



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
La Universidad Católica de Loja

ÁREA SOCIOHUMANÍSTICA

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN  
MENCIÓN INGLÉS

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

TRABAJO DE FIN DE TITULACIÓN

AUTORES: Pazmiño Horra, María Cristina

Serrano Ward, Daniel Esteban

DIRECTOR: Toro Gallardo, Lisset Vanessa, Mgr.

CENTRO UNIVERSITARIO QUITO

2014



*Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>*

*Septiembre, 2018*

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Mrg. Lisset Vanessa Toro Gallardo

DOCENTE DE LA TITULACIÓN

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 María Cristina Pazmiño Horra y Daniel Serrano Ward, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, mayo de 2014

f) .....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Nosotros, Pazmiño Horra María Cristina y Serrano Ward Daniel Esteban declaramos ser autores del presente trabajo de fin de titulación: The influence of large classes in the English language teaching-learning process in Ecuadorian high schools, de la Titulación de Licenciado Ciencias de la Educación mención Inglés, siendo Toro Gallardo Lisset Vanessa director (a) del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”

f. ....

Autor: María Cristina Pazmiño Horra

Cédula: 1709539173

f. ....

Autor: Daniel Esteban Serrano Ward

Cédula: 1712517281

\

## DEDICATION

DANIEL SERRANO WARD-

This investigation is dedicated to God and my mother who have been with me all through this process.

MARÍA CRISTINA PAZMIÑO HORRA-

I have to thank God, my parents who have supported me, Blanca for encouraging me to pursue this career and all those people who in one way or another have been with me all this time.

## ACKNOWLEDGEMENT

We would like to thank the principals and teachers from Unidad Educativa Técnica Experimental “Mitad del Mundo”, Unidad Educativa Sagrados Corazones de Rumipamba, and Colegio Nacional Técnico Leonardo Maldonado Pérez. Without their help and permission we could not have completed this study.

## CONTENTS

COVER.....	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN...ii	
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....iii	
DEDICATION.....iv	
ACKNOWLEDGEMENT.....v	
CONTENT.....vi	
ABSTRACT.....1	
RESUMEN.....2	
INTRODUCTION.....3	
METHOD.....6	
DISCUSSION.....8	
Literature Review.....8	
Description, Analysis and Interpretation of Results.....23	
Conclusions.....34	
Recommendations.....35	
REFERENCES.....37	
ANNEXES.....39	

## ABSTRACT

The theme of this study is the influence of large classes on the English language teaching-learning process in Ecuadorian high schools; the purpose is determining what instructional, social, and psychological implications result from large class size in the English language teaching-learning process.

The approach of this study is a quantitative method. Questionnaires were administered to a sample population of 176 students. Approximately 60% of them were male and 40% females between the ages of 14 and 17, from three different schools in Quito.

The aspects taken into account included academic issues, such as activities in class, social issues such as the relationship between students and the teacher, and psychological issues such as atmosphere in the classroom. After giving the questionnaires, the results from each question were presented on a table for each of the aspects. Each corresponding to each of the questions was then analyzed quantitatively.

The results indicate that large class size does not limit the implementation of varied activities and different types of student interaction. However, it does reduce the amount of feedback students can receive from teachers.

Keywords: Large classes, English teaching



## RESUMEN

El tema del estudio: la influencia de las clases numerosas en el proceso de enseñanza y aprendizaje del idioma inglés en los colegios del Ecuador. El propósito: determinar qué implicaciones académicas, sociales y psicológicas tienen las clases numerosas.

Se aplicó un método cuantitativo. Se repartieron cuestionarios a 176 estudiantes de entre 14 y 17 años de 3 diferentes colegios. Dos de los colegios donde se entregaron los cuestionarios están localizados fuera de la ciudad, mientras uno se encuentra en un área urbana.

Como parte de esto se tomaron en cuenta asuntos académicos, sociales y psicológicos. Por el lado académico, las actividades de las clases, por el lado social, las relaciones entre estudiantes y profesor(a) y los asuntos psicológicos, la atmósfera del aula al momento de aprendizaje. Después de dar los cuestionarios, se tabularon los resultados y se analizaron cuantitativamente los enunciados correspondientes a cada pregunta.

Los resultados demuestran la cantidad de alumnos en un aula no limita la implementación de actividades y los diferentes tipos de interacción entre los estudiantes, sin embargo reduce la cantidad de retroalimentación para los estudiantes.

Palabras clave: Clases numerosas, enseñanza del inglés

## INTRODUCTION

The theme of this research study was chosen due to the deficiency of English language teaching and learning in Ecuadorian high schools. It is apparent that even having received six years of English language teaching during secondary school, most of the students lack the ability to communicate efficiently in both written and oral English. It is thought that one of the aspects that may contribute to this deficiency of English language skills is the large number of students in the typical language classroom. For this reason, it has been decided to research the following topic: “The influence of large classes in the English language teaching-learning process in Ecuadorian high schools.” The purpose of this study is to determine whether or not large classes affect the English language teaching-learning process by answering the following questions: What instructional implications do large classes have on the teaching-learning process?, What social implications do large classes have on the teaching/learning process?, What psychological implications do large classes have on the teaching-learning process?

This study is of vital importance in the Ecuadorian educational context as the results will provide insight for the teachers and students of the English language in relation to the influence of large classes on the English language teaching-learning process in Ecuadorian high schools. The findings will also be of relevance to different classes in educational institutions in general.

Various studies have already been carried out on the influence of large class sizes on the teaching-learning process. One such study was conducted by Bassett P., Blatchford, P., Brown, P., Martin, C. & Russell, A. (2007). The results show that in large classes, the role of the student during teacher/student interactions is more passive

than in small classes. In large classes, the students' contribution in class is limited and they spend a lot of time listening to the teacher, be it during whole class or one-to-one instruction. On the other hand, the results indicate that in smaller classes, students have a more active role. The results of this study also show that those teachers who participated consider that they are only able to accommodate the needs of the average ability students in large classes. On the other hand, the authors feel that those students who are either more or less able do not have their needs adequately catered for. They also consider that quiet and reserved students receive less attention in large classes. No limitations were identified by the authors of this study.

