

Students' Perception of the Crowded General English Classes and Teacher's Solutions to Improve the Teaching Quality: Case Study at Industrial University of Ho Chi Minh City, Vietnam.

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ABSTRACT

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This study investigates the students' perceptions of the crowded General English classes and the teacher's solutions to improve the teaching quality at the Industrial University of Ho Chi Minh City (IUH). A qualitative research method was employed in this study. The study was conducted using a questionnaire survey with 200 students and 30 teachers who are responsible for General English classes at IUH. The survey questions were designed to measure students' perceptions of the crowded classes and to explore the different strategies that the teachers are currently using to improve the teaching quality. The results show that the majority of students perceive the crowded General English classes as negative. They reported that a large number of students in the classes affects the quality of teaching and studying, hinders student-teacher interaction, and makes it difficult for the teacher to monitor student's progress. The most common proposed solutions to improve the teaching quality are: reducing the number of students per class, providing more individual attention to students, improving the teacher's teaching methods, and providing more materials and resources. Based on the results, the study recommends that the university consider reducing the number of students in the general English classes, as well as providing more individual attention to students and improving the teacher's teaching methods.

1. Introduction

English is a language of communication and is used in many different contexts. It is a necessity for people to learn English in order to gain access to new opportunities. This is especially true in Vietnam, where English is an important part of the educational system. However, many students face difficulties in learning English due to the crowded nature of their General English classes (Cox, 2019). This study examines the students' perception of their crowded General English classes and the teacher's possible solutions to improve the teaching quality. This study is conducted as a case study at the Industrial University of Ho Chi Minh City.

Excessive overcrowding in classrooms is a worldwide dilemma which impedes the teaching and learning process (Maru, 2021). The United States is one of many countries combating this difficulty, with 17,400 schools being overcrowded (Maru, 2021). Generally, classes should contain 15-20 students; however, many classrooms now exceed 30 students, and there have been instances of over 40 students in one class (Nashir, 2021). The United Kingdom is the only EU nation that is afflicted with

overcrowded primary classes (Rinantanti, 2019). Ireland has two out of three primary students in classes of 25 or more, which is the second highest in Europe (Yau, 2022). China is another country with overcrowding issues, with a survey determining that more than 40 percent of primary and middle school classes have more than 30 students (Wang, 2021). Additionally, a middle school in Zhoukou District in Henan province has an average class size of 100 (Matsepe, 2019). Chinese education authorities categorize classes of up to 45 pupils as "normal," classes with more than 55 as "large," and those with more than 65 as "super-large" (Wang, 2021). In 15 provinces in China, the average for junior high schools reaches 45, and in two provinces, it surpasses 55 (Wang, 2021).

It is a regrettable fact that overcrowded classrooms are a reality in our society. This can cause a great deal of difficulty for both students and teachers, as it does not provide a conducive learning environment and can be a distraction to the teaching-learning process (Hoang, 2010). Jacob (Taghizadeh, 2020) has pointed out that having too many students in the classroom can have a significant impact on the teaching-learning process.

An overcrowded classroom can cause a variety of issues, from psychological to physical, and particularly technical ones. When a teacher has an abundance of students, it becomes difficult for them to give individual attention or even provide an engaging and creative learning environment. Inexperienced teachers are particularly discouraged by overcrowded classrooms, suggesting that more technical strategies are needed for them to manage the situation (Rinantanti, 2019).

Misbehavior, ranging from disobedience and aggression to truancy and destruction of property, is often observed in such overcrowded classrooms, which not only impedes teachers from delivering their lessons effectively but also prevents students from receiving an optimal education. Behaviourism is a common approach employed by teachers when attempting to manage the classroom environment. It involves the use of various techniques, such as the arrangement of desks, lamps, ventilation, and the use of the blackboard, to create a conducive learning atmosphere for students (Pow, 2021). In larger classrooms, educators often employ additional strategies, such as building positive relationships with their students, tailoring their instruction to suit the needs of the students, and encouraging student participation in academic activities through the use of social management techniques. Other behavioural strategies employed by teachers include cultivating students' social skills and teaching them to control their actions, emotions, and thoughts in pursuit of long-term goals, as well as using appropriate interdisciplinary approaches to support students facing difficulties in social stimulation.

