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**The influence of large classes in the English language teaching-
learning process in Ecuadorian high schools**

TRABAJO DE FIN DE TITULACIÓN

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De mi consideración:

El presente trabajo de fin de titulación: The influence of large classes in the English language teaching-learning process in Ecuadorian high schools, realizado por Malo Toledo Silvia Rosa Ana y Robles Fajardo Sandra Amelia, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

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DEDICATION

Thank God for giving me the knowledge to develop this research which is dedicated to my children, Hector, Roberth and Maria Augusta and my husband Hector. Also, I want to dedicate my professional success to my family for their time.

Silvia Rosa Malo Toledo

DEDICATION

This thesis is dedicated to God who always blessed me on my way to overcome all the obstacles. I dedicate this thesis to my dear mother Rosa who with her love, patience, support and understanding helped me achieve my goal. I also dedicated this thesis to my Sisters: Yolanda, Ofelia, Amanda and to my brothers: Eddy, Carlos and Jorge who encouraged, and also supported me during all these years of studies and during the process of this research.

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Abstract

Various researches have been done about the factors affecting the teaching of a language in a classroom. This thesis aims at finding out *the influence of large classes in the English language teaching-learning process in Ecuadorian high schools*, with the purpose of determining whether or not large classes affect the teaching-learning process.

La Troncal, a small Town of the Province Cañar is the location where this important project has been carried out. The individuals that have taken part in this study were 210 students from different high schools around the City. Furthermore, quantitative and qualitative methods were used for the development of this research in order to interpret and discuss the academic, social and psychological data that has been gathered through the field research.

In conclusion, having analyzed the results obtained in this research work, it can be stated that class size is not a barrier for a proper teaching and learning process even though certain aspects on academic, social and psychological issues might have an influence.

Key words: Teaching and learning- class size – large class- teacher- student, process – method.

Resumen

Varias investigaciones han sido realizadas sobre los factores que afectan la enseñanza de un idioma dentro del aula. Esta tesis apunta a encontrar la influencia de las clases numerosas en el proceso de enseñanza aprendizaje del idioma inglés en los colegios ecuatorianos, con el propósito de determinar si estas afectan o no el proceso de enseñanza aprendizaje.

La Troncal, un pequeño pueblo de la provincia del Cañar, es el escenario donde este importante proyecto fue llevado a cabo. Las personas que tomaron parte en esta investigación fueron 210 estudiantes de colegios aledaños. Además, se utilizó una metodología cualitativa y cuantitativa para el desarrollo de esta investigación, para de esta manera interpretar y discutir la información recolectada en la investigación de campo sobre los aspectos académicos, sociales y psicológicos. En conclusión, habiendo analizado los resultados obtenidos en este trabajo investigativo, se podría decir que el tamaño de la clase no es una barrera para que exista un buen proceso de enseñanza aprendizaje, aunque ciertos aspectos académicos, sociales y psicológicos podrían influir.

Introduction

People teaching a foreign language in Ecuador, sometimes or almost always, may encounter certain problems in the classroom that can be attributed to different factors such as having large classes.

The teaching-learning process of English language does not seem to be getting the desired outcomes: students are not achieving the basic language communicative competence, and they are not able to communicate in a written and oral way in this language. That is why the concern is to determine if large classes affect the learning of a second language, capturing the students' responses about this issue and use them for analyzing.

In Ecuador, very little information can be obtained about the subject "the influence of large classes in the English language teaching-learning process." Therefore, the Universidad Técnica Particular de Loja (UTPL) has set up this project to be carried out by its English Language students in order to create some supported data that could be used for anyone interested in this matter.

In this respect, there have been previous studies about "the influence of large classes in the English language teaching-learning process" such as the one that was carried out in Uganda by Byamugisha, Goretti, Masembe, Opolot-Okurut, & Samson (2008), which consisted of a study done to 20 schools among 35 teachers.

This research had to do with issues emerging in the teaching of large classes in Uganda. In this investigation, teachers felt that the available resources did not match the large numbers of learners. There was limited physical space for movement and interaction, and few desks and limited number of instructional materials such as

textbooks were found. The large classes were also felt to be cumbersome in terms of time needed for preparation and implementation of lessons where resources were scarce.

Nonetheless, this study came up with the conclusion that it is not class size that has the greatest influence on teaching and learning. What matters most is the quality of the teacher and his/her approach to teaching, specifically the capacity to create a culture for organizing large classes in such a manner that learning can be successful.

Alternatively, another study done by Jimakorn & Singhasiri (2006) in Thailand, which consisted on 75 lecturers done from major state universities teachers, in a class size around 30-40 students, found that the majority of the participants thought that teaching in large classes is possible but with different conditions and teaching approaches. However, they also mentioned that the larger the class is, the less effective.

In addition, a larger class is extra work for teachers. The participating teachers thought that when the classroom is large, teaching and learning inevitably becomes more difficult, thus less effective. In addition, many students are often found left behind in a large class. A teacher would not be able to notice if a student or two lose interest and keep quiet throughout the lesson because the classroom is too full.

In a similar manner, Moradi, Moin & Ketabi (2012) carried out a research on 60 Iranian intermediate EFL learners. These authors reported that definitely class size can affect the participation of learners in class discussions. They said that teachers in larger classes should know how to employ more communicative strategies in order to encourage the students to participate and to be involved in class interaction.

In the same way, there was another study done by Forero (2005) where five teachers participated in it, teaching and observing large classes with 52 seventh graders.

It was observed that was necessary to use different strategies to maintain motivation on students, the control of students' discipline was very difficult too.

This present investigation is of a great importance because the results obtained can be used, in some manner, for making substantial changes in the English as a foreign language teaching-learning process.

Additionally, it is also important because through this research project, which has been put as a requisite, students will be able to obtain Bachelor's Degree in teaching English as a Foreign Language. Moreover, it is worthwhile mentioning that throughout this research there were not difficulties, the high schools where the survey was applied were always attentive and willing to help.

Besides, the process of collecting data was done through surveys and the results were registered into charts. Having the information gathered and analyzed, it can be said that the specific objectives proposed for this investigation project were accomplished. Being these ones about what instructional implications do large classes have on the teaching-learning process? What social implications do large classes have on the teaching-learning process? and what psychological implications do large classes have on the teaching-learning process?.

Finally, it can be said that, to some extent, this research has set up the basis for further studies and inquire on the influence of large classes in the teaching and learning process in the high schools of our country. Having developed this research, it is expected that this thesis would be useful for anyone interested in increasing the study of this theme.

Method

Settings and Participants

The present research took place in La Troncal City, Province of Cañar, where 210 students from two high schools were surveyed, eighty six from ninth grade, forty five of tenth grade and seventy nine from first high school. All of the participants answered, from their perspective, questions related to the issue of having large classes during the teaching-learning process and how can be affected.

Procedures

In order to find the scientific information for this investigation, the first thing to do was to collect bibliography that would fit our profile of investigation; therefore, the internet and some books from the UTPL were used for this purpose. With these tools it was possible to find everything related to this theme.

For the field research two high schools, 31 de Octubre and Thomas Rendón, were chosen for applying the survey, using a descriptive and statistical analysis method. In addition, for the accomplishment of all of this, direct observation and note-taking techniques were used; in other words, the investigators applied the surveys personally to the students in the two high schools chosen, with the aim of acquiring a range of responses that could be as representative as possible to allow the fulfillment of the objectives of the study and to present answers to key questions about certain academic, social and psychological issues.

Besides, the materials used for this study were note-books, pencils and copies of the questionnaire in Spanish language for ensuring better and reliable understanding of the questions stated in the research.

The questionnaire consisted of twenty one questions in three issues: academic, social and psychological. Students had to choose from a variety of options going from disagree, partially agree, agree and totally agree.

Once the data from the 210 responses was collected, classified and grouped; it was explored, explained, described, and analyzed. In other words, the data was quantitatively tabulated into charts, the answers to the questions were inputted in an excel spreadsheet according to their characteristics on academic, social and psychological issues. All this process was done in order to have the basis for the quantitative tabulation of the results which consisted on a simple rule of three.

DISCUSSION

Literature Review

During the English language teaching-learning process that takes place in the Ecuadorian classrooms, many aspects need to be taken into account in order to achieve better basic language communicative competences, and one of those aspects is class size. Being this issue the focus of this investigation, a well-structured bibliographic research, which includes previous studies on this subject, was done finding concepts about teaching approaches and methods, class size, managing learning, managing large classes, activities for working with large classes, seating arrangement and different levels of proficiency were stated to support it. With this in mind, it is also necessary to understand that language acquisition is more than a simple matter of habit-formation; it requires certain techniques and procedures. That is why a further study about teaching approaches and methods is essential.

Teaching Approaches and Methods

First of all, when talking about Communicative Language Teaching, Candlin & Mercer (2001), say that this approach is focused on preparing students to be able to communicate successfully in the target language in real situations instead of being immersed in the world of grammar. Supporting this concept, Nunan (1989), states that Communicative language teaching is a system that lays emphasis on interaction as both the means and the ultimate goal of study.

In the same line, another method is The Natural Approach which according to Richards & Rodgers (2001), it has to do specially with the emphasis on the amount of input and feedback the learners receive in the class, rather than practice; it is to say that

this approach places less importance on working with grammar on a direct manner. For Krashen & Terrell (1983), also this approach is considered to be centered mainly in communication, the abilities obtained through the input the learner acquire is the main goal. Basically, the target language is learnt by being exposed to a long period of time before trying to produce the language.

Additionally to the prior two teaching Approaches and Methods, there is another one called Cooperative Language Learning, which according to Woolfolk (2010), is “An approach to teaching that makes maximum use of cooperative activities involving pairs and small groups or learners in the classroom”. Also, in words of Olsen & Kagan (1992), the Cooperative learning is a group activity structured so that learning is based on the socially exchange of information motivated to increase the learning of others. Depending on purpose of the group and the age of the participants, it might help if it is assigned roles to students so they can be cooperative and learn from each other.

When using this approach into the classroom, the expectation is to develop positive experiences and interdependence, in other words students need from each other for support, explanations, and guidance. However, it is said that students have to demonstrate learning on their own; given that afterwards they will have to, individually, go through an individual test or other assessment. In short, the main key with this approach is basically assign roles to students to encourage cooperation and full participation.

Furthermore, among the teaching approaches and methods used into the classroom it is considered content-based instruction which, according to Richards & Rodgers (2001), refers to an approach for teaching a second language “in which teaching

is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus". It is also said that this approach is closely related to Communicative Language Teaching in the sense that it shares its principles. Within this method, classrooms should be more focused on real communication and in the exchange of information rather than in grammar or functions of the domain language.

Besides, Met (1999), states that people learn a second language more effectively if they use the language as a means of acquiring information, which will lead to more accurate learning, given that Language is used to explore content, and emerges as students, need to comprehend or produce language related to content.