A second study was conducted by Byamugisha A., Goretti, M., Masembe, C., Opolot-Okurut, C., & Samson J. (2008). Here the results indicate that one major limiting factor in large classrooms is the lack of adequate physical resources and adequate classroom space for large numbers of students. The lack of space is said to limit movement and, in turn, interaction between the teacher and students. The results show that the lack of physical resources, on the other hand, makes it difficult to plan motivating hands-on activities, leading to a drop in student motivation. Additionally, the results point to increased difficulties in managing discipline when teaching large classes, and difficulty in providing feedback to the students. The authors did not refer to the limitations of this study.

The study by Gilstrap, S. C. (2003), states that there is some provision of high quality feedback in small classes with 21 or less students, but none in large classes of more than 30 students. The results also show that student engagement was seen to be optimum in classes of between 17 and 22 students. Additionally, the results show a

difference in the type of instruction given in large and small classes. In this study it was seen that large classes only received teacher-centered instruction, whereas small classes received both teacher-centered and student-centered instruction. Two main limitations were indicated in relation to this study: firstly that it did not directly focus on the outcomes of students in small and large classes over the academic year; and secondly that more large classrooms needed to be focused on to obtain more extensive data.

With regard to our current research study, one main limitation is that the data collected only shows the opinions of students despite the fact that the point of view of the teachers would have shed more light on the topic, especially in relation to the question related to the instructional implications of large classes. Another concern is that, even though the students were told that their answers would remain anonymous, they may have altered them because they were concerned that this may not be the case.

Another limitation was the data collection method used which was limited to the application of questionnaires. It is considered that more extensive and reliable data could have been obtained by additionally using a qualitative data collection method such as interviews with study participants, or non-participant observation.

## METHOD

### Setting and Participants

This study was conducted in five classes located in one urban and two rural high schools in Quito and the surrounding valleys. A sample of approximately 35 students was selected in each class using convenient sampling. These students are between 14 and 17 years of age. Approximately 60% of them were male and 40% were female.

### Procedures

Literature related to the theme of this study was research to get an idea of the themes and related studies that have been carried out previously, and to have understanding of this research topic. Within this literature review we examined books related to teaching approaches and method, class size and management, activities for working with large classes, seating arrangement, and classroom space, as well as different levels of proficiency. 5 related studies were also examined.

Then a questionnaire was applied design to collect data from the sample group. This data was obtained by giving each participant a questionnaire with 21 questions. The aim of this questionnaire was to obtain the opinion of the participants regarding the instructional, social, and psychological implications of large class size on the teaching/learning process. These questionnaires were given to each group of 35 students on one occasion only.

After the questionnaires had been taken, the data was gathered up and recorded on tables in order to give a clear picture of the results. These tables showed the amount of students who chose each one of the options for the answers given on the questionnaire (Totally agree, agree, partially agree, disagree), and what percentage of the total sample

that number represented. One table was presented for each of the three aspects examined.

Once the results had been tabulated, an inferential analysis of the results was done, and described our findings in writing. In all cases, the effect of large class size was studied in relation to different variables. The variables related to academic issues were the kinds of class activities and student interaction, the frequency of feedback on the part of a teacher, the frequency of cheating and distraction on the part of the students, and the effect of the classroom seating arrangement. The social issues examined were student and teacher interaction, relationships between students, the class atmosphere, and the use of mobile devices on the part of the students without the teacher's knowledge. The psychological aspects that were examined were the level of stress in the classroom, the amount of freedom that students feel to express themselves and be competitive with their classmates, and the amount of attention from the teacher that students receive in relation to their classmates. The above aspects were all examined in the light of the three key questions in our research study: What instructional implications do large classes have on the teaching/learning process?, What social implications do large classes have on the teaching/learning process?, What psychological implications do large classes have on the teaching/learning process?

## DISCUSSION

### Literature Review

This section contains previous research related to different teaching approaches and methods and the influence of large classes on the English language teaching-learning process. Five studies that are related to this study are also included.

#### *Teaching approaches and methods*

According to both Lightbown and Spada (2006) and Richards and Rodgers (2001), the premise behind the Communicative Language Teaching (CLT) approach is that to learn a language proficiently, it is important to know not only its structures and forms, but also to understand the functions and purpose of aspects of language for communication in real life. This approach underlines the importance of communication through meaning with others rather than knowing only grammar structures, and considers that the main goal of language learning should be to be able to communicate effectively according to the setting of the interaction and the participants involved. These authors also coincide in underlining that a basic premise of the CLT approach is that errors are part of learning and therefore learners should have the freedom to make mistakes so that they can learn from them. This should happen with the provision of authentic learning situations where different language skills should be practiced simultaneously, not in isolation. However, Lightbown and Spada (2006) present a slightly different perspective regarding how free language practice should be to that of Richards and Rodgers (2001). They think that feedback is the starting point of learning and consider that if feedback is not provided, then errors become fossilized. Richards

and Rodgers (2001), on the other hand, state that fluency in communication while experimenting with language is important, rather than on-going feedback.

Lightbown and Spada (2006) and Richards and Rodgers (2001) both showed that in Content-Based Instruction (CBI), the main focus of lessons is specific subject content, not the second language itself. The main premise of CBI is that students will learn the language and the subject matter simultaneously. This approach is widely used in bilingual schools and immersion programmes. Both Lightbown and Spada (2006) and Richards and Rodgers (2001) state that through this approach, the students' level of motivation increases. They also highlight the benefit of catering to the students' academic needs and requirements while they learn a second language at the same time.. Additionally, they agree that a good level of general competence in the second language can be achieved. However, there is discrepancy between Lightbown and Spada (2006) and Richards and Rodgers (2001) regarding the level of accuracy in the second language that can be achieved using this approach. While Richards and Rodgers (2001) state that the learning of a second language is more successful and effective when based on a topic or subject where information becomes part of the students, Lightbown and Spada (2006) state that since this approach does not provide specific instruction in grammar or language structure, students may make structural mistakes and their use of language may remain inaccurate.