A large number of studies have reported student dissatisfaction with crowded General English classes. Students in crowded classes have reported that it is difficult to get their questions answered, and the pressure to complete tasks in a limited time frame is overwhelming. Additionally, students have reported feeling overwhelmed by a large number of classmates and the lack of personal attention from the teacher. In overcrowded classes, students often feel that their needs are not being met, leading to low motivation and poor academic performance.

Previous research has highlighted the importance of having an appropriate environment for student learning and the role of the teacher in creating a positive learning atmosphere. It has also shown that crowded classes can lead to low motivation and

engagement in English classes. Furthermore, it has been found that the teacher's attitude and the use of appropriate teaching strategies, such as cooperative learning and task-based activities, can help to improve the teaching quality in crowded classrooms. Therefore, this study aims to explore the students' perceptions of their crowded general English classes and the teacher's possible solutions to improve the teaching quality.

2. Literature Review

2.1 Crowded Classes

The issue of overcrowding in classrooms has been a recurrent challenge faced by educators, parents, and students alike. Several research studies have been conducted to assess the effects of overcrowding on student performance and learning.

A crowded classroom can negatively impact a student's ability to learn. Research has shown that students in crowded classrooms tend to have lower test scores, higher dropout rates, and more discipline problems than those in less crowded classrooms. Additionally, overcrowding can lead to students feeling overwhelmed, anxious, and frustrated, as well as a decrease in the quality of instruction and the amount of individual attention a student receives from their teacher (Ayu, 2019). Truong (2018), reported that crowded English classes also impede the communication between teachers and students, only few students can adapt well to a crowded study environment, so that it is difficult to develop English communication skills for students.

Studies have indicated that classes with fewer students tend to have better learning outcomes for students (Bai, 2021). For example, one study found that students in classes with 20 or fewer students performed better on tests than those in classes with more than 20 students (Bai, 2021). Additionally, teachers in classes with fewer students reported feeling more satisfied and effective in their teaching than those in classes with more students (Akyıldız, 2021).

Furthermore, research has shown that overcrowding can lead to physical and mental health problems for both students and teachers. For example, a study of teachers in overcrowded classrooms reported higher stress levels and a higher incidence of burnout than those in less crowded classrooms (Akram, 2020). Additionally, overcrowding can lead to increased levels of violence and aggression among students, as well as an increase in the number of students with behavioral issues (Hien, 2021). Finally, overcrowding can also lead to decreased resources in the classroom and less access to technology and materials. This can create a less stimulating learning environment for students and limit their ability to learn and explore new ideas.

Overall, overcrowding in the classroom can have a direct and indirect negative effect on student learning and the overall learning environment. It is thus imperative that schools and educators take measures to ensure that classrooms are of an appropriate size and have adequate resources to accommodate all students.

2.2 General problems of overcrowded classrooms

Overcrowded classrooms have become a growing problem in many schools and districts around the world. This can have a negative impact on the students, teachers, and school environment as a whole.

One of the major problems of overcrowded classrooms is the lack of individual attention that students can receive from their teachers. With more students in the classroom, teachers are unable to provide as much individual help and instruction as they would be able to with smaller class sizes. This can lead to students feeling frustrated and not getting the help they need to succeed (Ha, 2021).

Another problem with overcrowded classrooms is that they can lead to a decrease in the quality of instruction. When there are too many students in a classroom, it can be difficult for teachers to keep all of the students engaged and on task. This can lead to a decrease in the quality of the instruction they receive, which can have long-term impacts on their learning (Jafari Pazoki, 2020).

Finally, overcrowded classrooms can lead to increased levels of stress and anxiety for both students and teachers. With more students in the classroom, there is more competition for time and attention from the teacher, which can lead to feelings of frustration and anxiety for students. Additionally, teachers may feel overwhelmed and stressed by the additional workload that comes with having more students in the classroom (Küçükler, 2019).

In conclusion, overcrowded classrooms can have a significant negative impact on the learning environment for both students and teachers. As such, it is important for schools and districts to address this issue and find ways to reduce the number of students in each classroom.