In order to enlarge the perspective about the approaches mentioned above it would be necessary to analyze also Task-Based Language Teaching, which according to Nunan (2004), is an experiential learning based on the use of authentic language and on asking students to construct meaningful tasks using the target language. Such tasks can include simulating visiting a doctor, conducting an interview, calling customer service for help, or finding solutions to a puzzle, reading a map, giving directions, writing a letter, or reading a set of instructions for assembling a toy. In this way, learners can develop fluency and confidence.

Another perspective concerning Task Based Language Teaching is the one given by Richards & Rodgers (2001), who claim that this approach takes the learner's immediate personal experience and combine it with series of sequences of tasks in order to move from what they already know and can do to the incorporation the knowledge and skills. The learners do this by making sense of some immediate experience, and they

go beyond immediate experience through a process a reflection and transformation. In other words, the learning is obtained by doing. In this, it diverges with other approaches to education in which the learner acquires knowledge passively sitting in front of the teacher.

Getting deep in the study of teaching approaches, it is also important to mention Total Physical Response. Asher (1977) says that this method of teaching a second language “is based on the theory that the memory is enhanced through association with physical movement”. He also states that, this approach is considered to be closely related to some theories that claim that the mother tongue language acquisition is done in very young childhood, when children respond physically to parental commands, such as "pick it up" and "put it down". In short, this approach is based on teaching a second language, mainly, on listening and this is linked to physical actions.

There is also a definition provided by Richards & Rodgers (2001), who say that Total Physical Response “is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”. They consider this method to be centered on the basis that the human brain has a biological program for acquiring any natural language on earth, and the process can be noticed when it is observed how infants internalize their first language. Basically, listening serves two purposes; it is both a means of understanding messages, and a means of learning the structure of the language itself. It is important to mention that grammar of the language being learned is not taught explicitly, but is induced from the language input.

Class size

After a conscious analysis of the many aspects of the Teaching Approaches and Methods, some criteria about Class size (number of students), will also be revised in order to give the reader a better understanding of the complex field of language and its relation to the language acquisition. According to Blatchford (2003), while teaching a language, class size is of great importance because when a teacher works with small classes, he spends little time controlling activities and the learning is more meaningful.

Besides, learners can receive sustained attention and immediate feedback. Basically, task allocation and preparation was very deliberate, responsive and individualized.

On the other hand, the same author mentions that, in large classes, interaction with the children generally involved a constant battle to keep children's attention on performing tasks. As a consequence, learning is not the desired one. In addition, according to UNESCO (2006), "Large classes are often perceived as one of the major obstacles to ensuring quality education". They express that large classes are a reality in many schools and in many countries. However, it is also said that, usually, there is a misconception on the fact that it is assumed that learning occurs in proportion to class size because research shows that class size does not have anything to do with the students' learning. Apprentices in large classes can learn just as well as those in small ones. What counts is not the size of the class, but the quality of the teaching.

In this teacher's guide it is also mentioned that large classes can give teachers the opportunity to improve their teaching and presentation skills, trying not to make boring classes but, based on the diversity of students and learning styles, to construct active and

fun ways of teaching. Furthermore, it is said that when there are a lot of students in a class, they can share many different ideas and interesting life experiences, discuss and learn from each other.

Managing learning

Despite the importance of the class size issues, and the strength of these points of view, something that also needs to be taken into account when talking about the process of learning a second language is Managing learning (instructions, feedback, discipline, and timing), which according to Peace (2008), has to do with the teacher's actions during the first week of school, in other words, it is the effort and time teachers put into planning the proper activities to be developed, it is said that it is very important to be one step ahead of the students and their day-to-day needs, in this manner, teachers would be able to manage the unexpected more smoothly when it comes along.

In the same line, Gower, Phillips & Walters (1983), give some advice on managing learning, they recommend having alternative and backup activities ready in order to reinforce what the students are learning, establishing cooperative learning groups for creating a sense of participation and teamwork, and creating classroom rules which should not contradict school rules. Moreover, it is mentioned that during the class, simple language and short expressions should be used, and if possible, show how to do it, given that, frequently, showing what to do is more effective than telling what to do. In this respect; Gilman (2009), says that in order to maintain the discipline, some corrective actions need to be applied in the classroom such activities might be a variety of non-corporal and non-humiliating forms of punishment, ranging from a verbal warning to school suspension.

However, teachers are strongly recommended to use the mildest forms of corrective actions and avoid severe ones for not destroying self-esteem on students. In addition, the same author states that feedback needs to be highlighted in the classroom in all senses not only in their discipline, because it fosters a desired behavior, but also on the contents taught and it would be great if feedback is conducted in privacy and comfort. For this purpose, it would work to use nice verbal recognitions and positive notes which will encourage students to be better.

Concerning time, Peace (2008), states that it is of a great importance to plan each lesson in advance; he mentions that well-designed lessons have clear learning objectives and provide meaningful activities for the students. Having in mind the words: “Begin on time”, “End on time” can add up to hours of additional academic instruction by the end of the school year”. In other words, it is recommended to have everything planned before the classes begin, given that well-designed lessons will allow students to reach the objective proposed. Also, it is recommended to be prepared with an emergency lesson or activity in case there are students who finish activities earlier to what has been expected. In this regard time will not be wasted and students will not get bored and act out.

Managing large classes

In order to expand on the aforementioned perspectives, it would be helpful to take a look at managing large classes. According to UNESCO (2006), in order to work with large classes, it is important to create well-managed classroom activities in which teachers and students can be ready to learn in a comfortable physical and psycho-social environment without worrying about the size.

On the other hand, Gower, Phillips & Walters (1983) recommend that, when working with large groups, teachers need to make sure to give very clear instructions for the different activities performed into the classroom. In particular, students must know when to start and finish. Also, it is important to get the timing right. If the activity lasts too long, it will be boring. If it does not last long enough it will not give any sense of satisfaction. After the activity, it is often worth asking the students whether the activity was useful, what they learned in order to analyze if feedback would be necessary.

Nonetheless, it is important to remember that there is no best way to teach large classes. Teachers must develop the approach that works best for them, based on their teaching style, the characteristics of their students, the goals and objectives of their lessons and curriculum. Going further on this topic, Page (1997), gives some recommendations on how to manage large classes; he states that it would be useful if teachers teach the class in small groups instead of trying to teach the whole class all at once. He says that a large class should be divided into two or three groups, establishing simple rules for controlling behavior of all learners, students have to do tasks efficiently with a minimum of noise even when they are not directly supervised. It is believed that the smaller the groups, the easier to teach and this will enable teachers to pay closer attention to individual learners, thus reducing the chances of serious learning problems.

Another suggestion given by the same author is that teachers must train all the learners on how to lead a group, and this can be done by giving everyone a chance to be the group leader, making sure the members of the group take turns for being it. Moreover, it is mentioned that when groups are working on their assignments together, it would be a good idea to make them sit around in a circle so everyone can participate in

the activities. Also, it is said that is important to take into consideration the organization of learners who need remediation. They need to be grouped into small groups for working with other learners who have similar learning needs.

Activities for working with large classes.

For a better understanding of the aspects mentioned above, it is necessary to take into account the activities for working with large classes that, according to Gower, Phillips, & Walters (1983), one of them would be group work, that is to say, rather than try to include the whole class in a discussion, it is often better to divide the class into groups so that many discussions can take place at the same time. In this manner, more students get a chance to speak. At the end of the discussion phase, there can be a period when the whole class comes together to compare conclusions.

Each group can choose a reporter to take notes and report back on the discussion that took place in his or her group. An additional activity suggested by the same author is structuring a discussion via the pyramid technique, which consists on listing important qualities about a certain issue then form pairs to agree with it, in this activity everyone participates. Games are also particularly useful with students of all ages, especially if they appreciate how they can help them improve their English, and it is important to make the aims and objectives of the lessons clear to the students so they know what you and they are doing, and why. Likewise, having students working outside the classroom can enhance language learning because, for some students, especially those who can only spend a few hours a week having lessons, the work they do outside the classroom constitutes an important part of their learning program.

Additionally, Doff (1988) claims that several activities that can be put into practice in a classroom, for example, small group discussions where the teacher use topics related to a theme, or ask students to submit topic suggestions and start debates in the class. Another activity the author suggested is creating team spelling contests that encourage students to spell words correctly in order to get a point for their team. Additionally, it is claimed that large class can be split into teams and work writing questions based on what the teacher calls out. What's more, the teacher can create an activity about categories, where the teacher calls out a category, such as fruit, and each student has to name a fruit when it is their turn. If a student hesitates for more than five seconds, he or she has to choose a new category and sit out the rest of the game. The last person to get out wins.

Classroom Space and Seating Arrangement.

Besides the aforementioned themes, it is essential to analyze also classroom space and seating arrangement (physical space- big/small rooms). According to Gower Phillips & Walters (1983), the way teachers organize the positions of the students in their class is of great importance because the place where the learners sit in a classroom can determine their attitude toward each other and how they may interact. Similarly, it is said that classroom furniture also affects the learning atmosphere to some extent but the choice will almost certainly be outside the teacher's control. However, if the teacher counts with moveable desks, tables or seminar chairs of probably no more than sixteen students, a horseshoe arrangement will allow easy, face-to-face contact between the students and the teacher. This arrangement ensures that, with minor adjustments, students are in a position to change to pair work of group work whenever possible.

On the other hand, for some activities, where it is important that the students do not see what the other student is doing, it may be worth asking the students to work back to back. Also, the seat arrangement depends on the size of the class, the size of the groups, the types of activity students are doing and the style of the furniture for many activities; however, with four students per group, the best option is probably to have the students sit round desk café style, and if there is a lot of leading or writing involved, or when you set a test, it may be worth considering turning students away from each other to give them the freedom to concentrate and prevent cheating during the test.

Moreover, in relation to this topic, Gordon (1974) says that as learners spend a great amount of time in school, the design of a well-structured seating arrangement has an important impact on them. However, the management of this physical environment is often disregarded by both teachers and the school administrations; and unfortunately, most classrooms are designed in ways that make it difficult for students to be motivated and work efficiently. This small but important detail should be taken into account as one of the top priorities of classrooms management and needs to be handled at the start of the school year.

Likewise, Ming-Tak & Wai-Shing (2008), manifest that even though teachers have very little control over the size of their classroom, they should be able to decide how to utilize the limited space within it, given that a creative use of physical space has a significant effect on students' learning. Going further, according to Charles and Senter (2002), there are some facets of the physical environment of a classroom which teachers have to consider when providing a placement space for learning. The first one is floor space, which includes organizing seats in horizontal rows, vertical rows, circles or long

tables; all of them will serve for different purposes. Leaving enough space or a passage, would give teachers easy and efficient access to work with different groups of students.