Contrary to the Communicative Language Teaching Approach and Content-Based Instruction where the emphasis is exposure to and use of the target language, and meaning and comprehension are focused upon rather than accuracy, the Grammar Translation Method (GTM) focuses on grammatical accuracy and the target language is



taught in the students' native language. As both Lightbown and Spada (2006) and Richards and Rodgers (2001) explain, this approach considers language learning to be an intellectual exercise basically to understand the literature of other cultures. The focus is on reading and writing rather than listening and speaking. Students are given vocabulary words with their translated meanings to help them with extensive or close reading rather than spending time on speaking practice. One of the activities consists of reading a text with the teacher and translating the unknown words and then answering some reading comprehension questions. Translation is a big part of the Grammar Translation Method and the translated texts are used to teach grammar deductively as students look for a specific grammar rule within the text and then apply it in written exercises. Vocabulary comes only from the texts used and the words are studied with the use of a dictionary and memorization. Throughout this process the emphasis is on precision.

In Task-Based Language Teaching (TBLT), on the other hand, emphasis is on meaning rather than precision. Both Lightbown and Spada (2006) and Richards and Rodgers (2001) describe this method as similar to the Communicative Language Teaching Approach. They state that in Task-Based Language Teaching, learning comes about through completing tasks similar to those learners use in ordinary life. These tasks may have different levels of difficulty but must appear in all stages of a lesson plan. The tasks included are based on the learners' needs and designed to develop their personal experience. Authentic material is used to help create a connection between language inside and outside the class. In the class, students are immersed not only in the language involved but also in the process required to complete the given task. Tasks generally involve using comprehension and communication skills, at the same time paying

attention to and making use of the grammar being learned. There are specific communicative activities that can be completed in class, such as giving or following instructions to find a place on a map, preparing a recipe, or solving a puzzle. Though this is a widely used language teaching method, it is not without some areas of concern, as described by Richards and Rodgers (2001). These include: 1. How to convert real-world situations into tasks that can be completed in the classroom. 2. The difficulty in designing instructional tasks. 3. How to sequence instructional tasks in the classroom.

Like Task-Based Language Teaching, Total Physical Response (TPR) involves completing a series of tasks. However, as Richards and Rodgers (2001) show, this initially involves listening to instructions and following them physically before moving on to speaking. This method was developed by James Asher who researched the way children acquire their first language and mirrored it to help adults acquire a second language. He showed how children respond physically to language they are exposed to before they start to talk. Asher (1977) states that that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor.” The lesson plan has to be organized around the imperative form of the verb to give the instructions, and to the meaning instead of the form, so grammar is learned inductively. Students follow the activities given in the imperative form. At first they only have to act, and after 120 hours of teaching, they can start acting and using the language in role plays in ordinary everyday situations such as making a phone call, buying in a store or eating at a restaurant. At this point, learners begin producing language as well as just listening to it. Lightbown and Spada (2006) describe the process followed in this method in a similar way and point out that when

students start talking, they also have to give instructions to each other as well as listening to the ones coming from the teacher. Both the Richards and Rodgers (2001) text and the Lightbown and Spada (2006) text also point out that the vocabulary and grammatical structures that the learners are exposed to are given in a set, organized sequence and that the level of difficulty gradually increases.

Whole Language Instruction, on the other hand, does not follow a rigid structure. As Richards and Rodgers (2001) state, in Whole Language instruction, learning takes place in a natural way. This approach has more in common with Communicative Language Teaching. As Robb (1994) and Richards and Rodgers (2001) both point out, this approach involves a lot of peer interaction and collaborative activities with real communication linked to authentic resources and texts. As in CLT, the emphasis is on language production and errors are considered acceptable and part of the learning process. The main focus of Whole Language Instruction is the development of reading and writing skills and these are integrated together with other language skills. In addition, Robb (1994) states that the Whole Language classroom is a place in which teacher and students always interact and work together and they establish rules collaboratively.

### *Class Size*

Blatchford (2003) and Woodward (2001) both outline the same positive and negative aspects of large class size. They both agree that, in general, smaller class size has a positive impact on learning since students tend to receive more individualized attention from the teacher, and are more likely to have their individual needs and interests catered to, which, in turn, increases their motivation and focus. These authors

argue that in smaller classes, instruction is given more effectively and efficiently. In large classes, on the other hand, students will tend to drift and not pay as much attention as they should because they will not have that attention from their teacher, may not be interested in the subject matter, and have more distractors. This might cause the class to be noisy and interrupt the lesson. Other problems that Woodward (2001) outlines are that space and materials are likely to be more limited if there is a large number of pupils, and, if those students share a common language, it is less likely that they will use the target language. However, both Blatchford (2003) and Woodward (2001) point out that in classrooms with a large number of students, they can be organized into collaborative groups pairs and can learn from their peers when working in this way. Furthermore, Basset (2007) states that relations between the students have been found to be poorer in smaller groups, and the students come to expect immediate attention, causing more disruptions.

### *Managing Learning*

It is evident that for learning to take place in large classes, effective classroom management and lesson planning must be in place. According to Dudley-Evans and St. John (1998), and Reese and Walker (2004), instruction must include timely feedback. However, in both these texts, the authors recognize the difficulty of providing this kind of feedback in large class situations and provide suggestions for dealing with this. They both state that it is important to observe the learners to see their response to what is being taught to take the necessary action. Additionally, Dudley-Evans and St. John (1998) clearly state that giving individual feedback to all students is not plausible in large classes and suggest that peers should be used to give feedback or that the students

should be allowed to ask specific questions for clarification. Indeed, both the Dudley-Evans and St. John (1998) text and the Reese and Walker (2004) text propose increased interaction on the part of the learners as a way to both increase feedback and keep learners on-task, thus improving discipline. Dudley-Evans and St. John (1998) also talk about the need to allow students in large classes to work on assignments independently and in their own individualized way with the teacher managing what is happening without too much structured intervention. This contrasts with Reese and Walker's view that classroom instruction in large classes should involve a lot of direct lecturing.

Woodward (2001) shares Dudley-Evans and St. John's view that group work is an important part of promoting learning in large classes. He states that for group work to be effective, the teacher must be sure to give clear instructions, going over the instructions carefully and modeling where necessary. He also states that timing is very important: According to Woodward (2001), the teacher should assign a realistic amount of time to each stage of the class and let students know how much time they have left to complete activities.

### *Managing Large Classes*

Dudley-Evans and St. John (1998) state that feedback is important when managing large classes and that the students themselves can be a source of feedback; for example, when doing peer assessment during writing assignments. Scrivener (1994) also considers that feedback is vital in helping students use language accurately. Additionally, he states that constraints are important in maintaining classroom discipline. Harmer (2007) considers that an important aspect of classroom discipline is giving clear instructions,

and that one way of ensuring that instructions are clear is to have the students repeat back instructions or translate them into their own language.

