFL writing skills large classes, potential solutions for such challenges, and the literature about students' engagement in large classes.

Challenges in teaching EFL writing skill in large classes:

Managing large EFL classes presents several challenges for educators teaching different language skills (Andualem, 2019; Abu-gharah, 2021; Jokhio et al. 2022; Chand, 2023). These include individualized attention, effective feedback, classroom management, and personalized support, among



others. Large classes can be challenging to manage, leading to potential disruptions and lack of engagement. Consequently, teachers may struggle to provide detailed and personalized feedback within a reasonable timeframe. Additionally, addressing diverse learning needs and abilities can be challenging due to the fact that assessment and grading can be time-consuming and labor-intensive. Therefore, handling large classes requires thorough planning and practical tactics tailored to the situation.

Very importantly, Bahanshal (2013) highlighted the impact of class size on students' improvement as an issue raised regularly among language teachers. Large classes often face challenges such as lack of communication, control, individual attention, and difficulty in setting effective group activities. According to Bahanshal (2013), teachers believe it is impossible to concentrate on all students and provide enough reinforcement to encourage participation. On the contrary, small classes allow teachers to pay great attention to their students and benefit from the presented activities. Hence, it is not surprising that EFL teachers face significant challenges when teaching large classes, such as identifying and controlling students who distract from the lesson, managing non-academic activities, and achieving the necessary curriculum coverage. Nevertheless, the results of this study indicated that despite these challenges, participants believe that focusing on the teaching process and implementing various techniques leads to effective English teaching and learning.

According to some studies, teachers have limited opportunities to provide high-quality instruction and a conducive learning environment for students in large classes (Chand, 2023; Hayes, 1997).

Many studies were designed to address these challenges to find out effective strategies for educators to implement in managing EFL writing skill classes, in particular. Jokhio et al. (2022) explored the challenges faced by teachers in teaching writing skills courses in large classes. They found that teachers face difficulties in assessment, feedback, individual attention, maintaining discipline, and controlling noise factors. According to this study, peer assessment and peer feedback are effective strategies to deal with large writing classes, as teachers struggle with giving feedback to all students due to the large number and time constraints. To address these issues, teachers are expected to employ different strategies based on learners' diversity, using



separate techniques for weak, average, and outstanding students. Additionally, comprehensive planning and strategies should be ensured according to the context to make teaching in large writing classes a promising venture.

On the other hand, Dossoumou (2018) explored the linguistic coherence and cohesion in EFL learners' writing productions. This study suggested that academically oriented second language learners need to develop L2 writing skills and that most EFL teachers find writing a complicated skill to teach. A field investigation on 60 English language learners in Senior Secondary Three (SS3) revealed that few students have successfully produced understandable writings due to limited time devoted to teaching writing skills. As such, the study concluded that EFL learners' writing productions could be improved with more time and effort from teachers (Dossoumou, 2018). However, providing such individualized attention and personalized support are among the challenges of teaching EFL writing large classes.

Potential solutions to handle teaching EFL writing skills in large classes:

Using multiple approaches and analyzing student needs is crucial for educators to find more effective ways to minimize problems in large classes and achieve learning goals. Hence, educators should use various strategies to address large writing classes. Strategies used in one context may differ from those in another, and it is recommended that teachers identify students' knowledge and needs in different contexts before preparing strategies.

Nia & Fithriani (2023) explored the challenges faced by English teachers in teaching EFL writing skill in large classes as they focused on four themes: *Group and peer assessment, using multiple approaches and analyzing students' needs, outdoor activities, and supporting techno-based tools.* According to Nia & Fithriani (2023), group and peer assessments are effective ways to manage large writing classes, as they encourage students to learn from one another and remember their mistakes more effectively. The second proposed solution, learning outside the classroom, such as parks or fields, can help overcome overcrowded classes by providing concentration and a new atmosphere for students to build their imagination. The study also proposed the use of techno-based tools (i.e. Turnitin, Grammarly, etc.) to help teachers overcome time, feedback, and correction issues in today's all-technology



world. However, some aspects of correction cannot be assisted by technology and must be administered directly by the teacher. In addition, Hadi and Arante (2015) identified six challenges for teachers in large English classes, including feedback provision, discipline, achievement, student involvement, individual attention, and decreased motivation due to regional languages. They also suggested strategies like game variations and outdoor class settings.