In addition, the space for daily routine should be easy and free from congestion to avoid generation disruptive behavior. Then, wall space is another factor to be considered as important and needs special attention given that it is often utilized merely for decorative purposes and should not be like this; more effort could be put into improving this situation. A good idea might be placing shelves or a wide range of items such as worksheets teaching aids supplies of paper of references materials for the class in order to enhance learning in students. Next, general ambience is also important; this aspect has to do with the teacher's performance. They should try to create a safe, pleasant and stimulating atmosphere so learning can take place in an enjoyable and effective way.

Different levels of proficiency

Within this explanation about the influence of large classes in the English language teaching learning process, there is also the topic “different levels of proficiency”, which according to a definition of Simpson (1997), is the ability of a person to speak or perform in an acquired language. Taking this into consideration it cannot be forgotten that in each classroom there are a variety of students who can communicate in English at different levels. Students even may have different levels of literacy in their own native language.

In this respect, Gower, Phillips, & Walters (1983) say that usually many teachers do not know where to start when facing the challenge of a multi-level classroom. These authors claim that there is a fear that the preparation of a class will take much longer, and that the students will be more demanding. However, it is only by looking at the

advantages of the multi-level classroom and employing strategies to overcome the challenges, that teachers can achieve success. Multi-level classrooms have some advantages; for example, students are able to learn at their own pace, learn to work well in a group, become independent learners, develop strong relationships with their peers and they also become partners in learning. Nevertheless, the same authors mention that it is important to overcome the challenges these advantages offer by finding appropriate teaching resources and material, organizing appropriate groupings within the class, determining the individual needs of each student, and ensuring that all students are challenged and interested.

In contrast, Woolfouk (2010), mentions few disadvantages when working in group and with students with different proficiency English. He claims that usually some students got a good grade for their participation in group without deserving it. Another disadvantage is that sometimes teachers assign roles to good students to encourage cooperation and full participation, that is to say, good students have to help the ones that are not doing so well, but unfortunately, good students get bored easily.

Finally, it can be said that after considering all of the aspects mentioned above, it would be of a paramount importance to take a look and analyze some of the previous studies about the researched topic.

There have been some studies, such as the one that were carried out in Uganda by Byamugisha, Goretti, Masembe, Opolot-Okurut, & Samson (2008), which consisted of a study done to 20 schools among 35 teachers. This study had to do with issues emerging in the teaching of large classes in Uganda; these authors also, explored the improvements that may result from engaging teachers in researching their own

classroom practice and reflecting on it. In this study, teachers felt that the available resources did not match the large numbers of learners. There was limited space for movement and interaction, and few desks and limited number of instructional materials such as textbooks were found. The large classes were also felt to be cumbersome in terms of time needed for preparation and implementation of lessons where resources were scarce.

Nonetheless, this study came up with the conclusion that it is not class size that has the greatest influence on teaching and learning. What matters most is the quality of the teacher and his/her approach to teaching, specifically the capacity to create a culture for organizing large classes in such a manner that learning can be successful. In brief, while the ideal situation would be to argue for class-size reduction, this research considers that alternative strategies for increasing learning in large classes ought to be explored.

Alternatively, another study done by Jimakorn & Singhasiri (2006), in Thailand, which consisted of a survey to teachers of major state universities about class size, found that the majority of the participants found teaching in large classes possible but with different conditions and teaching approaches. However, they also mentioned that the larger the class is, the less effective it is. In addition, a larger class is more extra work for teachers. The participating teachers thought that when the classroom is large, teaching and learning inevitably becomes more difficult, thus less effective. In other words, there is not enough attention for learners in large classes. They also believe that there is not chance for interacting with the teacher and it takes a great deal of time to give feedback to students equally.

Additionally, many students are often found left behind in a large class. A teacher would not be able to notice if a student or two lose interest and keep quiet throughout the lesson because the classroom is too full. In brief, the teachers under research thought that teaching in large classes was difficult in several aspects such as the relationships of teachers and students, monitoring and giving feedback and assessment. However, the same authors also mentioned that teaching in large classes may be suitable for teaching receptive skills such as reading and listening even though it is inappropriate for productive skills like speaking or writing which require more attention and interaction from teachers, for this, it is recommended to provide sessions to students where they can practice in small groups and consult with their teachers.

In a similar manner, Moradi, Moin & Ketabi (2012), carried out a research on 60 Iranian intermediate EFL learners. These authors reported that definitely class size can affect the participation of learners in class discussions. They also said that teachers in larger classes should know how to employ more communicative strategies in order to encourage the students to participate and to be involved in class interaction. This study also revealed that, in classes with a great number of students, learners experienced a higher level of anxiety during interaction and initiating communication. In fact, these students had less time to express themselves and to take turns during communication.

Likewise, there was another study done by Forero (2005), in which five teachers participated in it, teaching and observing large classes with 52 seventh graders. It was observed that it was necessary to use different strategies to maintain the motivation of students. The control of students' discipline was very difficult too. The researched said

that the fact of having large classes is of a great influence in the teaching and learning process, though not an impediment.

On the other hand, another study done by Bahansha (2013), had the purpose to research in twofold: to ascertain the impact of large classes on the teaching and learning outcomes, and to suggest appropriate strategies that Saudi secondary teachers can utilize in their large classes to facilitate English teaching and learning. In this study, six Saudi secondary English teachers, who were interviewed, expressed their point of views towards this phenomenon of large classes. In this interview, the researcher concentrated on class size and asked each participant to describe the size of her class using a four point scale such as, very large, large, average, and small. However, the same author could appreciate that the results were daunting. The authors believe that this can contribute to the fact that there are big numbers of students in one class and wish for the number to be reduced.

Overall, it can be stated that the effects of class size on learning are not hundred percent clear. Common sense tell us that smaller class size is crucial for learning, that kids of all ages learn more in smaller groups. However, some researchers suggest that kids in small classes do not necessarily learn more than in large class.

Description and Analysis of Results

Hundreds of languages are taught around the world using many methodologies and techniques and these classes are also constantly influenced by many factors that will determine the level of proficiency acquired by students. In this case, this present research will examine factors that affect the English language teaching-learning process in Ecuadorian public high schools, being the most important the influence of class-size.

It is important to mention that for this research, 210 students, with the same cultural background, were surveyed about the importance of class-size in the school system and their responses were coded in charts for later analysis. Based on this information, we can proceed to analyze the data obtained.

What instructional implications do large classes have on the teaching-learning process?

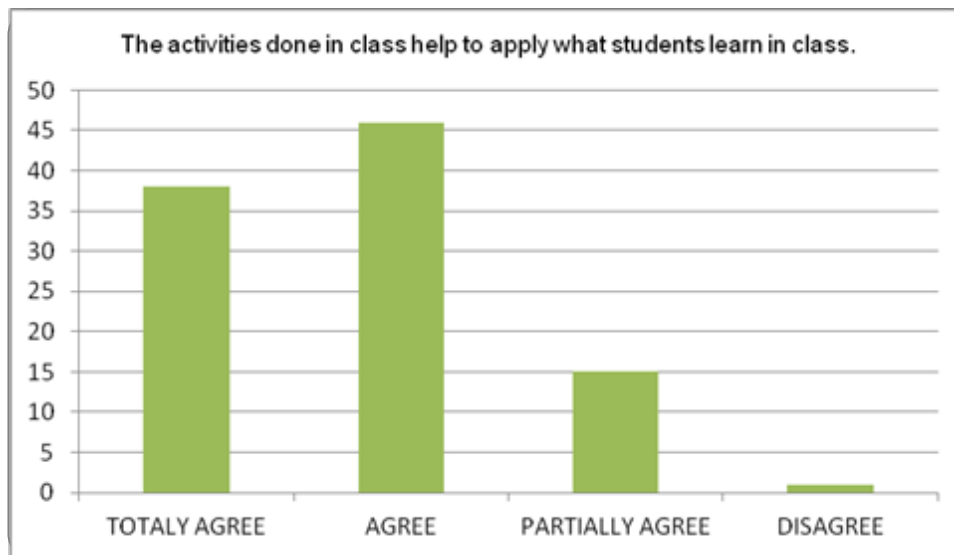
A. Academic issues

N°	In classes with a large number of students:	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		f	%	F	%	F	%	f	%	F	%
1	The activities done in class help to apply what students learn in class.	79	38	96	46	32	15	3	1	210	100
2	The activities done allow to practice listening, speaking, reading and writing skills.	86	41	77	37	44	21	3	1	210	100
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	29	14	61	29	96	46	24	11	210	100
4	Varied class activities are used such as group, individual, pair-work activities, etc.	12	6	59	28	25	12	5	2	210	100
5	Activities such as plays, competitions, debates, games, etc. are used in class.	46	22	53	25	74	35	37	18	210	100
6	Students can cheat during the test.	36	17	22	10	47	22	105	50	210	100
7	Students get distracted by doing assignments from other subjects.	30	14	26	12	54	26	100	48	210	100
8	The seating arrangement facilitates the tasks that are carried out in class.	51	24	60	29	67	32	32	15	210	100
9	Students cannot receive regular feedback from the teacher due to the large number of students.	38	18	54	26	66	31	52	25	210	100

Source: High Schools La Troncal
 Authors: Malo, Silvia & Robles, Sandra

The results from chart “A” show a variety of answers. In the first question, we can notice that only 1% of the students indicated that large class does not allow to put in practice what has been learned. On the other hand a 38% of the students under research totally agreed with this question. Meanwhile a 46% of the students agreed with this fact and 15% of students partially agreed to this question.

Graphic 1.

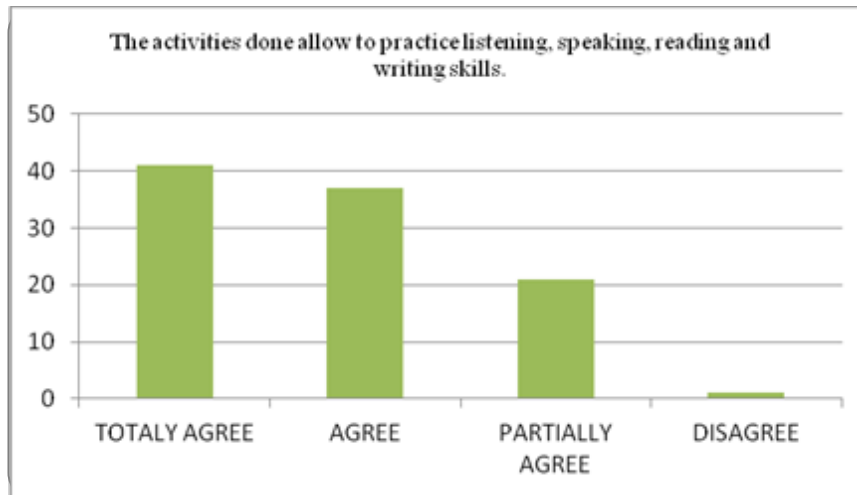


Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

According to the higher percentage obtained in this question 46%, it can be easily seen that having large classes is not an impediment for applying what has been learned in class through different activities. These results go against what Blatchford (2003) indicated. He stated that in small classes less time is spent on controlling students and worthwhile activities can be developed, while in large classes, more time it is spent controlling students rather than focusing on the learning activities.