#### *Activities for Working with Large Classes*

*There are many activities that work effectively with large groups. These activities involve active participation and interaction between the students. Culham and Coutu (2009) suggest several activities. One is called “Crafting Well-Built Sentences.” This involves creating a basic sentence and writing each word on a separate card. Each card is then given to a different student and they have to put the words in order so that the sentence is correct and read it aloud. The students then need to come up with words to expand the sentence (for example, adjectives), and keep adding new words in the correct place. Each time they add a word, they should read the sentence aloud.*

*Another activity is “Ask Me a Question”. Here the students get into groups of three and each student tells the story of an event from his or her life. The other group members listen silently and write down three questions for the student who is telling the story. This shows him or her which details are missing so that they can include them next time they tell the story or write it down.*

*In the activity “Pick the Postcard,” different postcards portraying one theme are displayed. Students should write a paragraph about one of them. This needs to be so descriptive that their classmates can distinguish which of the postcards is being described. The description can either be read aloud to the classmates by the writer, or the classmates can read it themselves.*

*Vogt and Echevarria (2008) also suggest activities to promote group interaction and, at the same time, have individuals come up with their own ideas. In one activity:*

*“Group Response with a Whiteboard” students are put into mixed-ability groups, each of which has a number. Each team is given a whiteboard and a marker. The teacher asks a review question and each student writes down their individual answer on a paper. One team member then writes down the group’s response on the whiteboard. Next, the teacher selects teams to share their responses until the correct response comes up.*

*“Find Someone Who” is another review activity. Each student has a sheet of review questions and must move around the room looking for a person to help them answer each question. They write down the answer given and the person who provided it signs his or her name next to the answer. The teacher then goes over the correct answers so the students can check their answers.*

#### *Classroom Space and Seating Arrangement.*

Harmer (2007) shows that in the classroom we can find different seating arrangements with different benefits. One is straight rows, where a teacher can work with a general view of the whole class and all students can see the teacher. This arrangement is beneficial for whole-class teacher explanations, power point presentations or videos, or for using the board. McLeod, Fisher and Hoover (2003), on the other hand, point out that this seating arrangement tends to limit the participation of the students at the back and around the sides, and suggest that students with difficulty focusing should be located at the front or in the center. Two alternative seating arrangements discussed by Harmer (2007) are the circle and horseshoe shapes used for small groups. In the circle arrangement the teacher should remain outside the circle. Harmer suggests that in this arrangement, students feel more comfortable expressing themselves and using language. However, whatever the seating arrangement in the

classroom, it is important that each student has enough personal space. According to McLeod, Fisher and Hoover (2003), in a small space with a large group of students, teachers have a lot of problems related to student attitude and discipline, and their ability to focus. If they have enough space for working they can concentrate and work better.

### *Different Levels of Proficiency*

Ur (2012) considers that one of the major advantages of heterogeneous English classes is that students are mixed not only with regard to their level of English, but also with regard to their interests, opinions and ideas. This will lead to more interesting and varied interaction in the classroom. Additionally, catering to different ability levels forces the teacher to be more creative and grow as a professional, as he or she needs to create differentiated learning activities, as well as collaborative activities that include peer-teaching and interaction. Pollard (2005), on the other hand, states that differentiation can cause difficulties in class management, structuring lessons, monitoring the class, and making sure that all students are motivated and participate. According to Pollard, this is particularly true for both low and high achievers, as many teachers prepare classes that are appropriate for average achievers but don't stimulate students who are capable of more or meet the needs of low achievers. This may also affect the low achievers' self-esteem and their view towards learning.

It is evident from all the ideas given by the authors above that large class size has a great influence on how teachers teach and on their students' learning process. Various studies have been conducted about the influence of large classes. Five of them are outlined below.



Bassett, Blatchford, Brown, Martin, and Russell (2007) conducted a study to examine the differences between how class time is spent in small classes and large classes. They want to examine how the teacher's approach differs by examining different aspects such as how instruction is given to the class, to the class as a whole, to small groups, or one-to-one. The main focus of this study is to compare the amount of teacher and student interaction, and individual attention that students receive from teachers in small classes and large classes and how this affects student learning.

In this study a multi method approach was used. Over a period of time, researchers collected both quantitative and qualitative data about small and large classes. They did this in a number of different ways including teacher questionnaires, interviews, case reports and non-participant observations of individual students in small and large classes. Here they recorded how the students behaved socially and when they were working and off-task. The researchers observed every student for two days and in total there are 22,312 observations done observing each student an average of 87 times to have more precise results. Additionally, a general observation of the class was made while working as a whole group.

In the light of this investigation, researchers concluded that when there is a smaller class size, it is simpler for the teacher to be able to spot specific problems that the students might be having and give feedback. It is also simpler for the instructor of the class to understand the student's personalities, establish a connection with shyer students, and know how to meet their individual needs. Another conclusion is that class management is more difficult with a larger number of pupils and that there is more off-task behavior including discipline issues and failure to engage students. Finding the time

for marking and planning quality activities is also a challenge for the teachers of large groups. Additionally, the researchers concluded that students may be sitting in groups most of the time, but they rarely work in groups. This also happens in small classes. How small the class is does not really show that they will work more productively in groups.

Feng (1999) conducted a study with the purpose of studying the relationship between student learning and achievement and class size in rural China. Feng (1999) wanted to find what the effects of having big or small classes and find solutions. He focuses on opinions of both teachers and students about the benefits and disadvantages of large and small classes. The researcher's aim here is also to determine if the population taking part in the investigation thinks that class size has a major impact on students' achievement in class and if not what other factors affect the students' learning.

The method used by Feng (1999) for this study in China is using a questionnaire to interview the teachers in five schools who had been working at the school for five years or more. The teachers answered the questionnaire anonymously, giving their opinions about the sizes of classes and their impact on education. The data collected was analyzed to find results and reach conclusions.

By analyzing the answers to the questionnaires, the following conclusions were reached: teachers in rural Chinese areas find that having a class with less students usually promotes more frequent and more individualized interaction between the teacher and students. However, the authors also conclude that there is no direct relationship between the size of the class and student achievement, but that this is more related to social factors and the home environment, as well as an atmosphere of competition within

the classes. A further conclusion is that having a small class size facilitates the work of the instructor because it makes their planning for the class easier.