Additionally, technology integration presents another avenue for addressing the challenges associated with teaching EFL in large courses. Online writing platforms like Google Classroom, Moodle, and dedicated writing software can streamline the process of assigning, collecting, and providing feedback on writing assignments. Likewise, interactive writing tools like grammar checkers and language translation tools can help students improve their writing skills and address individualized learning needs, in addition to collaborative writing platforms like Google Docs or Microsoft Word Online which enable real-time collaborative writing, allowing students to work together on projects, provide feedback, and engage in peer review activities. In a study conducted by Zhang & et al (2022), 42 studies were reviewed on the practices that can best prepare students for technology enhanced collaborative writing. These practices include: receiving teacher training; grouping students; training students on collaboration and on technology; providing students with new knowledge of writing; monitoring processes and giving feedback; and encouraging students' reflection. The study concluded that technology enhanced collaborative writing could be supported by technology that aids with delivering information, developing group workspaces and group chat rooms, recording students' writing and collaboration patterns and visualising their ideas, enabling teacher commentary and information posts, and presenting organised, analysed records of technology enhanced collaborative writing process.

In this regard, Özer & Tanrıseven's (2016) study found that portfolios and technology-enhanced teaching methods significantly influenced writing skills among 56 Turkish undergraduates in English as a Foreign Language (EFL) classes. Two quasi-experimental groups, each consisting of 26 students, were divided into two groups. The pre-tests were administered to assess writing success and sub-skills of focus, elaboration, organization, conventions, and vocabulary. One group was taught through portfolio assessment technique



and the other through a technology-based method. The post-test results showed a significant difference between the two experimental groups, indicating that portfolios significantly influenced writing performance and sub-skills in (EFL) classes.

Students' engagement in large classes:

According to literature, students' engagement is essential to the success of EFL teaching environment (Azis, 2023; Nurak Siwa & Basthomi, 2023; AlHuthayfi, 2024). Ensuring adequate teaching resources and students' engagement is crucial for effective teaching and promoting long-term academic success (Nurak Siwa & Basthomi, 2023).

The results of Nurak Siwa & Basthomi's study revealed that five factors are affecting students' engagement. These include teaching strategies, individual motivation, student-teacher relationship, students' English proficiency, and teaching facilities (2023). Hence, large classes constitute an obstacle to students' engagement. According to this study, engagement is a multidimensional phenomenon involving behavior, emotion, cognition, and agency, and teaching strategies can boost students' engagement. This study also confirmed that motivation is a direct link between engagement and motivation, with teachers noticing that students with high individual motivation are more engaged.

Femi & Adedoyin (2022) discussed some ideas to promote student engagement and active learning. Some ideas include using structured groups consistently, creating routines that are more explicit and consistent, increasing student responsibility, emphasizing positive behaviors, peer and self-assessment, extra classwork, group work, and whole class discussion. They emphasized that structured groups allow students to practice without continuous, direct teacher monitoring, allowing more time for practice and self-management. Routines should be clear, and consistent, and include predictable sequences, goal and steps of instruction, and fixed activities for each student. Moreover, peer and self-assessment are essential in large classes, as they provide checklists to reinforce and implement practices that the teacher wants students to adopt. This approach creates a balance between autonomy and collaboration, allowing learning and community to flourish. Furthermore, extra classwork can also help increase student participation, and group work and pair work can also give teachers time to get to know different



students in a large class. Despite the constraints of large classes, Femi & Adedoyin (2022) confirmed that many teachers attempt to improve their teaching level by employing multiple techniques such as team teaching, group work, reducing workload, and utilizing whole class discussion. In addition, engaging students in challenging activities and creating interesting activities can increase on-task behavior, reduce boredom, and promote language learning.

A study by Apridayani & et al. (2024) was intended to evaluate the effectiveness of teacher-only assessment compared to combined teacher and student self-assessment in English writing at a university in southern Thailand. The research instruments consisted of a series of writing tasks, a teacher assessment rubric, a self-assessment form, and a questionnaire with open-ended questions. A group of 62 first-year English majors was divided into two groups: a control group and an experimental group. Both groups were given the same writing tasks. The experimental group was provided with both self-assessments and teacher evaluations, whereas the control group received only teacher evaluations. The study found that combined teacher-student assessment positively influences students' writing skill, particularly in terms of personal growth, self-reflection, and critical and analytical thinking. According to the study, this should prompt teachers to integrate self-assessment techniques into their teaching, which will render teachers more equipped to provide constructive, relevant, and supportive feedback aligning with students' learning needs.