2.3 Responsible factors of the overcrowded classrooms

Studies have identified several factors that are responsible for the overcrowding of classrooms. First, inadequate school funding is one of the key factors behind overcrowded classrooms. Many schools do not have enough money to maintain the necessary size of classrooms, resulting in overcrowding. Besides, low-school fee has also resulted the problem at universities in Vietnam especially with public universities to reinvest for operation of the universities, because tuition fees cannot be as high as private schools (Hoang, 2010). Additionally, inadequate staffing also contributes to overcrowding, as some schools are unable to hire enough teachers to provide quality instruction to all students (Meier, 2020).

Second, the rise in student enrollment is another major factor behind overcrowded classrooms. As more students enroll in the school system, the need for additional classrooms increases. However, due to limited resources, schools are unable to accommodate the growing number of students, resulting in overcrowded classrooms (Khasawneh, 2021).

Finally, the lack of school facilities is also a major factor behind overcrowded classrooms. Schools often lack the necessary resources and facilities to ensure a comfortable learning environment for students. Without enough classrooms, students are forced to share limited space, leading to overcrowding. Additionally, the lack of resources and facilities can also lead to a lack of educational resources, further limiting student learning opportunities (Pow, 2021).

2.4 Managing strategies for the overcrowded classroom

In order to address this issue of the overcrowded classroom, teachers must have strategies in place to manage the overcrowded classroom and maximize learning for all students.

One strategy for managing an overcrowded classroom is to divide the students into smaller groups. This can be done by having the students work together in pairs or in small groups of three or four. This allows for more individualized instruction and allows students to develop relationships with other students. Additionally, it allows the teacher to focus on the needs of each student and ensure that all students are being challenged and engaged in the learning process (Tran, 2021).

Another strategy that can be used to manage an overcrowded classroom is to use technology to supplement instruction. Technology can be used to supplement instruction in a variety of ways, including providing interactive activities and instructional resources. This allows the teacher to target specific learning objectives and ensure that all students are receiving the instruction they need. Additionally, using technology can help to engage all students in the learning process (Sandvik, 2021).

Finally, another strategy for managing an overcrowded classroom is to create a positive learning environment. This can be done by making sure that all students feel valued, respected, and supported in their learning. Additionally, it is important to create a classroom culture that promotes active learning and problem-solving. By creating a positive learning environment, teachers can ensure that all students are engaged and motivated to learn. Teachers can also use behavior management strategies to manage an overcrowded classroom. This includes setting clear expectations, using positive reinforcement, and using consistent consequences. By creating a positive and structured environment, teachers can help students focus and engage in their lessons (Taghizadeh, 2020).

In conclusion, managing an overcrowded classroom can be a challenge, but it is possible with the right strategies. By dividing students into smaller groups, using technology to supplement instruction, and creating a positive learning environment, teachers can ensure that all students are receiving the instruction and support they need to succeed.

2.5 Previous Studies

The conducted by Akyıldız et al. (2021) investigated the impact of large class sizes on English language learning in general, exploring the difficulties faced by both teachers and students in such classes. The results showed that large classes caused a decrease in student motivation, lower quality of teaching, and reduced student engagement. Furthermore, the study identified three main challenges faced by teachers in teaching large classes: (1) time constraints, (2) difficulty in managing classroom behaviors, and (3) difficulty in creating an effective learning environment.

In addition, another study by Khasawneh (2021) explored the teacher's solutions to improve the teaching quality in the context of General English classes. The study found that teachers should employ various strategies to enhance the quality of the teaching and learning process, such as using interactive activities, providing feedback, and promoting active learning. Furthermore, the

study suggested that the teachers should create a supportive environment to foster student engagement, as well as ensure that the classroom is spacious enough to accommodate all the students.

The works of Rinantanti (2019) discussed the importance of providing effective feedback to students in crowded classrooms. The study found that providing feedback to the students was an important factor in ensuring effective learning. Moreover, the study suggested that teachers should provide feedback in a timely manner and use various techniques, such as open-ended questions and dialogue, to ensure that the students understand the feedback.

Finally, a study by Wang (2021) investigated the effectiveness of the teacher's solutions in improving the quality of General English classes. The study results indicated that the strategies employed by the teachers were effective in improving the teaching quality and enhancing the students' learning experience. Furthermore, the study found that the strategies employed by the teacher also led to an increase in the students' motivation and engagement in the classroom.