Watson (2006) carried out a study focused on what happens in large classes and which are the main issues that arise when teachers are conducting a class. The aim of this study is to explain in detail what happens in these classes from the student's and the teacher's point of view. Another key question in the implementation of this study is how teachers modify their behaviour to be able to teach a large class of students.

In this study, two lessons were chosen to be studied in two different classes. The students from each class were given instructions on how to do a survey. After receiving these instructions, they were told to get into groups and complete the objective which is thinking about ideas for things they want to find with this survey and build the questionnaire with their partners. The two lessons were recorded with a pair of cameras; one focusing on the teacher while he or she was walking around helping the students, and the other one focusing on the students' work. While interacting with the instructors, students and teachers were recorded with a microphone which allowed the researcher to listen to what was taking place in the classroom.

In the light of this study, the researcher concludes that there are two main issues that arise in teacher interactions with large classes: difficulty in remembering students' names, and the strong way that instructions are delivered. Watson (2006) concludes that this is directly related to the teacher's need to maintain control in the classroom and avoid discipline issues.

Byamugisha, Goretti, Masembe, Opolot-Okurut, and Samson (2008) conducted a study to examine the influence of large class size on class planning, organization, and assessment, as well as on the strategies that are used when dealing with large classes.

This study was conducted in two stages. The researchers started by gathering baseline data by interviewing thirty five teachers and twenty school administrators, and making one hundred observations. The focus of the interviews with teachers was their experience with large classes. The observations were done inside classrooms, focusing on the atmosphere of the class, student engagement and participation, classroom management, resources available, and use of instructional time. The next phase of the process consisted of reflection between the teachers and researchers in the light of the observations to come up with strategies about how the lessons could be improved. These strategies were then implemented by the teachers. During the study, the comparative method was used to compare data and find patterns.

The conclusions that came from this study are that when teaching large classes, it is difficult to focus on individual student requirements. Multiple activities should be provided to keep students focused. Class management in large classes can be facilitated if students are divided into groups and given a leader because those children with leadership roles try to help their classmates. Parallel to this, teachers still need a lot of institutional support because they need bigger classroom areas, sufficient furniture for the classes, and more materials to work with.

Olantunde and Sunday (2011) conducted a study in Nigeria with the purpose of finding the differences in student performance between students from small and large classes in both rural and urban secondary schools.

The main method that the researchers used for collecting data in this study was giving a questionnaire that they had designed. Section A of the questionnaire focused on several different variables like gender, age, school type (rural/urban), grade, etc. Section B focused on the school's schedule and organization; like the number of periods a day. This survey had a four point Likert scale for the students to answer on. The researchers also examined and compared the examination scores of students from rural and urban schools and small and large classes.

From the results, researchers concluded that class size should be limited to a maximum of 20 students per class in order to facilitate classroom management and give enough individualized attention to students who require it. However, they also concluded that class size has no significant effect on student academic performance.

## Description, Analysis, and Interpretation of Results

This section contains the results that were gathered during this research study, along with the description and analysis of the outstanding points.

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

*Table 1*

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.	89	51	64	36	17	10	6	3	176	100
2.	The activities done allow students to practice listening, speaking, reading and writing skills.	76	43	72	41	24	14	4	2	176	100
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	25	14	65	37	74	42	12	7	176	100
4.	Varied class activities are used, such as group, individual, pair-work activities, etc.	113	64	44	25	13	7	6	3	176	100
5.	Activities such as plays, competitions, debates, games, etc. are used in class.	42	24	54	31	44	25	36	20	176	100
6.	Students can cheat during the test.	16	9	11	6	20	11	129	73	176	100
7.	Students get distracted by doing assignments from other subjects.	18	10	28	16	37	21	93	53	176	100
8.	The seating arrangement facilitates the tasks that are carried out in class.	72	41	71	40	26	15	7	4	176	100
9.	Students cannot receive regular feedback from the teacher due to the large number of students.	89	51	64	36	17	10	6	3	176	100

Table 1 shows the results of the first research question. On item 1, “The activities done in class help to apply what students learn in class”, 89 students that represent 51% totally agree, 64 students, that is 36% agree, 17 students, that is 10%

partially agree and 6 students, that is 3% disagree. The fact that 87% of students agree with the statement made in item 1 shows that large class size does not prevent students from completing activities that help them to apply what is learnt in class. This agrees with the findings of Blatchford (2003) and Woodward (2001) whose study shows that material covered can be effectively applied in large classes during pair and group work between peers.

On item 2, “The activities done allow students to practice listening, speaking, reading and writing skills,” 76 students that represent 43% totally agree, 72 students, that is 41% agree, 24 students, that is 14% partially agree and 4 students, that is 2% disagree. 84% of students consider that they are able to practice listening and speaking, as well as reading and writing, which shows that large class size is not an impediment for students to be able to practice the above areas. This agrees with the findings of Blatchford (2003) and Woodward (2001). They state that in classrooms with a large number of students, they can be organized into collaborative groups and pairs to complete activities. This kind of grouping is vital if the necessary interaction to practice listening and speaking skills is going to take place. On the other hand, the results of the current study do not support the observations made by Gilstrap, S. C. (2003), who states that large classes only received teacher-centered instruction, which would greatly limit the amount of time spent on practicing speaking skills.

On item 3, “The students are attentive and participate in class activities, including those sitting at the back of the classroom,” 25 students that represent 14% totally agree, 65 students, that is 37% agree, 74 students, that is 42% partially agree and 12 students, that is 7 % disagree. Here the opinion of the students is divided.

While 51% of the students feel that their classmates are attentive in class and participate, 49% disagree with this opinion either partially or totally. The latter group reflects the opinion of Blatchford (2003) and Woodward (2001) who state that in large classes, students will tend to drift and not pay as much attention as they should. On item 4, “Varied class activities are used, such as group, individual, pair-work activities, etc.,” 113 students that represent 64% totally agree, 44 students, that is 25% agree, 13 students, that is 7% partially agree and 6 students that is 3 % disagree. Here 89% of the students state that they are put into different groupings during class. This supports the idea that large classes are a favorable environment for dividing students into different sized groups. Blatchford (2003) and Woodward (2001) also state that one of the characteristics of classes with a large number of students is that they can be organized into collaborative groups and pairs to complete activities.