Compared with the current literature, this study uniquely contributes to the field of teaching writing in large EFL classes by addressing key challenges such as feedback difficulties, time constraints, and student motivation. It shifts from problem identification to providing practical solutions, including collaborative writing techniques, scaffolded learning, writing stations, and micro-writing tasks, which are designed to engage students and build skills incrementally. A standout feature that makes this study a unique one is the focus on technology-enhanced learning, which is a standout feature, using tools like Google Classroom, Microsoft Teams, and automated feedback systems to streamline writing tasks and improve accuracy. These strategies foster collaboration, critical thinking, and autonomy among students while reducing teacher workload. Additionally, the research highlights the potential



of these methods to combat monotony and increase student motivation in large classes, offering clear, actionable guidance for educators. By integrating traditional and modern approaches, it lays the groundwork for future innovation and improvements in writing instruction for large EFL classrooms.

Methodology:

The study was conducted using a questionnaire comprising 17 items designed on a five-point Likert-type scale, an approach deemed appropriate and reliable given the research objectives, the instruments employed, and the sample size. The digital questionnaire was created using Google Forms, ensuring accessibility and ease of distribution. The questionnaire link was disseminated to participants through multiple channels, including WhatsApp groups and emails, to maximize response rates.

Once the responses were collected, the data was organized and displayed using the data analysis tools available in Microsoft Excel. Descriptive statistical methods were applied to analyze the data, offering insights into trends and patterns relevant to the study. Furthermore, the findings were contextualized and critically examined, with discussions and analyses integrated into the dissertation. This comprehensive approach aimed to provide educators with meaningful insights into the issue under investigation, contributing to both practical applications and academic discourse.

Participants:

This current study targeted faculty members from the College of Languages and Translation, who teach English to undergraduate students, and faculty members from the English Language Center, Joint Programs, who teach English to preparatory-year students at King Khalid University, Abha. The participants comprised both male and female educators holding various academic ranks, from teaching assistant to professor, and representing diverse nationalities, including Saudi, Yemeni, Egyptian, Indian, Bangladeshi, Pakistani, and South African. Additionally, the participants possessed varying levels of teaching experience. Data collection took place in November 2023 using an online questionnaire. The questionnaire consisted of two sections: the first gathered demographic information, while the second addressed the research questions.

Data Analysis:

The electronic questionnaire was analyzed using Microsoft Excel. This questionnaire consists of three parts, the first of which was about demographic information about the participants which is illustrated in table (1). Part II and part III contain 17 questions on a five Likert scale illustrated in table (2) and figure (1). Part II includes the first 14 questions on the difficulties and the suggested strategies and techniques, and part III includes the last 3 questions on the role of technology in facilitating teaching writing to large classes.

Table (1): Part I Demographic Questions related to the participants

		No.	Percentage
Gender	Male	16	25%
	Female	48	75%
Campus	Faculty of Languages & Translation	45	70.30%
	English Language center, Joint Programs	19	29.70%
Academic title	Teaching Assistant	2	3.10%
	Lecturer	36	56.30%
	Assistant Professor	23	35.90%
	Associate Professor	3	4.70%
	Professor	0	0.00%
Years of experience	1-5 years	14	21.90%
	6-10 years	11	17.20%
	11-15 years	18	28.10%
	more than 15 years	21	32.80%

Table (2): Instructors' responses to Part II & Part III 17 questionnaire questions and their average

Part II and Part III questions	SA	A	N	D	SD
1. Poor student attention and avoidance of carrying out the writing task in class are among the most common difficulties faced by teachers in large classes.	27	31	5	1	0
2. Delaying the submission of assignments by the students and correcting a large number of essays by the teacher require	38	22	2	2	0