Continuing with the analysis, when students were asked if the activities done allow them to practice listening, speaking, reading and writing skills; 38% indicated that in a large class, they do put in practice the four skills mentioned before, meanwhile, a 37% agreed with this issue, 15% of the students under investigation partially agreed and just 1% was in disagreement with this question. The indicated is shown in the following statistic graphic.

Graphic 2



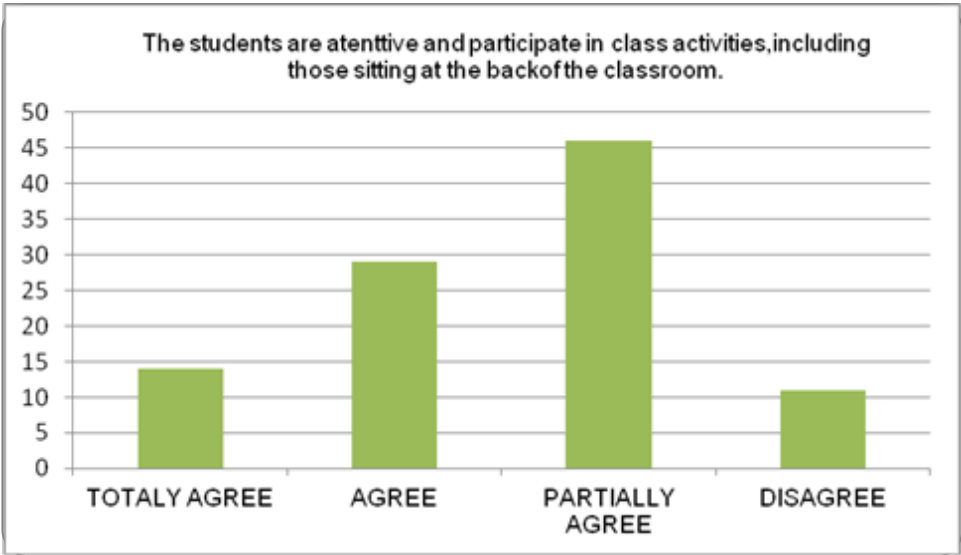
Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

To the light of these answers it can be assumed that teachers are using good strategies into the classrooms for teaching the main four skills to students, keeping them motivated, which is closely related to what was stated by UNESCO (2006), where it is mentioned the importance of eliciting the interest of the students and engage them so that they are motivated to learn. “You can communicate effectively with your students through good speaking, writing, and listening skills, as well as through showing your students why what they are learning is important and how it can be used in their everyday life”. As a result, it can be said that as long as the activities are well prepared and aimed to the development of the four skills in the classroom, large classes do not affect the teaching and learning process.

On the other hand, when students answered if the students are attentive and participate in class activities, including those sitting in the back of the classroom, 14% totally agreed with this question, whereas 29% of students show their conformity by

agreeing with this question, while a significant number, 46%, partially agreed and the 11% did not agree at all with that asseveration. The answers can see represented in the following statistic graphic.

Graphic 3



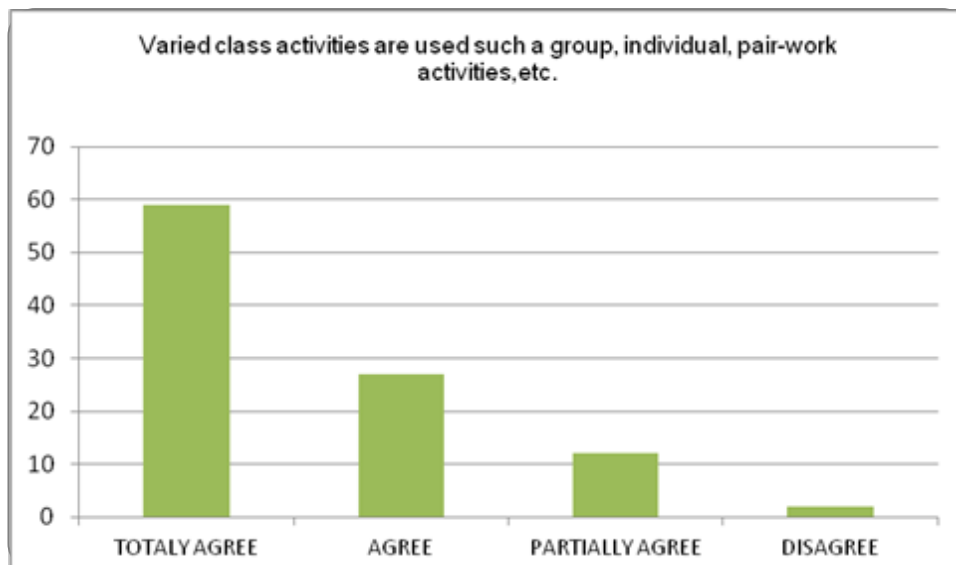
Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

With respect to the above results, Home (2013) stated that in large classes children in the back rows can be missing up to 40%, and, on average, about a quarter of the instructional content is just not getting through. As it can be seen, in large classes the majority of the students under research agreed that students sitting at the back of the classrooms do not pay attention neither participate in class activities. Probably, 14% of the students that totally agreed with this question are those who were sitting in the front of a classroom.

Therefore, in this case and according to the percentages shown, classes with numerous students do influence in the learning process given that students in the back of the classroom do not participate and lose their concentration easily.

Revising the information from question four, it can be easily observed that 59% of the individuals under research totally agreed with the fact that, in classes with a large number of students, varied class activities such as group, individual, pair-work are used, 27% agreed, 12% partially agreed and 2% was in disagreement with this circumstance.

Graphic 4

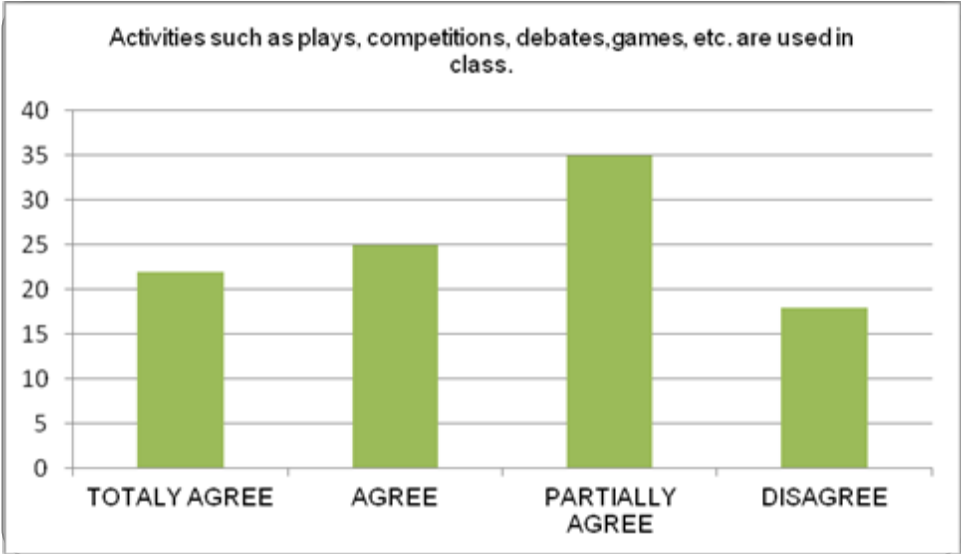


Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

These results show that large classes do not interfere in the use of group and pair activities into a classroom, students totally agreed to be developing such a activities and can be considered beneficial for them given that Skrzyński (2000) stated that the first and foremost benefit of both pair work and group work is that they increase the amount of student practice and they can also benefit from each other in terms of knowledge.

Interestingly, from the 210 participants in this research, only 22% indicated that activities such as plays, competitions, debates, games, etc. were used in a class, while a considerable percentage, 25%, agree with this fact; besides, 35%, in this case the majority of students, partially agree with this activity and lastly 18% checked this possibility as disagree.

Graphic 5



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

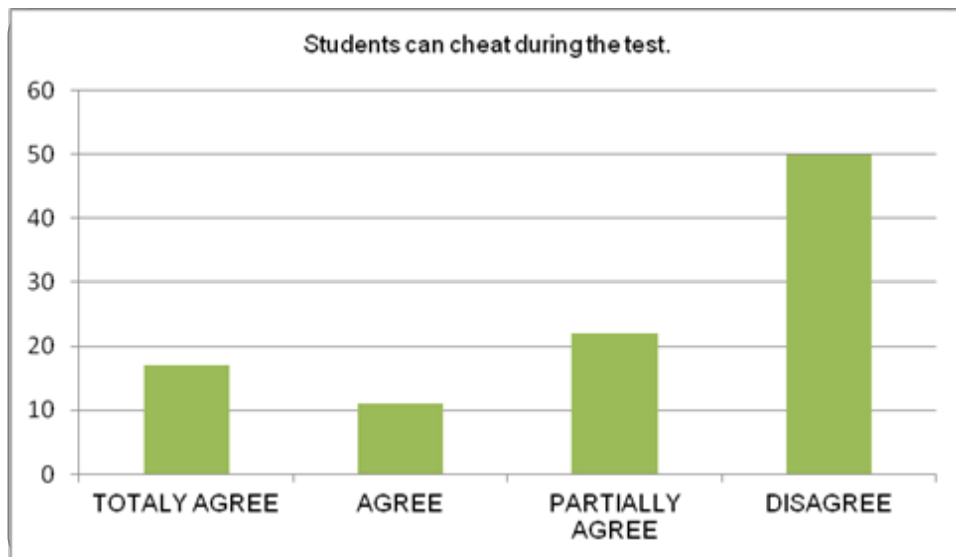
According to the answers gathered, it can be appreciated that students practically do not have such activities during an hour of class, even though it is recommended to do so. Having these results in mind, it can be said that this situation goes against what Gower, R., Phillips, D., & Walters, S. (1983), stated in this respect: “Many conventional games can be adapted to foreign language teaching. Involvement in extracurricular activities allows students opportunities to develop skills in areas of their individual

talents or interests. It also provides a new avenue to meet classmates with similar interests”.

Consequently, it is necessary to implement more ludic activities to the teaching learning process without worrying about class size in order to reach the goals proposed for each school year.

Furthering into the analysis of academic issues, it can be seen in chart A and in the statistic graphic 6 , that when students were asked if they can cheat during the test, 17% totally with this asseveration, 10% think that it is true, 22% partially agreed with this question, meanwhile 50% think it is not true.