On item 5, “Activities such as plays, competitions, debates, games, etc. are used in class,” 42 students that represent 24% totally agree, 54 students, that is 31% agree, 44 students, that is 25% partially agree and 36 students, that is 20 % disagree. Here the opinion of the students is divided. 55% of them state that interactive activities like those listed are used in their classes, while 45% of them say that they are not. The group that is in agreement supports that view of Ur (2012), who considers that the use of such activities are the norm in large classes as teachers are required to cater to different ability levels, and, as a result, need to create differentiated learning activities, as well as collaborative activities that include peer interaction.

On item 6, “Students can cheat during the test,” 16 students that represent 9% totally agree, 11 students, that is 6% agree, 20 students that is 11% partially agree and



129 students, that is 73 % disagree. The majority of students evidently perceive that, despite being in a class with large number of students, it is difficult to cheat during tests. There is no specific data in the previous studies examined to support or refute this opinion. However, the studies by Woodward (2001), Olatunde and Sunday (2011) and Basset et al. (2007) all state that in large classes students receive limited individual attention from the teacher, and this would suggest that, contrary to what the students questioned in the present study think, they could cheat in tests without being noticed by the teacher.

On item 7, “Students get distracted by doing assignments from other subjects,” 18 students that represent 10% totally agree, 28 students, that is 16% agree, 37 students, that is 21% partially agree and 93 students that is 53% disagree. This data shows that 47% of the students from large classes agree that they can get distracted by doing assignments from other subjects, while 53% consider that they do not get distracted. The studies examined do not refer specifically to this point. However, the study conducted by Basset et al. (2007) states that in large classes there is a greater tendency towards off-task behavior than in smaller ones, which is in keeping with 47% of the students who consider that students get distracted and are off-task, in this case doing assignments from other subjects.

On item 8, “The seating arrangement facilitates the tasks that are carried out in class,” 72 students that represent 41% totally agree, 71 students, that is 40% agree, 26 students, that is 15% partially agree and 7 students that is 4 % disagree. The perception 81% of the students here is that the seating arrangement in class is adequate for the activities done in class. This was indeed the case whilst the

questionnaire was being administered. The students were sitting in straight rows, and according to Harmer (2007), this lay-out is positive because the teacher has a general view of the whole class and all students can see the teacher. According to Harmer (2007), this arrangement is also beneficial for whole-class teacher explanations, or for using the board. However, evidently, this arrangement is not optimum for group work which suggests that students must be required to move their desks around according to the activity taking place. McLeod, Fisher and Hoover (2003), suggest that it is difficult to achieve the optimum seating arrangement in a small space with a large group of students, as there will be problems related to student attitude and discipline, and their ability to focus.

On item 9, “Students cannot receive regular feedback from the teacher due to the large number of students,” 89 students that represent 51% totally agree, 64 students, that is 36% agree, 17 students, that is 10% partially agree and 6 students, that is 3 % disagree. From the results, it is evident that 87% of the students feel that they do not receive regular feedback from the teacher, which shows that large class size prevents teachers from giving regular feedback to their students. This is consistent with the statements of Dudley-Evans and St. John (1998), and Reese and Walker (2004), who highlight the difficulty of providing this kind of feedback in large class situations. Indeed, Dudley-Evans and St. John (1998) state that giving individual feedback to all students is not plausible in large classes. The results of the current study also support the results obtained by Gilstrap (2003), who found that there was no high quality feedback in large classes of more than 30 students.

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

Table 2

N°	In classes with a large number of students:	Totally Agree		Agree		Totally Agree		Disagree		TOTAL	
		F	%	f	%	F	%	F	%	f	%
10.	There is a proper balance of student-student and teacher-student interaction.	58	33	68	39	40	23	10	6	176	100
11.	Students have the opportunity to build relationships with their classmates.	75	43	65	37	27	15	9	5	176	100
12.	The teacher has problems remembering all the students' names.	35	20	53	30	46	26	42	24	176	100
13.	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	41	23	57	32	43	24	35	20	176	100
14.	It is easier for students to use their cell phone or any other mobile device without being seen by the teacher.	24	14	18	10	22	13	112	64	176	100

Table 2 shows the results of the second question. On item 10 regarding the balance of student-student and teacher-student interaction, 58 students that represent 33% totally agree, 68 students, that is 39% agree, and 40 students, that is 23% partially agree that the balance of interaction in the classroom is adequate. 10 students, that is 6 % disagree. Here the fact that only 6% of the students perceive that there is an imbalance between student-student and teacher-student interaction in the classroom, shows that large class size is not an impediment for the appropriate balance of student-student and teacher-student interaction. This is in disagreement with the Blatchford et al. (2007) study. The results of this study show that in the large classroom, it is difficult for the teacher to be able to spot specific problems that the

students might be having and give feedback, which would suggest that teacher-student interaction on an individual level is limited. Byamugisha et al. (2008) also suggest limited teacher-student interaction as they say that it is difficult to focus on individual student needs. The difference in the perception of the students in the current study and the findings of the previous studies could come from what the students considered as teacher-student interaction. Perhaps the students in the current study took into account whole class instruction as teacher-student interaction, whereas the previous studies mentioned are referring to teacher-student interaction on an individual level.

On item 11 regarding the students' opportunity to build relationships with their classmates, 75 students that represent 43% totally agree, 65 students, that is 37% agree, 27 students, that is 15% partially agree that students do have the opportunity to build relationships with their peers, while 9 students, that is 5% disagree. Here 80% of the students perceive that they have the opportunity to build relationships with their classmates which backs up the opinion of Blatchford (2003) and Woodward (2001). They state that the possibility of conducting group and pair work is one of the benefits of a large class, and it is evident that having the possibility of interacting will help the children to build relationships. Blatchford (2003) and Woodward (2001) also state that the relations between the students have been found to be poorer in smaller groups. In the large groups examined in our research study, however, only 5% of the students feel that they have not had the opportunity to build relationships.