Part II and Part III questions	SA	A	N	D	SD
more effort and takes up the time specified for the semester.					
3. In large classes, it's difficult to identify weaker students and get them involved in the writing activities.	21	26	8	8	1
4. Well-prepared teachers and well-planned lessons prevent any disruption in teaching writing to large classes.	20	25	15	4	0
5. Using diverse teaching methods prevents monotony and boredom in learning writing in large classrooms.	26	34	2	2	0
6. Cooperative learning through pair and group work creates a participatory and competitive atmosphere.	28	29	5	2	0
7. Giving the students a variety of activities and assignments enables teachers to better manage large classes.	19	30	10	5	0
8. Giving clear instructions on the writing tasks, activities and assignments reduces students' chaos and misguidance.	32	28	3	1	0
9. Establishing a code of conduct, agreed on by both teachers & learners, is crucial in managing large classes.	27	31	4	2	0
10. Establishing good teacher-student rapport facilitates teaching writing to large classes.	28	24	9	2	1
11. Stimulating students' autonomous learning makes them more serious about learning writing in large classes.	17	38	7	2	0
12. Critical thinking keeps the students alert and engaged in large classrooms.	30	26	3	5	0
13. Self-, peer-, and teacher assessment provide a variety of assessment methods that keeps students engaged in large classes.	27	30	4	3	0
14. The role of the teacher as a resource reassures the students as they receive	21	34	6	3	0



Part II and Part III questions	SA	A	N	D	SD
ongoing support, suggestions and the language they need while doing their writing tasks.					
15. Technology platforms and tools (i.e. Google Classroom, Microsoft Teams, and Canvas) facilitate managing writing assignments, providing feedback, and collaboration among students in large classes.	14	31	15	4	0
16. Using automated feedback systems like Turnitin or Grammarly to provide instant feedback on grammar, spelling, and writing style helps efficiently manage and grade writing assignments for large classes.	13	36	10	5	0
17. Conducting virtual writing workshops using video conferencing tools enhances the teaching of writing skills and provides one-on-one support for students in large classes.	15	22	17	7	3
Total:	403	497	125	58	5
Average:	23.71	29.24	7.35	3.41	0.29
Note(s): (SA) Strongly agree, (A) Agree, (N) Neither agree nor disagree, (D) Disagree and (SD) Strongly disagree					

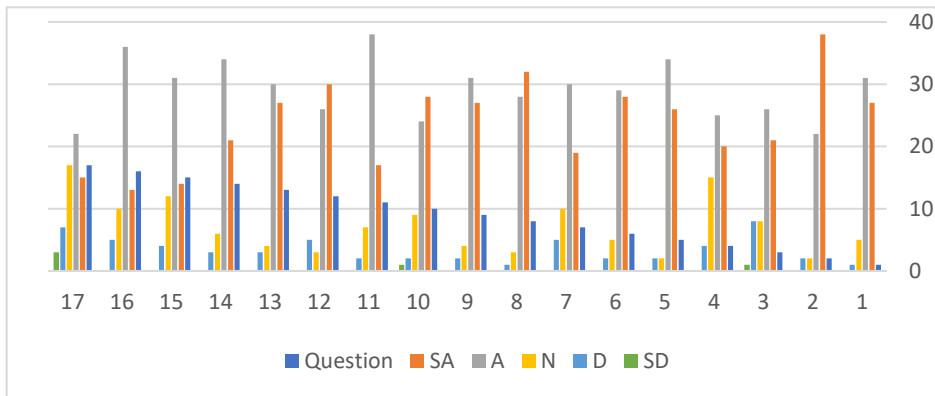


Figure (1): Results of Part II & Part III 17 questionnaire questions Analysis and Findings:

Table No.1 presents demographic information about 64 participants in the research questionnaire. 16 (25%) participants are male whereas 48 (75%) are



female. It also shows that 45 (70.30%) of them teach English in Faculty of Language and Translation, while 19 (29.70%) of them teach English in the English Language Center, Joint programs. They hold different academic titles. 2 of the participants are teaching assistants, 36 are lecturers, 23 are assistant professors and 3 are associate professors. Their years of experience variates from 1 to more than 15 years. 14 participants have 1-5 years of experience, 11 have 6-10 years of experience, 18 have 11-15 years of experience and 21 have more than 15 years of experience.

Table No.2 shows the results of the participants responses to a 17- question questionnaire on a five Likert scale. It demonstrates that 27 instructors strongly agreed that poor student attention and avoidance of carrying out the writing task in class are among the most common difficulties faced by teachers in large classes. It also shows that 31 instructors agreed on this item. Only one disagreed with the statement and 8 were neutral.