Graphic 6



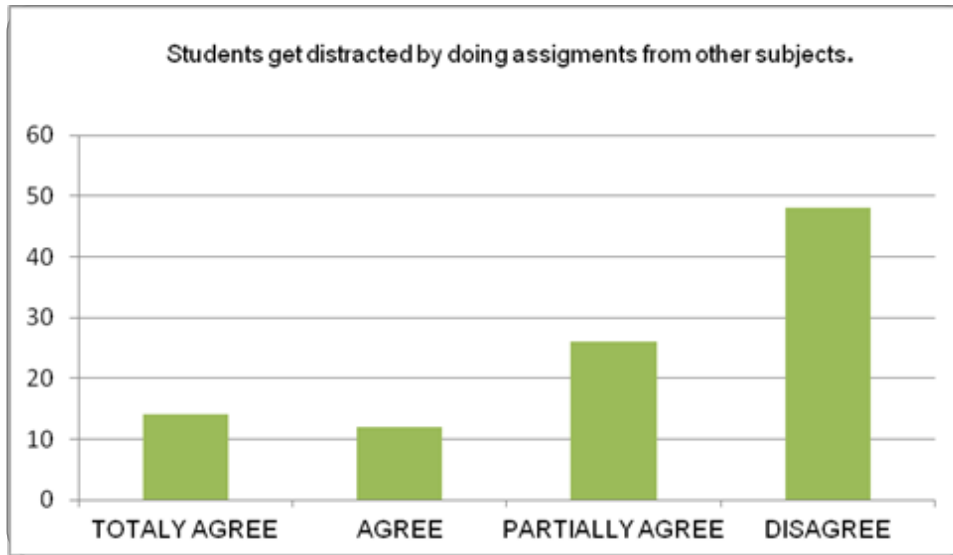
Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

According to the results obtained from the survey, the majority expressed that they do not think students can cheat during an exam, only 17% accepted this fact as true. Once again it can be stated that if a teacher uses the correct strategies during an exam it would be hard to students to cheat, such activities for example would be arrange students

separately or just elaborate exams with different contents. In short, does not matter the size of the class when evaluating students, the important thing it is to maintain control while this process. Nonetheless, studies have shown that the majority of students cheat on exams, especially when the classes are too large, and they are not well known. In this respect Wankat & Oreovicz, (2010) stated that “A student who feels like a number and knows that the professor does not know her or his name finds it easier to cheat than a student who is known to the professor by name”.

Analyzing question seven from the chart above, about if students get distracted by doing assignments from other subjects, the results showed that 14% approved this statement, 12% agreed, 26% checked it as partially agree, and finally a considerable percentage, 48%, was in disagreement.

Graphic 7

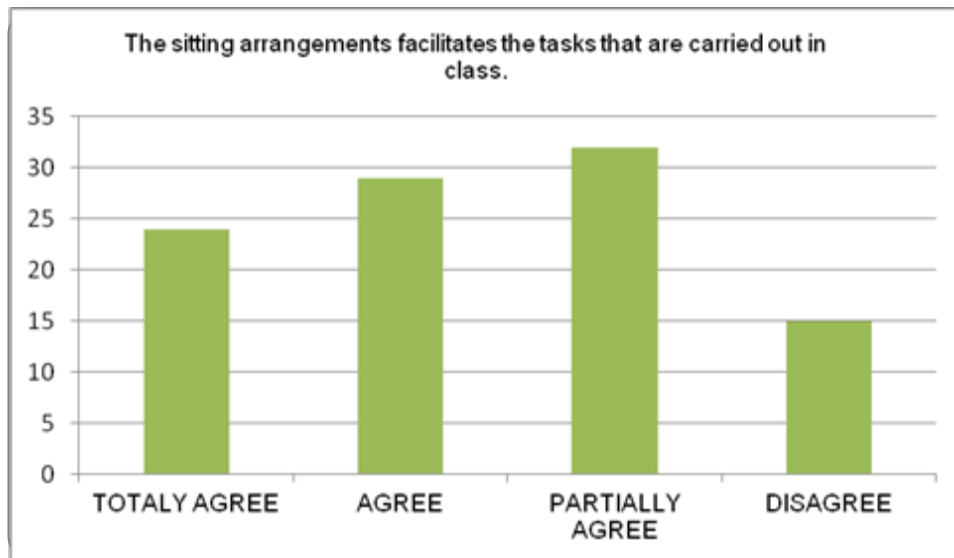


Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

Considering the answers, it can be assumed that in large classes students do not get distracted and it can be due that teachers know how to control the class and how to keep them busy doing the planned activities.

Going further on the results gotten, it can be observed in question eight, which has to do with the seating arrangement facilitating the tasks that are carried out in class. Twenty four percent of the individuals under investigation totally agreed, 29% agreed, 32% partially agreed and, lastly, 15% was in disagreement.

Graphic 8

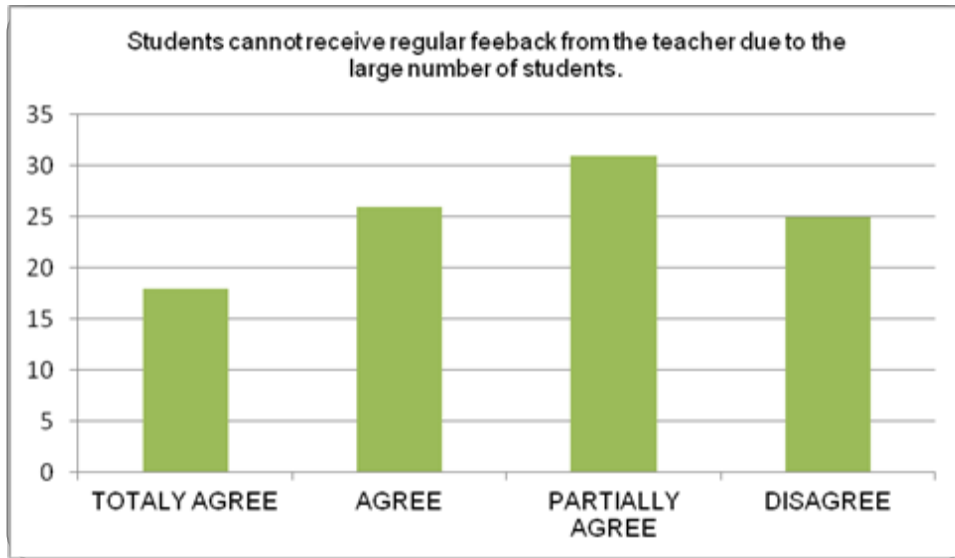


Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

Having these results, it can be assumed that seating arrangement is not an obstacle when teaching English; however, revising what has been said by Gower, Phillips & Walters, (1983), gives us another perspective. They stated that the way teachers organize the positions of the students in their class is of great importance because the place where the learners sit in a classroom can determine their attitude towards each other and how they may interact. Nonetheless, a good percentage of the individuals under research 32% indicated the contrary, it is to say not having problems with seating arrangement.

Finishing the analysis of chart A, when analyzing the question about if students cannot receive regular feedback from the teacher due to the large number of students, 25% did not agree with it; 31% partially agreed, 26% agreed and something that caught the attention is that just 18% totally agreed with the statement.

Graphic 9



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

This percentages basically demonstrates that a considerable amount of students do not feel affected by being in a large class, something that goes in contrast with Blatchford, P. (2003) who considered that students in small classes received sustained attention and more feedback.

What social implications do large classes have on to the teaching-learning process?

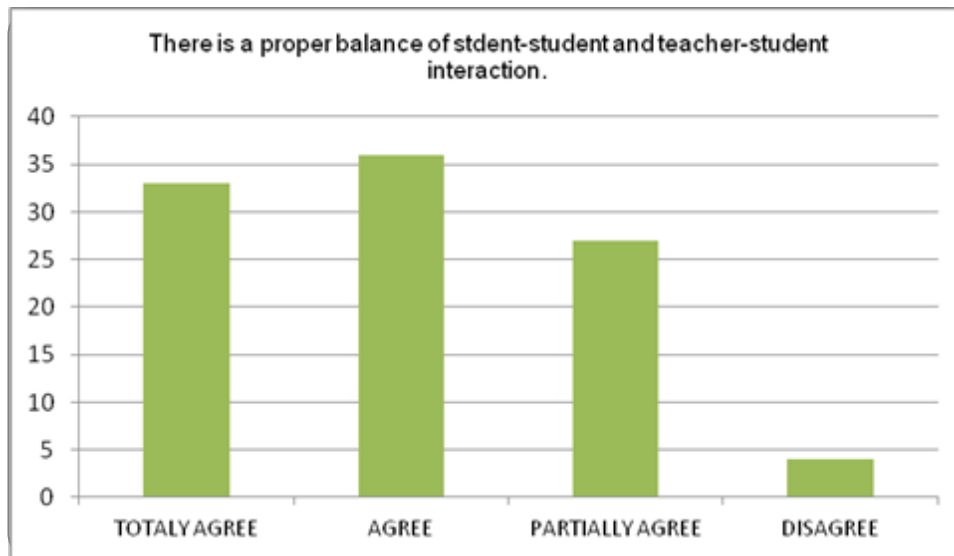
B. Social issues

N o	In classes with a large number of students:	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		F	%	f	%	F	%	f	%	F	%
1	There is a proper balance of student-student and teacher-student interaction.	69	33	76	36	57	27	8	4	210	100
2	Students have the opportunity to build relationships with their classmates.	90	43	66	31	41	20	13	6	210	100
3	The teacher has problems remembering all the students' names.	53	25	65	31	68	32	24	11	210	100
4	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	38	18	74	35	77	37	21	10	210	100
5	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.	35	17	27	13	46	22	102	48	210	100

Source: High Schools La Troncal
 Authors: Malo, Silvia & Robles, Sandra

Continuing with the social issues, the chart shown above reflects that 33% of the students totally agreed that there is interaction between students themselves and between teachers and students. Thirty six percent agreed with the statement, 27% of the students partially agreed; and only 4% marked this criterion as disagree.

Graphic 10



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

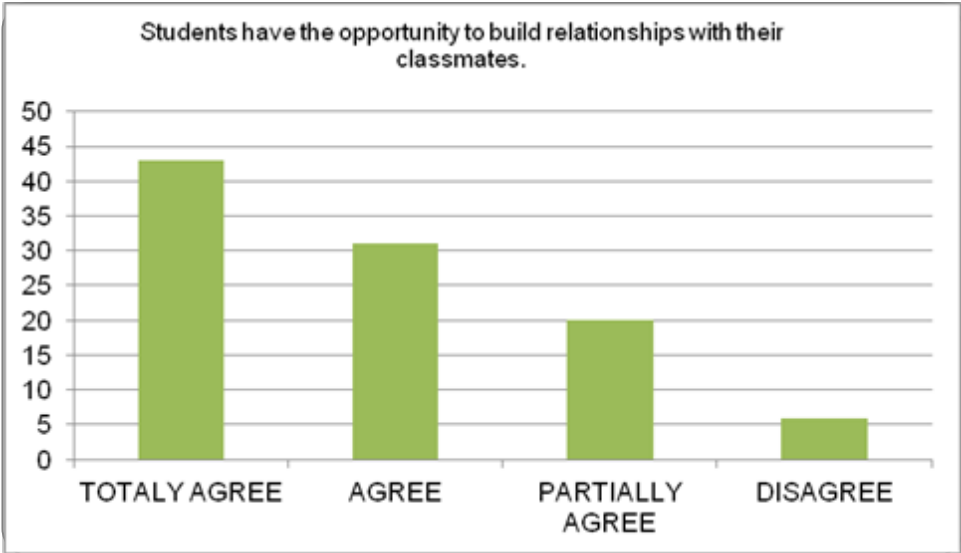
Therefore, it can be assumed that in large classes, most of the students under research do interact among them and also with the teacher. This factor does not seem to affect the teaching learning process because it is assumable that the teachers use the correct techniques for making student-student and student-teacher interact during the class.