On item 12 regarding whether or not the teacher has problems remembering all the students' names, 35 students that represent 20% totally agree, 53 students, that is 30% agree, 46 students, that is 26% partially agree that the teacher does have

difficulty remembering all the names, while 42 students, that is 24 % disagree. The 50% of students who agree that the teacher has problems remembering all the students' names reflect the findings of the study conducted by Watson (2006). He specifically states that one of the two main issues that arise in teacher interactions with large classes is difficulty in remembering students' names.

On item 13, "The atmosphere is less stressful since the teacher does not ask several questions to the same student," 41 students that represent 23% totally agree, 57 students, that is 32% agree, 43 students, that is 24% partially agree and 35 students, that is 20 % disagree. The majority of the students questioned perceive the atmosphere as less stressful as individual students are not questioned repeatedly.

On item 14 that states that it is easier for students to use their cell phone or any other mobile device without being seen by the teacher, 24 students that represent 14% totally agree, 18 students, that is 10% agree, 22 students, that is 13% partially agree and 112 students, that is 64 % disagree. Here the perception of 64% of the students is that, even though they are in a large group, it is difficult to use a mobile or other device without the teacher noticing. This is in disagreement with the opinion of both Blatchford (2003) and Woodward (2001). Though they do not talk specifically about the use of mobile devices, they do state that in large classes, individuals do not generally have their teacher's attention, which would suggest that the teacher would not notice what their students are doing.

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

Table 3

N°	In classes with a large number of students:	Totally Agree		Agree		Partially Agree		Disagree		TOTAL	
		f	%	f	%	F	%	F	%	F	%
15.	The atmosphere is stressful.	41	23	44	25	48	27	43	24	176	100
16.	Students feel inhibited when speaking in front of the rest.	57	32	47	27	40	23	32	18	176	100
17.	Students do not have the opportunity to express their opinions.	24	14	47	27	56	32	49	28	176	100
18.	Students do not like to participate because they feel afraid.	29	16	46	26	41	23	60	34	176	100
19.	The teacher does not pay equal attention to all his/her students.	44	25	40	23	35	20	57	32	176	100
20.	Students feel they can act competitively with other students.	74	42	47	27	39	22	16	9	176	100
21.	Students feel relaxed because they can go unnoticed.	33	19	42	24	44	25	57	32	176	100

Table 3 shows the results of the third question. On item 15 related to how stressful the atmosphere in the classroom is, 41 students that represent 23% totally agree, 44 students, that is 25% agree, and 48 students, that is 27% partially agree that the atmosphere is stressful, while 43 students, that is 24 % disagree. The majority of the students perceive the atmosphere in the classroom to be stressful to some extent.

On item 16 that states that students feel inhibited when speaking in front of the rest, 57 students that represent 32% totally agree, 47 students, that is 27% agree, 40 students, that is 23% partially agree and 32 students, that is 18 % disagree. The

majority of students questioned consider that they or other students feel inhibited to some extent when speaking in front of a large group.

On item 17 that states that students do not have the opportunity to express their opinions, 24 students that represent 14% totally agree, 47 students, that is 27 % agree, 56 students, that is 32% partially agree and 49 students, that is 28 % disagree. The results here show that only 41% of students agree that students do not have the opportunity to express their opinions, though 32% partially agree. However, Basset et al. (2007) state that in a large classroom, it is difficult for the teacher to make a connection with all the students and meet their needs, which, in turn suggests that they do not have chance to listen to students' opinions and act on them.

On item 18 regarding students not liking to participate because they feel afraid, 29 students that represent 16% totally agree, 46 students, that is 26% agree, 41 students, that is 23% partially agree and 60 students, that is 34 % disagree. The results show that 66% of the students agree to some extent that they feel afraid to participate in large classes. This shows that large classes are an impediment for students to be able to feel comfortable when participating.

On item 19 about whether or not the teacher pays equal attention to all his/her students, 44 students that represent 25% totally agree, 40 students, that is 23% agree, and 35 students, that is 20% partially agree that the teacher does pay equal attention to his/her students, while 57 students, that is 32 % disagree. In this item, 68% of the students agree either totally or partially that the teacher does not pay equal attention to all his or her students. This again reflects the findings of Basset et al. (2007) who state that it is more difficult for the teacher of a large class to understand the student's

personalities, establish a connection with shy students, and know how to meet their individual needs. It is evident that shy students who are quieter and less demanding will receive less attention than more demanding students. The results also reflect the findings of Olantunde and Sunday (2011) who conclude that it is only possible to give enough individualized attention to those who need it in classes of 20 students or less.

On item 20 that states that students feel they can act competitively with other students, 74 students that represent 42% totally agree, 47 students, that is 27% agree, 39 students, that is 22% partially agree and 16 students, that is 9 % disagree. as well as an atmosphere of competition within the classes. It is evident from these results that the majority of students feel that they can act competitively with other students which is in keeping with the study by Feng (1999) who concludes that competition between the students is one of the driving forces behind student achievement.

On item 21 about students feeling relaxed because they can go unnoticed, 33 students that represent 19% totally agree, 42 students, that is 24% agree, 44 students, that is 25% partially agree and 57 students, that is 32 % disagree. From the results which show that 68% of the students agree to some extent that they feel relaxed because they can go unnoticed, we can see that being in a large class students feel that they do not have the attention of others and feel comfortable with that. The Basset et al. (2007) study is in agreement with this as it states that teachers in large classrooms have difficulty paying attention to and making a personal connection with individual students, and identifying and acting on their personal needs.



## Conclusions

Students in large classes cannot receive regular feedback from their teacher.

Therefore, teacher-student feedback cannot be relied on as a regular means of instruction in large classes.

Varied ways of grouping students is used in large classes. Group and pair work are an effective way of keeping students engaged in classes with a large number of students.

Students tend to become off-task in large classes and it is difficult to keep them consistently engaged during large class instruction.

Students have the opportunity to build relationships with their classmates, which leads to the conclusion that students in large classes can provide mutual support for each other.

Teachers have problems remembering all of the names of the students when teaching large classes.

It is difficult for the teachers of large classes to divide their attention equally among their students.

Students in large classes feel that they can act competitively with other students, and if this is channeled appropriately, competition can be used as a source of motivation for the students of large classes.

## Recommendations

Since teacher feedback is limited in large classrooms, one recommendation is to frequently put students into heterogeneous groups or pairs so that they can learn from each other and also participate actively.

