

# **Investigating the Relationship between Class Interaction and Class Size in the Faculty of Language Studies at Sohar University: A Qualitative Case Study**

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## **Abstract**

This paper describes the relationship between class interaction and class size in the Faculty of Language Studies at Sohar University. The sample of this study is selective. It includes all lecturers who taught level two students in the Faculty of Language Studies in the academic year 2021/ 2022. The number of the lecturers with little experience was five while the number of the experts was fifteen. Two study instruments were utilized, direct observations, and individual interviews.

Furthermore, the reliability of the study was proven by repeating the research tools several times. The findings showed that in all three study themes—lecturer engagement with learners, learner interaction with lecturers, and learner interaction with learners—there is an inverse link between class interaction and class size.

The findings showed that there was greater class interaction in small classrooms than in large classrooms. This finding aligns with the model of the assumed theory. In order to keep the same number of students in small classrooms for two to three hours, it is advised that the number of learners in large classes should be decreased. Additionally, the study suggests offering lecturers training sessions on how to manage the issue of class interaction in large classrooms.

**Keywords:** class interaction, learner interaction, class size