Analyzing the percentages of the former question, it can be perceived that large classes do not have anything to do with interactions that might take place into a classroom. However, Dewey (1897), in this respect, states that social interaction learning is dependent on student to student interaction. He not only believed that social interaction stimulates learning but it also the way how people start learning since childhood.

Extending this analysis, when dealing with the question about if students have the opportunity to build relationships with their classmates, 43% of the individuals under

research totally agreed with it, 31% agreed, 20% partially agreed and only 6% of the students disagreed with the statement.

Graphic 11



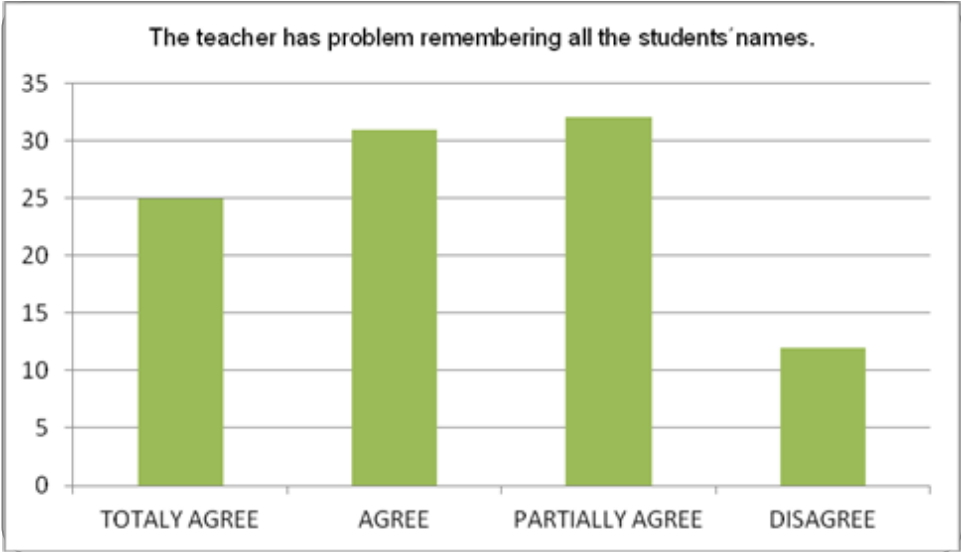
Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

Thus, it can be assumed that, in this case, large classes are something positive because it promotes the relationship among students. In addition, to this perspective, Andrew Dunn (2012) declared that students, sometimes, can reach good standards into a classroom when they obtain help from their classmates. In other words, building good relationships with the members of the community is very important for keeping and improving learning, something that, according to the results, it is happening into the classrooms of the students under research.

In the same line, but referring to the relationship teacher-student, Sara Rimm-Kaufman (2012) stated that improving students' relationships with teachers has an

“important, positive and long-lasting implication for students' academic and social development”. The author asseverates that if a student feels a personal connection to a teacher and receives more guidance and praise than criticism from him, then the student is likely to become more trustful of that teacher, show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically.

Graphic12



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

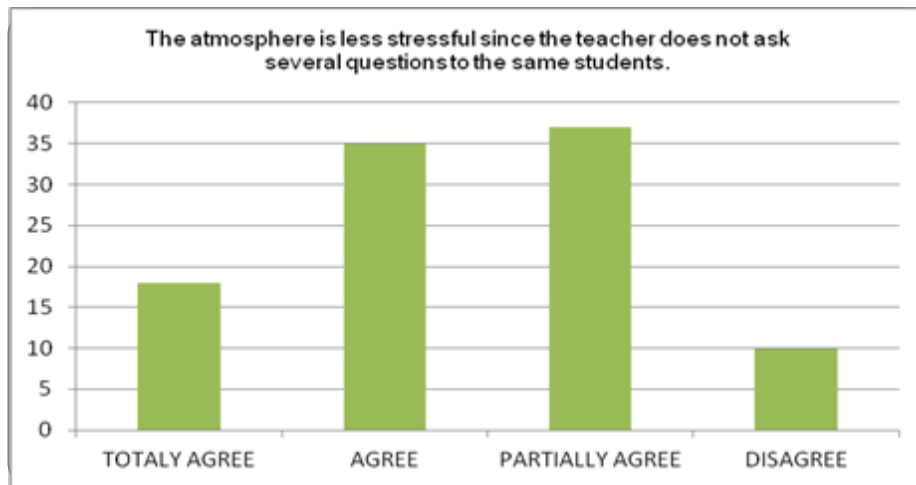
Furthering in this analysis, when the students under research responded the question if the teacher has problems remembering all the students' names, they answered with the following percentages: 25% and 31% totally agreed and agreed respectively, 32% partially agreed and 11% was in disagreement. Having these results in mind, it can be stated that if the teacher does not remember all the student's names, this can create a social conflict and obviously affect the students' self-esteem along with the teaching-learning process. In this case, having large classes might be detrimental at the beginning

of the year in the sense that some students would feel disregarded in the classroom, until the teacher learns all the students' names.

Nevertheless, Wang Qiang and Zhang Ning (2011) indicated that problems and difficulties of remembering names can be also found in smaller classes. The author also recommended that teachers need to view large classes from a different perspective and recognize that despite a lot of disadvantages they can also create many opportunities for the teaching and learning process.

Continuing with the analysis of the graphic 13 concerning to question if the atmosphere is less stressful since the teacher does not ask the same students several questions, it can be observed that 18% of the students investigated totally agreed that the atmosphere is less stressful, 35% agreed, 37% checked on the option of partially agreed and 10% disagreed.

Graphic 13



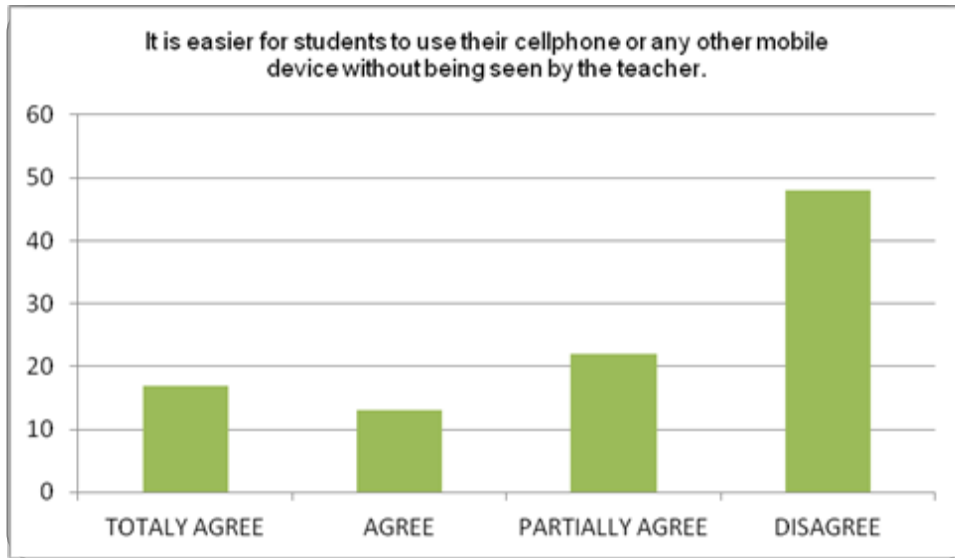
Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

These results also indicate that large classes are not always an obstacle in the teaching-learning process; even though some students did not agree to feel less stressed the majority of them said that they felt less stressed by not being asked during a class.

Furthermore, Ibarra (2002) mentioned that students should develop their communicative competence interacting with others and creating a real atmosphere in the classroom through the development of tasks given that communicative tasks are supposed to allow students to develop communicative competence in the real day-to-day use of the language and not feel stressed by any sense.

Finally, analyzing the last aspect on social issues, 17% of the individuals under research totally agreed to the fact that using a telephone during the class was easy, 13% agreed, 22% partially agreed, and 48% disagreed. This percentage gives us a clear idea that students cannot use an electronic device if the teacher controls the class in the correct manner. In this way, academic dishonesty and negative learning outcomes can be prevented or just to put away the mobile device that can be a distractor during the hour class.

Graphic 14



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

Nonetheless, when talking about the usage of a cellphone for educational purposes, some people claim that, in certain manner, cell phones and mobile devices can be very useful if they are used in the proper manner, for example the teacher can text message to students sending homework or just remind them of a specific activity.

What psychological implications do large classes have on the teaching-learning process?

C.- Psychological issues

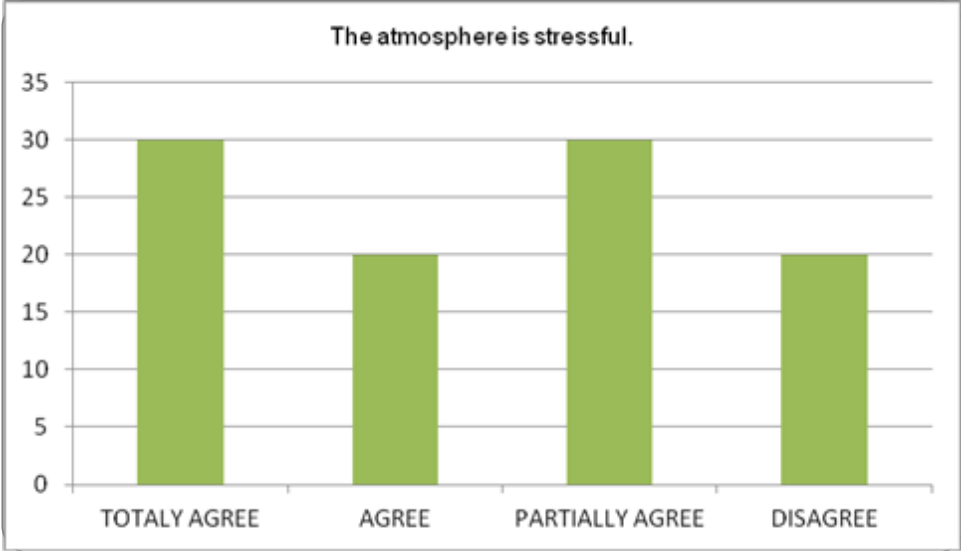
N°	In classes with a large number of students	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1	The atmosphere is stressful.	63	30	42	20	64	30	41	20	210	100
2	Students feel inhibited when speaking in front of the rest.	86	19	77	21	44	31	3	29	210	100
3	Students do not have the opportunity to express their opinions.	28	13	66	32	72	34	44	21	210	100
4	Students do not like to participate because they feel afraid.	42	20	33	16	74	35	61	29	210	100
5	The teacher does not pay equal attention to all his/her students.	57	27	56	27	43	20	54	26	210	100
6	Students feel they can act competitively with other students.	88	42	60	28	48	23	14	7	210	100
7	Students feel relaxed because they can go unnoticed.	42	20	45	21	77	37	46	22	210	100

Source: High Schools La Troncal
 Authors: Malo, Silvia & Robles, Sandra

So far we have focused on academic and social issues, but it is also important to take into account some psychological issues.