Regarding the second question's results, 38 of the instructors strongly agreed that delaying the submission of assignments by the students and correcting a large number of essays by the teacher require more effort and take up the time specified for the semester. Also, 22 instructors agreed on the same point.

Question 3 indicates that 21 strongly agreed that it's difficult to identify weaker students in large classes and get them involved in the writing activities. 26 instructors agreed on the statement as well. On the other hand, 8 disagreed and 8 neither agreed nor disagreed.

The fourth question shows that 20 instructors agreed that Well-prepared teachers and well-planned lessons prevent any disruption in teaching writing to large classes. And 25 instructors agreed on the same statement. However, 4 disagreed with the statement and 15 were in the middle of the way.

Considering the fifth question, 26 instructors firmly agreed that using diverse teaching methods prevents monotony and boredom in learning writing in large classrooms; 34 agreed with the statement.

Question no. 6 indicates that 28 firmly agreed that cooperative learning through pair and group work creates a participatory and competitive atmosphere. Also, 29 agreed with it.

The results of question 7 shows that 19 instructors agreed that giving the students a variety of activities and assignments enables teachers to better



manage large classes. Moreover, 30 instructors agreed with the point. Only 5 disagreed with this point and 10 were neutral.

Question 8 demonstrates that 32 instructors strongly supported that idea that giving clear instructions on the writing tasks, activities and assignments reduces students' chaos and misguidance. 28 agreed on this idea as well.

Concerning the ninth question, 27 instructors agreed that establishing a code of conduct, agreed on by both teachers & learners, is crucial in managing large classes. Also, 31 instructors agreed with the statement.

Looking at question no. 10, 28 instructors agreed on establishing good teacher-student rapport as it facilitates teaching writing to large classes. 24 instructors agreed with this idea, but 2 disagreed with it and 9 neither agreed nor disagreed with it.

The eleventh question results show that 17 instructors agreed that stimulating students' autonomous learning makes them more serious about learning writing in large classes. Additionally, 38 instructors agreed with this statement, but 7 were neutral.

The results of question 12 show that 30 instructors strongly agreed that critical thinking keeps the students alert and engaged in large classrooms, and 26 also agreed. 5 instructors disagreed, and 3 were neutral, however.

Question 13 results demonstrate that 27 of the instructors strongly agreed that self-, peer-, and teacher assessment provide a variety of assessment methods that keeps students engaged in large classes; 30 instructors agreed with it.

The results of question 14 indicate that 21 instructors strongly agreed with the statement that states that the role of the teacher as a resource reassures the students as they receive ongoing support, suggestions and the language they need while doing their writing tasks. Also, 34 instructors agreed with this statement.

Responses to question 15 demonstrate that 14 instructors strongly agreed that technology platforms and tools (i.e. Google Classroom, Microsoft Teams, and Canvas) facilitate managing writing assignments, providing feedback, and collaboration among students in large classes. 34 instructors also showed their agreement. On the other hand, 15 instructors neither agreed nor disagreed with this statement and 4 showed their disagreement.

The results of question 16 shows that 13 instructors strongly agreed with using automated feedback systems like Turnitin or Grammarly to provide



instant feedback on grammar, spelling, and writing style helps efficiently manage and grade writing assignments for large classes. 36 instructors showed their agreement. Only 5 disagreed with this statement, but 10 were neutral.

Concerning the results of question 17, 15 instructors strongly agreed that conducting virtual writing workshops using video conferencing tools enhances the teaching of writing skills and provides one-on-one support for students in large classes, and 22 agreed with the statement. However, 3 instructors strongly disagreed with the statement and 7 disagreed with it, while 17 instructors neither agreed nor disagreed with the statement.

Discussion:

The findings suggest that educators face difficulties when teaching large EFL writing classes, as they feel uncomfortable giving assessments and feedback due to the large number of students and the difficulty in providing individual attention. These negative responses align with previous research on teacher or lecturer difficulties in large classes (Nia & Fithriani, 2023; Chand, 2023), revealing that most English teachers in large classes have difficulties giving feedback, organizing classes and activities, and managing time, which can interfere with students' motivation in classrooms (Bahanshal, 2013).