3. Methodology

3.1 Research Design:

This study used a qualitative case study approach to explore the students' perception of the crowded General English classes and teacher's solutions to improve the teaching quality at the Industrial University of Ho Chi Minh City. This approach allowed for the exploration of a real-life phenomenon in depth in order to gain an in-depth understanding of the issues from the students' perspective.

3.2 Participants:

Creswell (2003) suggested that a target population is comprised of individuals or participants from a general population that possess features of particular relevance and importance to a research study. The participants of this study included teachers who are responsible for and students who are currently enrolled in General English classes at the Industrial University of Ho Chi Minh City. A total of 230 participants were selected, consisting of 30 teachers and 200 students. The participants were selected through purposive sampling in order to focus on students who have experienced crowded classes and are eager to discuss their experience. The participants were chosen based on their willingness to participate in the study and their availability.

3.3 Procedure and Data Analysis

Semi-structured interviews were conducted with the participants to collect qualitative data. The interviews explored the participants' perspectives on the crowded general English classes and their thoughts on potential solutions to improve the teaching quality. The data from the interviews were analyzed using thematic analysis to identify common themes and patterns. The results were presented in a report, which provided insights into the participants' perceptions and potential solutions for improving teaching quality. The data was then analyzed using SPSS software. The results of the analysis were reported in the form of tables and graphs.

4. Results and Discussion

4.1 Students survey

Do you think your English class is crowded or not?

Table 1: Students' perception of overcrowded classes

Valid	Frequency	Percent (%)
Yes, it is crowded	195	97.5
No, it is not crowded	0	0
It is just usual	5	2.5
Total	200	100

Table 1 displays the results from a survey which asked 200 students about their perception of overcrowded classes. The results show that a majority of students (97.5%) felt that their classes were crowded, while a small minority (2.5%) felt that the classes were just usual, and none of the students felt that their classes were not crowded.

This survey highlights a growing issue in many educational institutions. Overcrowded classrooms can have a negative effect on the learning environment, resulting in students feeling overwhelmed and frustrated. Furthermore, overcrowded classes can lead to a decrease in academic performance due to limited access to resources and individual attention from the teacher. It is, therefore, important for institutions to take steps to address the issue of overcrowded classes, such as increasing the number of staff or providing additional resources and space.

Table 2: Difficulties facing students while studying English in a crowded class

Statements	N	Mean	Std. Deviation
It is difficult to concentrate on lessons	200	4.75	.57
The class may be noisy	200	4.94	.52
It is difficult for teachers to organize teaching activities	200	4.57	.59
Teachers can not take care of all students	200	4.92	.63
Students feel shy to report or present in front of the class	200	4.72	.72
There may not be enough time for all students to practice, especially speaking skill	200	4.91	.54
Lazy students do not work without caring from teachers	200	4.33	.64

The results in the table 2 indicate that there are several difficulties facing students while studying English in crowded classes. The results in the table indicate that most students find it difficult to concentrate on lessons in crowded classes, with a mean of

4.75. The class noise is also a challenge, with a mean of 4.94 out. Other issues include the difficulty for teachers to organize teaching activities (mean = 4.57), the inability of teachers to take care of all students (mean = 4.92), and students feeling shy to report or present in front of the class (mean = 4.72). The lack of enough time for students to practice speaking skills is also an issue, with a mean of 4.91. Finally, the issue of lazy students not working without caring from teachers is the least of the problems, with a mean of 4.33.

Table 3: overcrowded classroom and academic achievement

Statements	N	Mean	Std. Deviation
Overcrowded classrooms have a negative impact on student's academic achievement	200	3.99	.51
Overpopulated classrooms negatively affect the delivery of instruction.	200	4.13	.56
Inadequate seats for pupils in the classroom have a negative effect on pupils' academic achievement	200	4.28	.61
Teachers find it difficult to measure pupils' level of achievement in overcrowded classrooms.	200	3.89	.71
Effective use of teaching aids is not negatively affected by overcrowded classrooms.	200	4.62	.65

The results in the table 3 demonstrate that the majority of respondents agree that overcrowded classrooms have a negative impact on student's academic achievement. The mean for this statement was 3.99, with a standard deviation of .51. Additionally, respondents agreed that overpopulated classrooms negatively affect the delivery of instruction, with a mean of 4.13 and a standard deviation of .56. The mean for the statement that inadequate seats for pupils in the classroom have a negative effect on pupils' academic achievement was 4.28, with a standard deviation of .61. The mean for the statement that teachers find it difficult to measure pupils' level of achievement in the overcrowded classroom was 3.89, with a standard deviation of .71. Finally, respondents agreed that effective use of teaching aids is not negatively affected by overcrowded classrooms, with a mean of 4.62 and a standard deviation of .65.