According to the results reflected in table above (C), 30% of the students surveyed totally agreed that in large classes the atmosphere is stressful, 20% agreed, 30% partially agreed, and 20% completely disagreed with this statement. In this respect, even though there is no more details on why students feel the atmosphere some kind of stressful, it can be assumed that it can be due to many factors such as pressure, heat, noise or just because they do not feel comfortable being with a lot of people. The indicated can appreciate in the following statistic graphic.

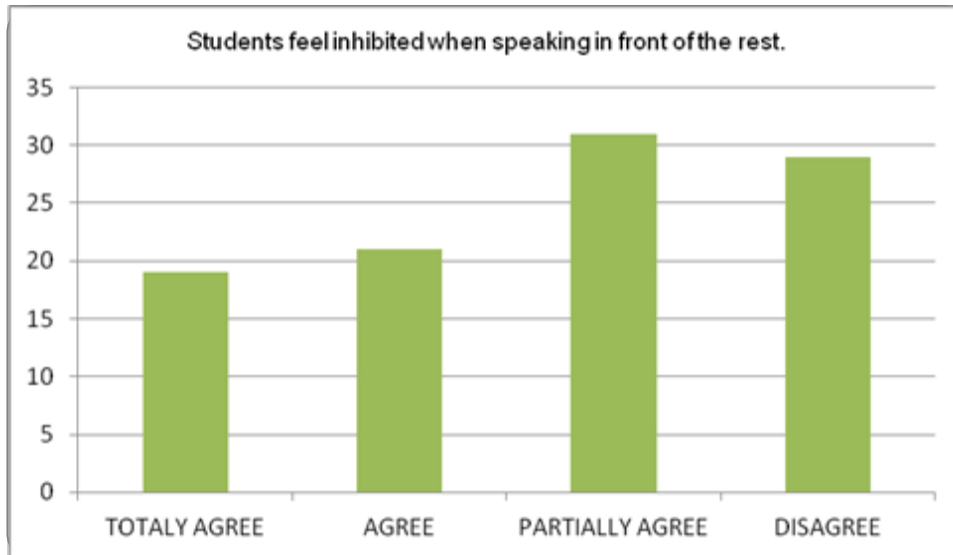
Graphic 15



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

Going over the question if students feel inhibited when speaking in front of the rest, 19% totally agreed, 21% agreed, 31% partially agreed and just a derisory percentage of 29% was in disagreement.

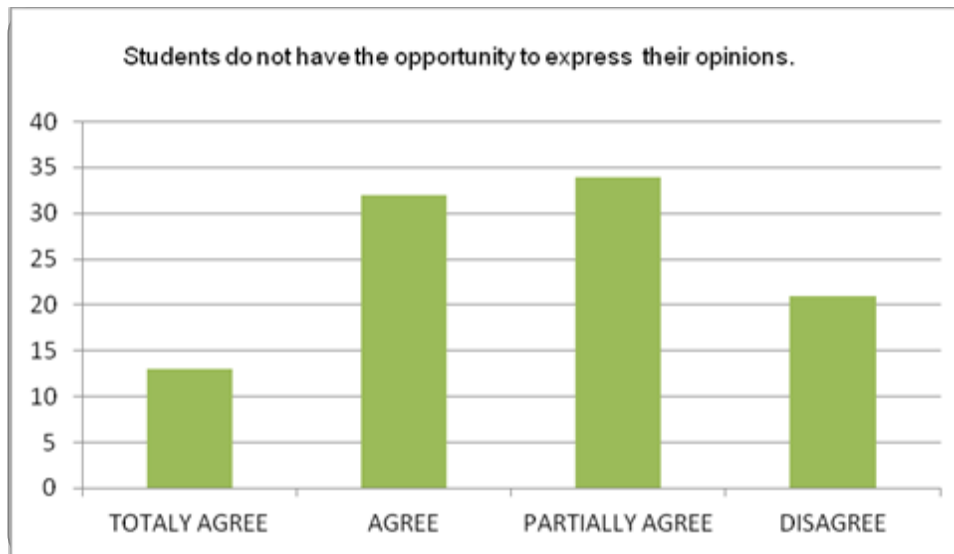
Graphic 16



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

These results gathered show us that students do feel shy or inhibited when speaking to a large audience, which is not recommended. Basically, it can be said again that talking in front of a large class can be an impediment that can affect the teaching and learning process because, in words of Olsen & Kagan (1992) when students do cooperative learning, which is a group activity structured so that learning is based on the social exchange of information, it can increase the learning from others.

Graphic 17



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

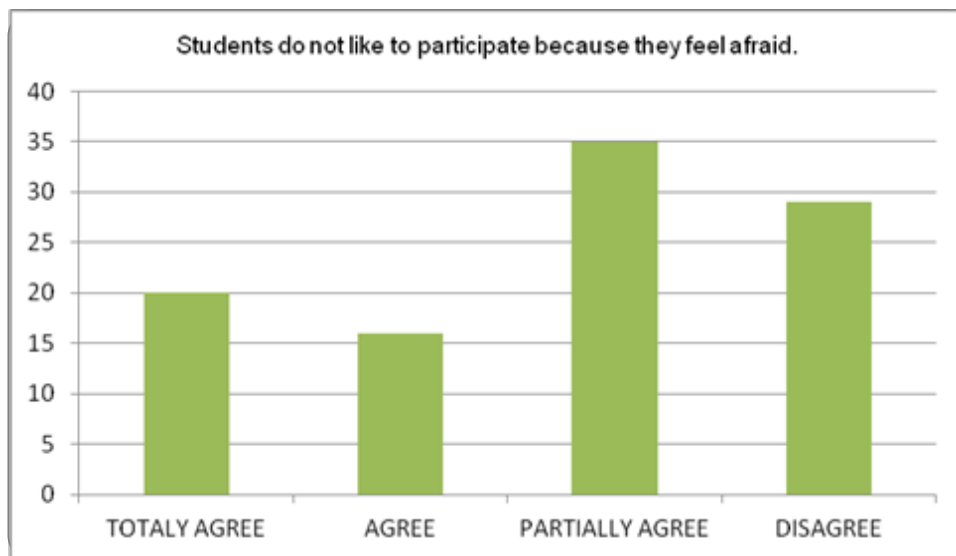
When referring to the question if students do not have the opportunity to express their opinions, the results obtained were the following: 13% totally agreed with it, 32% agreed, 34% partially agreed, and 21% was in disagreement. By evaluating these results, it can be noticed that the majority of the students, 34%, partially pointed out that they do not have the opportunity to express their opinions in a large class, which give us the opportunity to state that this situation might depend on the teacher and its performance, given that a considerable percentage, 21%, said to be in disagreement.

In this regard, it would be useful to mention Gower, Phillips & Walters (1983), who advise that, when working with large groups, teachers need to make sure to give very clear instructions for the different activities performed into the classroom. In particular, students must know when to start and finish and give them the opportunity to express themselves. In

general, analyzing this issue it can be said that large classes impedes some students from expressing freely their opinions, situation that can be due to the lack of time.

Continuing, with question number 4 of the table C related to if students do not like to participate because they feel afraid, the results show that 20% totally agreed, 16% agreed, 35% partially agreed, and 29% did not agree with the statement.

Graphic 18

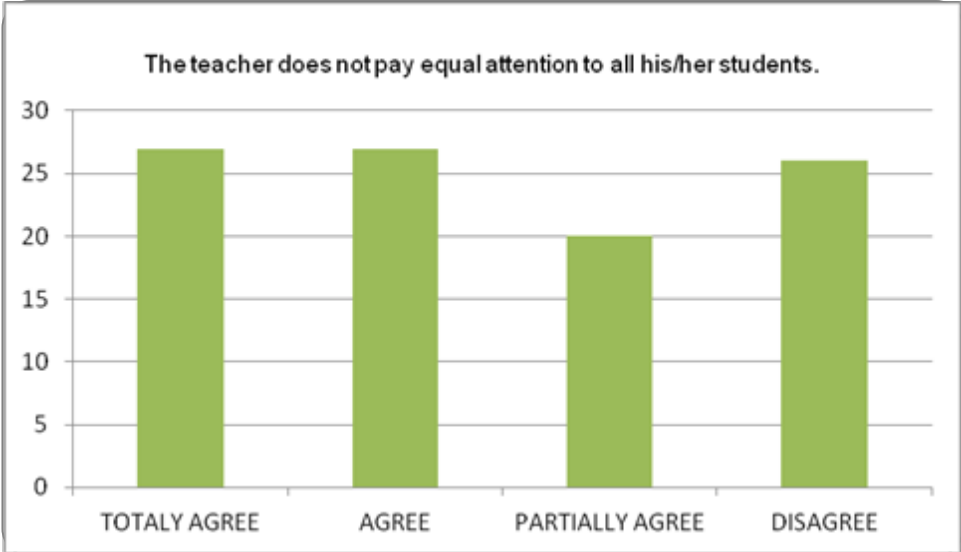


Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

It can be seen that a considerable percentage of the people under research are reluctant to participate in class and this can be due to a personal fear of being wrong. Usually, in the classrooms there are some students that are very judgmental, and there seems to be a lot of fear of being judged. When a student talks in class, most people listen and consider what is been said and students might feel afraid which is normal, but the important thing is to learn from the errors. Whereas 35% partially agreed, this is more closely to be in disagreement.

Practically, the majority is in disagreement with this statement, and this is against Snell (1999), who says, that is a common problem that students, do not respond voluntarily to the instructor's questions and do not participate in class discussions. Yet again, it can be appreciated that even though there are some students who feel afraid to participate in class, a significant percentage of them considered that being in a class with a lot of students or having large classes does not influence in the teaching and learning process.