Nonetheless, the results of this study have displayed that despite these challenges, participants believe that applying diverse teaching strategies lead to effective English teaching and learning, which were enhanced by the participants' positive responses. These proposed techniques are using such interactive methods as:

- Collaborative Writing Activities:

1. Divide the class into smaller groups, assigning each group a part of a larger activity (e.g., writing a short story, report, an essay).
2. Use shared online tools like Google Docs to facilitate collaboration.
3. Rotate roles within groups (e.g., researching, writing, editing) to engage all students.

- Writing Stations:

1. Set up different stations focusing on specific skills (e.g., brainstorming, outlining, grammar review, peer editing), giving clear, simplified instructions.



2. Have students rotate through stations in small groups or pairs, focusing on one skill at a time,

- Interactive Peer Review:

1. Explain to students how to give structured, formative feedback using a checklist or a rubric.
2. Utilize tools like Padlet or discussion boards to give feedback.

- Micro-Writing Tasks:

1. Focus on small, manageable tasks during class, like writing one good thesis statement, an introductory sentence, or a lively description.
2. Share and discuss exemplary responses.

- Scaffolded Writing Assignments:

1. Break large assignments into smaller stages: brainstorming, outlining, drafting, and editing.
2. Provide constructive feedback at each stage.

These suggested strategies promote students' engagement and facilitate learning writing in large classes by stimulating students autonomous learning, involving students in critical thinking activities, engaging students through self-, peer, and teacher assessment (Jokhio et al, 2022). By combining these strategies and methods, teachers can foster a more supportive, engaging, and scalable environment for writing instruction and assessment in large classrooms

The findings, equally, indicate the role of technology in facilitating writing in large classes through using technology platforms and tools (Ozer & Tanriseven's, 2016). The study results have shown that using online learning platforms, such as Google Classrooms and Microsoft Teams aid with managing writing assignments, providing feedback, and collaborations among students as well as using automated feedback tools, like grammar checkers and language translation tools which are beneficial in doing the writing assignments more accurately. The results, likewise, highlight the role of technology in promoting and innovating the teaching of writing skills through conducting virtual writing workshops.

Accordingly, in line with the hypothesis, the difficulties of teaching writing in EFL large classes can be minimized through a variety of teaching methods: a. student-centered teaching, b. collaborative learning, and c. the utilization of technology in the teaching & learning process. These findings



benefit educators as they prevent monotony in class, increase students' motivation to learn, involve all students in collaborative learning, and facilitate providing feedback.

Conclusion:

The study has investigated the difficulties encountered by teachers in teaching writing to EFL students in large -sized classes to expose effective various teaching techniques, which were reflected in the participants' positive responses to the questionnaire questions on suggested methods and strategies to overcome the challenges of the lack of communication and teachers' individual attention as well as poor student engagement and absence of interactive learning. By applying these strategies and technology – enhanced teaching methods in classrooms, teachers will be able to make the teaching and learning process of writings skills more effective, collaborative, and engaging for EFL students.

This research, based on the findings and discussion, hopes to raise awareness of the challenges associated with large classes and the teaching strategies to overcome them to pave the way for EFL teachers across the globe to pedagogically utilize these strategies in their classrooms, specifically in teaching writing, which is always a haunting task, and looks forward for further studies in the field of knowledge.

Limitations and future study:

The study was based on a limited sample size of instructors from the College of Languages and Translation and the English Language Center, Joint Programs, at King Khalid University, so future research could benefit from using a larger and more diverse sample population, such as instructors who teach writing English to students in other Saudi universities. Additionally, future studies might explore students' perspectives on studying writing in large classes, as the educational process involves both learners and teachers. While the current study on a questionnaire for data collection, it is suggested that future research employ qualitative methods such as interviews, to get deeper insights and suggestions on how to teach writing to large classes.

Acknowledgment:

The authors would like to acknowledge the Faculty of Languages and Translation and the English Language Center, Joint Programs, at King Khalid University and thank all those who supported and contributed to this project directly or indirectly.