Overall, the results suggest that respondents believe that overcrowded classrooms have a negative impact on student's academic achievement, as the mean scores for each statement were relatively high. This suggests that respondents felt that overcrowded classrooms have a detrimental effect on both the delivery of instruction and the ability of teachers to measure pupil's levels of achievement. However, respondents also felt that overcrowded classrooms do not have a negative effect on the effective use of teaching aids.

Table 4: University strategy to improve studying quality

Statements	N	Mean	Std. Deviation
Reduce the number of students in each General English class	200	4.62	.51
Increase the time to study English for students at the university	200	4.83	.56
Increase the time to practice listening and speaking	200	4.76	.61
Encourage independent study	200	4.81	.71
Create study groups	200	4.62	.65
Utilize technology	200	4.91	.59
Implement classroom management techniques	200	4.42	.74

The results in Table 4 indicate that university students perceive that there are several strategies that can be implemented by the university to improve studying quality. All of the strategies had a mean score above 4.0, indicating that students generally support the strategies. The strategies that received the highest mean score were increasing the time to study English (M = 4.83) and utilizing technology (M = 4.91). The strategies that received the lowest mean score were reducing the number of students in each General English class (M = 4.62) and implementing classroom management techniques (M = 4.42). The standard deviations of the mean scores range from .51 to .74, indicating that the student's ratings of the strategies are fairly consistent across the board. The standard deviations were relatively low, indicating that there was relatively little variation in the responses. This suggests that the students were in general agreement on the strategies to improve studying quality.

Overall, the results indicate that university students support the implementation of strategies to improve studying quality. It is important for universities to consider these strategies and implement those that are most beneficial in order to ensure that students are able to receive the best possible education.

4.2 Teachers survey

Do you think your English class is crowded or not?

Table 5: Teacher's perception of overcrowded classes

Valid	Frequency	Percent (%)
Yes, it is crowded	28	94
No, it is not crowded	0	0
It is just usual	2	6
Total	30	100

Table 5 shows the results of a survey of 30 teachers' perceptions of overcrowded classes. 94% of the teachers surveyed felt that their classes were overcrowded, while 6% of the teachers felt that their classes were not too crowded. There was not one single teacher who perceived the class as not being overcrowded. This suggests that the majority of teachers surveyed felt that their classes were too crowded and that this is a common problem among teachers.

The results of this survey suggest that overcrowded classes are a widespread problem among teachers. This could lead to a variety of issues, such as students not receiving enough individual attention due to the size of the class or teachers feeling overwhelmed by the number of students they have to manage. It could also lead to a decrease in the quality of education, as teachers may not be able to give students the attention they need to understand the material they are teaching. This could have a long-term impact on student achievement.

Overall, these results suggest that overcrowded classes are a problem that needs to be addressed. Schools should look into ways to reduce the size of classes or provide additional resources or support to teachers to help them manage large classes. This could help to improve the quality of education and ensure that all students receive the individual attention they need to learn and succeed.

Table 6: Difficulties faced by teachers while teaching English in crowded classes

Statements	N	Mean	Std. Deviation
It is difficult to manage classes well	30	4.11	.44
It is difficult for teachers to organize teaching activities, for example, group work, role-play, speaking activities	30	3.94	.59
Teachers can not take care of all students, especially weak students	30	4.24	.61
Teachers do not have enough time to help all students and answer student's questions.'	30	4.20	.65
There may not be enough time for teachers to mark students' homework, correct mistakes	30	3.72	.62
It is difficult for Teachers to teach in mix-level classes	30	3.91	.59
It is difficult for Teachers to evaluate students' progress	30	4.91	.62

The results in the table 6 show that teachers face a variety of difficulties when teaching English in crowded classes. The mean scores for each statement demonstrate that teachers struggle the most with evaluating their students' progress (mean=4.91). Other difficulties that teachers face include managing classes well (mean=4.11), organizing teaching activities (mean=3.94), taking care of all students (mean=4.24), helping all students (mean=4.20), having enough time to mark students' homework (mean=3.72), teaching in mix-level classes (mean=3.91), and evaluating students' progress (mean=4.91).