Graphic 19



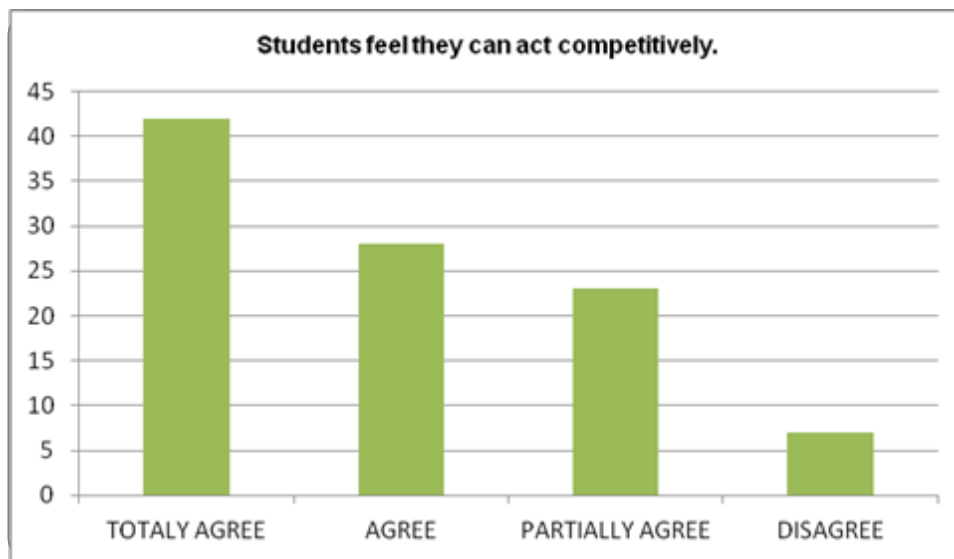
Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

With respect to the question related to if the teacher does not pay equal attention to all his/her students. An equal amount of the respondents, 27%, agreed and totally agreed with this aspect, although 26%, which is almost the same percentage, were in disagreement.

This data demonstrates that the opinions are divided, some students feel like teachers do not pay attention to them whereas others feel no to be affected by this situation.

In this respect, UNESCO (2006) stated that when working with large classes, it is of paramount importance to create well-managed classroom activities in which teachers and students can interact in a comfortable physical and psycho-social environment in order to obtain good results.

Graphic 20



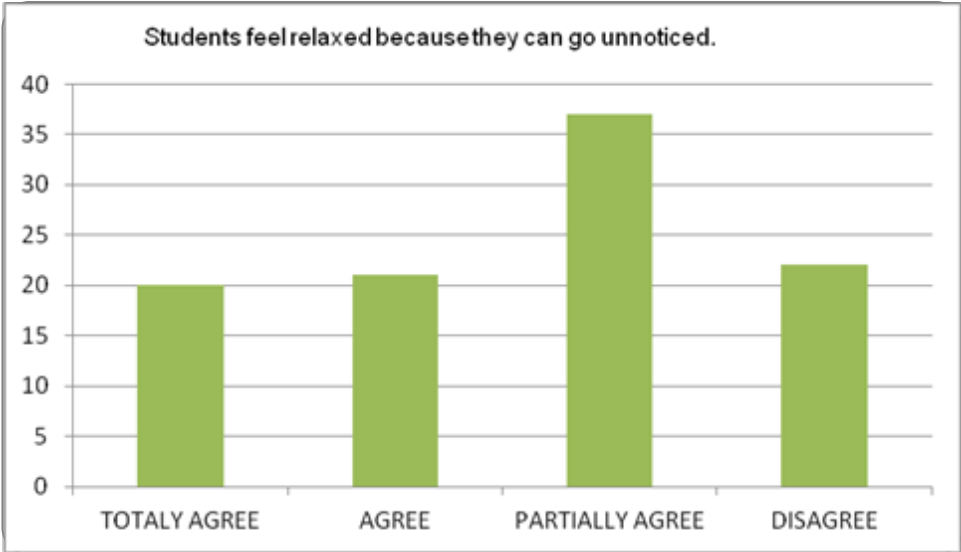
Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

Extending the analysis of the psychological issues, it can be noticed that 42% of the students under investigation feel they can act competitively with other students while 7% did not agree with the question.

This result in a certain way is, by some means, good because the fact of being in large class can promote a desire of competition among students and they can even increase the learning of English. It is important to remember that in Cooperative Language Learning, Woolfolk (2010) stated that working with a lot of students is valuable given that the maximum use of cooperative activities, which involve pairs and small groups or learners in the classroom, can enhance learning.

Finally, about the last psychological aspect if students feel relaxed because they can go unnoticed it can be perceived how a considerable percentage of students, 37%, partially agreed, 21% agreed and 20% totally agreed. On the other hand 22% answered to be in disagreement. The obtained results show that a significant percentage, 37%, of the students surveyed partially agreed with the fact of having large classes can be a motive for going unnoticed during the class and feeling a sense of relaxation for not being ask many questions.

Graphic 21



Source: High Schools La Troncal
Authors: Malo, Silvia & Robles, Sandra

This demonstrates that teachers need to keep working on getting to know their students as individuals, taking into consideration their personalities, interests, and backgrounds. Teachers should become careful observers of their students, noticing who participates, the length, depth, and frequency of their contributions and listening to all them with equal seriousness, in order to create a good atmosphere during the class. Nonetheless;

the results demonstrate that does not matter the size of a class in the teaching and learning process, the majority of students considered to be active during the class and not underwent the sense of being unnoticed.

Conclusions

Teaching a foreign language not only demands practice and commitment but also willingness. Usually teachers try to overcome the different complications that are present or appear in a classroom. Essentially, the main concern of this thesis has been with the noticeable features of the influence of large classes in the English language teaching-learning process in Ecuadorian high schools and after a conscious analysis of the results gotten it can be stated some conclusions as follows:

- This research work demonstrates that class size is not a barrier for a good teaching and learning process given that the majority of the students surveyed considered to be learning English without complications. Although certain aspects on academic, social and psychological issues such as no receiving feedback, forgetting names of students and talking in front of a large group do influence.
- The analysis of the academic issues revealed that despite of having a large class; a variety of activities such as group, individual and pair-work are used every day into the classrooms, which leads to a well-structured teaching and learning process.
- The individuals under research considered the fact of being in a large class as an opportunity, given that they could build relationships with their classmates and feel part of a group. Some students relied on their counterparts and improved their academic performance.

- This research showed that some teachers are having problems remembering all the students' names when dealing with large classes, which can cause certain discomfort on students due to the fact that the teacher is not creating a positive relationship. Students who recognize that their teachers think of them as individuals with individual needs will feel more comfortable in class and be more responsive in discussions.
- A considerable percentage of students under research have trouble when speaking in public, which demonstrates that there is a lack of self-esteem on students or they just have not developed that skill yet, which can affect the teaching learning process in the sense that they would not be able to make presentations in the proper manner or express their ideas or opinions.
- Students are constantly competing with their classmates; it seems that being in a large class can bring about, in some manner, a desire or an obligation to do much better in school. Therefore, there is an increase of willingness to learn and acquire knowledge improving the teaching and learning process.
- As strange as it might seem, a vast percentage of students said that they cannot cheat during an exam, which denotes that taking an exam in a large class is possible as long as the teachers control when developing this activity, which helps to maintain academic honesty, a fundamental issue of the education system.
- Having a worthy teaching-learning process everything depends on the teacher and the quality of teaching he offers, regardless of the class size. If the teacher

uses methodological strategies focused on the development of the skills, it would not matter the number of students in the classroom.

Recommendations

So far, the results of the surveys are satisfactory because there are many positive aspects; nevertheless, quite often teachers dream about sitting down and working individually with students. For many, that would be the ideal teaching scenario, however most of the teaching realities encountered every day in classrooms are far distant from this ideal. That is why it is important to keep in mind that the teaching-learning process needs to be done with what we have; therefore the following is recommended:

- When working with large classes, teachers should choose and use appropriate methodologies and techniques, such as Cooperative learning approach, to develop the four basic language skills through dynamic activities focused on the students' different ages, learning styles and interests, using real life situations.
- For students who are inhibited when speaking in front of others, teachers should encourage and motivate them using verbal compliments along with praise and rewards in order to increase self-esteem in students. These activities might help students improve this social skill.
- Finally, teachers should be always updating their knowledge, doing research, investigating and reading information about how to teach and manage large classes, which would allow them to have a wider perspective in case of encountering with this situation.

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Annexes



INSTRUMENTOS

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLES

Estimado estudiante:

Este cuestionario tiene como objetivo conocer la influencia de las clases numerosas en el proceso de enseñanza aprendizaje del Inglés.

La información que usted brindará a continuación se usará únicamente con fines académicos-investigativos. Le rogamos contestar honestamente de acuerdo a la siguiente escala de referencia.

Muy satisfactorio	Totalmente de acuerdo
Satisfactorio	De acuerdo
Poco satisfactorio	Parcialmente de acuerdo
Nada satisfactorio	En desacuerdo

Datos Informativos:

Nombre de la institución: _____

Tipo de institución: Pública () Privada ()
 8vo. () 9no. () 10mo. ()

Curso: 1ro. Bach. () 2do. Bach. () 3ro. Bach. ()

Ciudad: _____

Instrucción: Marque con una X según su criterio.

A. Aspectos Academicos

Nro.	En clases con bastantes estudiantes	Muy Satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1	Se realizan actividades que permiten poner en práctica lo aprendido				
2	Se realizan actividades que permiten practicar las habilidades de escucha habla, lectura y escritura.				
3	Todos los estudiantes están atentos y participan en las actividades desarrolladas en la clase, inclusive los estudiantes de la última fila				
4	Se utilizan actividades variadas dentro de la clase; como por ejemplo, actividades en grupo, actividades individuales, actividades en pareja, etc.				
5	Se utilizan actividades tales como dramatizaciones, concursos, debates, juegos, etc.				

6	Se puede copiar durante los exámenes.				
7	Se puede realizar tareas de otras materias				
8	El espacio de la clase te permite desarrollar adecuadamente las actividades asignadas por el profesor				
9	No puedo recibir una retroalimentación adecuada por parte del profesor debido al número elevado de estudiantes				

B. Aspectos sociales

Nro.	En clases con bastantes estudiantes	Muy Satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
10	Existe interacción entre los estudiantes y entre el profesor y los estudiantes.				
11	Tengo la oportunidad de relacionarme con más personas.				
12	El profesor no recuerda el nombre de todos los estudiantes.				
13	El ambiente es menos tenso ya que hay menor probabilidad de que el profesor realice preguntas constantes al mismo estudiante.				

14	Puedo usar mi teléfono celular o algún otro dispositivo electrónico sin ser descubierto por el profesor				
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C. Aspectos psicológicos

Nro.	En clases con bastantes estudiantes	Muy Satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
15	El ambiente es estresante.				
16	Me siento incómodo al momento de hablar frente a mis compañeros.				
17	Tengo menos oportunidad de expresarme.				
18	No me gusta participar porque me siento tímido.				
19	El profesor no presta atención por igual a todos los estudiantes.				
20	Siento que puedo competir sanamente con otros estudiantes.				
21	Me siento relajado porque puedo pasar por desapercibido.				

Gracias por su colaboración.