**References:**

- Abu-ghararah, B. A. (2021). Large Classes in the Context of Teaching English as a Foreign Language. *Theory and Practice in Language Studies*, 11(4), 333–339. <https://doi.org/10.17507/tpls.1104.01>
- AlHuthayfi, M. (2024). Investigating EFL Students' Engagement in Online English Classes at Taif University. *International Journal of Linguistics and Translation Studies*, 5(1). <https://doi.org/10.36892/ijlts.v5i1.333>
- Desta, M. A. (2019). An Investigation of Challenges Teachers Face in Teaching Speaking Skill in Large Classes' Context: Secondary School EFL Teachers in Focus. *International Journal of English Language Education*, 7(2), 66. <https://doi.org/10.5296/ijele.v7i2.15399>
- Apridayani, A., Han, W., & Sakkanayok, K. (2024). Enhancing English writing competence in higher education: a comparative study of teacher-only assessment versus teacher and student self-assessment approaches. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1). <https://doi.org/10.1186/s40862-024-00263-3>
- Azis, M. A. (2023). Assessing the Impact of Integrated Skill Teaching on EFL Learners' Motivation and Engagement. *Tomorrow's Education Journal*, 1(2). <https://doi.org/10.58660/tej.v1i2.47>
- Bahanshal, D. (2013). The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools. *English Language Teaching*, 6(11). <https://doi.org/10.5539/elt.v6n11p49>
- Chand, G. B. (2023). Teaching Large Classes: What Teachers Say and Do? *Far Western Review*, 1(1), 43–54. <https://doi.org/10.3126/fwr.v1i1.58273>
- Dossoumou, A. M. (2018). Appraising the impacts of cohesion and coherence in Benin SS3 EFL learners' writing productions. *International Journal of Linguistics, Literature, and Culture*. <https://doi.org/10.21744/ijllc.v4n5.293>
- Femi, & Adedoyin. (2022). Helping Teachers to Cope with English Language Large Classes: How to Promote Students' Engagement and Active Learning. *European Journal of Education Studies*, 12. <https://doi.org/10.46827/ejes.v9i12.4796>



- Hadi, M. J., & Arante, L. T. (2015). *Barriers in Teaching English in Large Classes: Voice of an Indonesian English Language Teacher*. 1–7.
- Hayes, D. (1997). Helping teachers to cope with large classes. *ELT Journal*, 51(2), 106–116. <https://doi.org/10.1093/elt/51.2.106>
- Jokhio, A. A., Raza, S. S., Younus, M., & Soomro, A. H. (2022). Teaching Writing Skills in University Large Classes In Pakistan: Issues, Challenges and Solutions. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), 25–47.
<https://doi.org/10.30762/jeels.v7i1.1355>
- Ministry of Education, 2023, Agency of Private University Education, *Executive rules and administrative and technical procedures for the regulations of private colleges*.
<<https://departments.moe.gov.sa/PHE/Rulesandregulations/Pages/CollegeAdminRules.aspx>>
- Nia, N. A. E., & Fithriani, R. (2023, March 31). Lecturers' Challenges and Strategies in Teaching English Writing Skills in Large Classes. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 7(1), 129–143.
<https://doi.org/10.36312/esaintika.v7i1.1138>
- Nurak Siwa, Y., & Basthomi, Y. (2023). Students' Optimal Engagement in EFL Large Classes: A Qualitative Phenomenological Study in East Nusa Tenggara. The Qualitative Report.
<https://doi.org/10.46743/2160-3715/2023.6073>
- Ouahidi, Lalla Meriem, (2021), " Teaching Writing to Tertiary EFL large classes: challenges and prospects, *International Journal of Linguistics, Literature and Translation*, Vol. 3, No. 6, p. 29. (p. 28- 35)
- Özer, M., & Tanrıseven, I. (2016). The Effect Of Portfolio-based Writing Assessment On The Development Of Writing Skills Of Efl Students. *International Online Journal of Educational Sciences*, 8(3).
<https://doi.org/10.15345/iojes.2016.03.004>
- Syananondh, K and Padgate, W (2005), "Teacher Intervention during the writing process: an alternative to providing teacher feedback on EFL academic writing in large classes", *PASAA Journal*, Vol. 36, p 68. (p. 67-87)



Zhang, Ruofei & Zou, Di & Cheng, Gary & Xie, Haoran. (2022). Implementing technology-enhanced collaborative writing in second and foreign language learning: A review of practices, technology and challenges. *Education and Information Technologies*. 27, <https://doi.org/10.1007/s10639-022-10941-9>