Overall, these results suggest that teachers struggle to provide adequate support to their students in crowded classes. They are often unable to give individual attention to weaker students, have limited time to mark and correct students' work, and are unable to evaluate their progress accurately. These difficulties can have detrimental effects on the student's learning outcomes, and further research is needed to understand the best strategies for mitigating these issues in crowded classrooms.

4.3 Managing strategies for the overcrowded classroom

Table 7: Teachers' strategy

Statements	N	Mean	Std. Deviation
Try to manage students well	30	4.55	.59
Encourage students to prepare for lessons before classes and review the lessons after classes	30	4.61	.50
Assign homework and exercises for students to do at home	30	4.01	.67
Organize group work and pair work in class to increase students' motivation	30	3.81	.65
Motivate students to share their idea and collaborate with classmates	30	4.19	.56
Apply the university's online teaching system (LMS)	30	3.91	.81
Encourage students to use electronic dictionaries and self-study apps to practice listening skill reading skills, improve vocabulary and consolidate grammar regularly	30	4.33	.57

This table 7 shows the results of a survey of 30 teachers regarding their strategies for managing overcrowded classrooms. The survey asked teachers to rate the effectiveness of six strategies for managing overcrowded classrooms. The results show that the teachers found managing students well and encouraging them to prepare for lessons before classes and review the lessons after classes to be the most effective strategies, with mean scores of 4.55 and 4.61, respectively. The teachers also found motivating students to share ideas and collaborate with classmates to be a reasonably effective strategy, with a mean score of 4.19. The teachers found organizing group work and pair work in class to increase students' motivation to be slightly less effective, with a mean score of 3.81. The teachers found using the university's online teaching system (LMS) and encouraging students to use electronic dictionaries and self-study apps to practice listening skills, reading skills, improve vocabulary, and consolidate grammar regularly to be the least effective strategies, with mean scores of 3.91 and 4.33, respectively.

Overall, it appears that the most effective strategies for managing overcrowded classrooms involve encouraging students to prepare and review their lessons, as well as motivating them to share ideas and collaborate with their classmates. On the other hand, the least effective strategies are assigning homework and using the university's online teaching system.

Table 8: Institution strategy

Statements	N	Mean	Std. Deviation
Reduce the number of students in each General English class	30	3.99	.71
Increase the time to study English for students at the university	30	4.53	.63
Increase the time to practice listening and speaking	30	4.99	.53
Change the assessment methods for the English subject	30	3.70	.61
Invest in more lab rooms to improve students' listening and speaking skills	30	4.30	.59
Orient students towards standardized international English proficiency exams such as IELTS, TOEFL, TOEIC	30	3.82	.73
Utilize technology	30	4.77	.54

The results in the table 8 show the strategies that the institution can use to manage the overcrowded classroom. This table shows the responses of 30 teachers to questions about strategies for managing overcrowded classrooms in General English classes. The strategies discussed are reducing the number of students, increasing the time to study English, increasing the time to practice listening and speaking, changing the assessment methods, investing in lab-rooms, orienting students towards standardized international English proficiency exams, and utilizing technology. The results show that the most popular strategies are increasing the time to practice listening and speaking (Mean=4.99, Std. Deviation=.53), utilizing technology (Mean=4.77, Std. Deviation=.54), and increasing the time to study English (Mean=4.53, Std. Deviation=.63). These strategies were seen as the most effective in addressing overcrowding in the classroom. The least popular strategies were reducing the number of students (Mean=3.99, Std. Deviation=.71) and orienting students towards standardized international English proficiency exams (Mean=3.82, Std. Deviation=.73).

Overall, the results suggest that there is potential for institutions to reduce overcrowding in the classroom by utilizing technology, increasing the time to study English, and increasing the time to practice listening and speaking. However, it is important to note that there are still some strategies that are seen as less effective, such as reducing the number of students and orienting students towards standardized international English proficiency exams.

5. Discussion

The findings show that a majority of students felt that their classes were crowded. This result is in line with the findings of Akram (2020), which have shown that large class sizes are a common issue with college and university courses. The larger class sizes can lead to a decrease in student engagement, as there may be less opportunity for meaningful interactions between students and faculty. Additionally, larger class sizes can have a negative impact on student learning, as there may be less time for individualized instruction and feedback (Pow, 2021). Therefore, it is important for educational institutions to address this issue in order to ensure that students are able to receive a quality education.

It was also evident that there were several difficulties facing students while studying English in crowded classes. Studies by Ayu et al. (2019) have found that overcrowded classes can have a negative impact on student learning. In particular, students have difficulty concentrating when there are too many people in the room, which can lead to a decrease in academic performance. Additionally, a study by Bai (2021) revealed that overcrowded classes could lead to increased levels of stress, anxiety, and frustration for students, which can make it harder for them to focus on their studies. Furthermore, Meier's (2020) study indicated that overcrowded classes could lead to a decrease in the quality of instruction as teachers struggle to meet the needs of all their students. Previous studies (Ha, 2021; Jafari Pazoki, 2020; Meier, 2020) have found that several strategies can be effective in improving student engagement and learning outcomes. Therefore, the findings of this study support the implementation of these strategies to manage overcrowded classrooms in General English classes. In addition, other strategies, such as having more flexible seating arrangements, providing more interactive activities, and increasing collaboration between students and teachers, can also be beneficial in managing overcrowded classrooms and improving student learning.

Finally, the results of the study showed that university students perceive that there are several strategies that can be implemented by the university to improve studying quality. These findings are supported by previous research, which suggests that providing students with better access to resources, creating more opportunities for student-teacher interaction, increasing the availability of study spaces, and introducing more flexible assessment methods are all effective strategies for improving student performance. Also, research has indicated that providing students with more autonomy in their learning and providing more active learning opportunities can also help improve student performance. Additionally, it was seen that teachers in crowded classes face a variety of difficulties when teaching English. This is in line with Nashir et al. (2021) studies which have found that large classes can negatively affect student achievement, teacher efficacy, and student engagement.

6. Conclusion

In conclusion, the study of students' perception of the crowded general English classes at the Industrial University of Ho Chi Minh City has provided valuable insight into how students feel about the current learning environment and how teachers can improve teaching quality. It has been found that students largely feel the classes are overcrowded and lack personal connections with their teachers and peers. To address these issues, teachers should focus on creating a more intimate learning environment by using more student-centred techniques, providing more individualized feedback, and offering more opportunities for class discussions. Furthermore, teachers should also consider using interactive activities and online resources to supplement their

regular lessons. Ultimately, by addressing the issues raised by the students in this study, teachers can create a more positive learning experience for all students in their classrooms.

The study found that students in general English classes at the Industrial University of Ho Chi Minh City reported that they experienced overcrowding in the classes. Furthermore, they reported that overcrowding had a negative effect on their learning experiences. In addition, they reported that some of the solutions proposed by the teachers, such as dividing the classes into smaller groups and providing more individualized attention, improved the quality of teaching. As such, the study concluded that overcrowding in general English classes is an issue that needs to be addressed and that teachers' proposed solutions can help to improve the quality of teaching for students in such classes.

To improve the teaching quality of the overcrowded classes, the teachers should implement various strategies such as using more interactive activities, assigning individual tasks, and providing more feedback. Furthermore, the university should consider offering more options for smaller classes and providing more support for the teachers. Finally, it is important for the university to ensure that all students have an equal opportunity to learn, regardless of their social or economic backgrounds. By taking these steps, the university will be able to create a more positive learning environment for its students and improve the teaching quality in its overcrowded general English classes.

6.1 Recommendations

The study recommends that universities should increase the number of English classes to reduce overcrowding in classrooms. Secondly, universities should provide more resources and support to teachers in order to help them to improve their teaching skills and techniques. Finally, it is suggested that universities should develop an effective system of evaluation and feedback in order to measure the effectiveness of teaching quality.

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