Due to the fact that students may become inattentive and fail to participate during large class activities, teachers should identify those students who have most difficulty remaining on task and both monitor them more frequently and sit them close to the teacher. Additionally, instruction should be given both orally and in writing to ensure that students who become inattentive can refer to the written instructions to get back on track. Instruction should be given step and checklists should be provided so that students can self regulate and check that they are on track.

Teachers should take advantage of the relationships that students build with their peers when working in large classes. This can be done by allowing students to work on activities with friends as a source of motivation.

In order to help the teacher of a large class remember the student's names, students should be asked to wear name tags for the first weeks of class, and interactive activities where they have to share their names should be included in class plans at the beginning of the year.

Since it is difficult for the teachers of large classes to pay equal attention to all of their students, it is recommended that they make checklists for specific activities that they can check off when they have worked with specific students on specific activities. Additionally, in order to give all students the opportunity to participate in class so that the teacher can observe the performance of all the students, a number system could be

used. For example, numbered cards or lollipop sticks can be pulled out from a can, and the student with the selected number on the list asked to participate. This can be carried on from one class to the next until all students have had the opportunity to participate.

Include healthy competition within class plans. Create challenges between groups of individuals in order to motivate students to remain engaged and to participate.

## REFERENCES

- Bahanshal, D. A. (2013). The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools. *English Language Teaching*; 6(11), 49-59.
- Basset, P., Blatchford, P., Brown, P., Martin, C., & Russell, A. (2007). The effect of class size on the teaching of pupils aged 7-11 years. *School Effectiveness and School Improvement*(18), 147-172.
- Blatchford, P. (2003). *The class size debate: Is small better?* Berkshire, UK: McGraw-Hill Education.
- Byamugisha, A., Maani, J.S., Nakabugo, M. G., Opolot-Okurut, C., & Ssebbunga, C. M. (2008). Large Class Teaching in Resource-Constrained Contexts: Lessons from Reflective Research in Ugandan Primary Schools. *Journal of International Cooperation in education*, 11(3), 85-102.
- Coutu, R., & Culham, R.. (2009). *Getting started with the traits. Writing lessons, activities, scoring guides and more for succesfully launching trait-bases instruction in your classroom.* New York: Scholastic.
- Dudley-Evans, T., & John, M. S. (1998). *Developments in english for especific Purposes: a multidisciplinary approach.* Cambridge: Cambridge University Press.
- Feng, D. (1999). The Functions of Class Size Perceived by Chinese Rural School Teachers. *National Forum of applied Educational Research Journal*(12), 2-6.
- Gilstrap, S. C. (2003). *Evaluation of the effectiveness of federal classsize reduction in*

*the Los Angeles unified school district: does class size influence teacher-student interaction in secondary classrooms?* Retrieved June 29, 2013, from <http://www.eric.ed.gov/PDFS/ED474383.pdf>

Harmer, J. (2007). *The practice of English Language teaching*. Edingburgh: Pearson Education Limited.

Lightbown, P., & Spada, N. (2006). *How Languages are Learned*. Oxford: Oxford University Press.

McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management. Managing time and space, students behavior, and instructional strategies*. Alexandria: Association for Supervision and Curriculum Development.

Olatunde, P. & Sunday, J. (2011). Class Size and Academic Achievement of Secondary School in Ekiti State, Migeria, *Asian Social Science*. 7, 184-189

Pollard, A. (2005). *Reflective Teaching*. NY: Continuum

Reece, I., & Walker, S. (2004). *Teacher training and learning, a practical guide*. Sunderland, UK: Business Education Publishers Limited.

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Robb, L. (1994). *Whole Language Whole Learners: creating a literature-centered classroom*. New York: William Morrow and Company, Inc.

Scrivener, J. (1994). *Learning Teaching*. Oxford, U. K.: Macmillan Heinemann Education.

Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: University Press.

Vogt, M., & Echavarría, J. (2008). *99 Ideas and activities for Teaching English Learners with the SIOP Model*. Pearson Allyn and Bacon.

Watson, R. (2006). The classroom language of larger and smaller classes. *KMUTT Journal of Language Education*(9), 24-40.

Woodward, T. (2011). *Planning lessons and courses: designing sequences of work for the language classroom*. Cambridge: Cambridge University Press.

## ANNEXES

### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

#### OPEN AND DISTANCE MODALITY

#### ENGLISH DEGREE

Dear student,

The aim of this brief questionnaire is to obtain information concerning the: *influence of large classes on teaching and learning English*. The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following criteria.

<b>Very satisfactory:</b>	<b>Totally agree</b>
<b>Satisfactory:</b>	<b>Agree</b>
<b>Somewhat satisfactory:</b>	<b>Partially agree</b>
<b>Unsatisfactory:</b>	<b>Disagree</b>

**Informative data:** Please fill in the information below

**Name of institution:** \_\_\_\_\_

**Type of institution:** Public ( ) Private ( )

**Year of study:** 8<sup>th</sup> year. ( ) 9<sup>th</sup> year ( ) 10<sup>th</sup> year. ( )

1<sup>st</sup> senior high school . ( ) 2<sup>nd</sup> senior high school. ( ) 3<sup>rd</sup> . senior high school. ( )

**City:** \_\_\_\_\_



**Instructions: place an (X) in the box that best reflects your personal opinion:**

**A. Academic issues**

	<b>In classes with a large number of students:</b>	Very satisfact	Satisfactory	Somewhat	Unsatisfactory
1.	The activities done in class help to apply what students learn in class.				
2.	The activities done allow to practice listening, speaking, reading and writing skills.				
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.				
4.	Varied class activities are used such as group, individual, pair-work activities, etc.				
5.	Activities such as plays, competitions, debates, games, etc. are used in class.				
6.	Students can cheat during the test				
7.	Students get distracted by doing assignments from other subjects.				
8.	The seating arrangement facilitates the tasks that are carried out in class.				
9.	Students cannot receive regular feedback from the teacher due to the large number of students.				

**B. Social issues**

N°	<b>In classes with a large number of students:</b>	Very	Satisfactory	Somewhat	Unsatisfactory
10.	There is a proper balance of student-student and teacher-student interaction.				
11.	Students have the opportunity to build relationships with their classmates.				
12.	The teacher has problems remembering all the students' names.				
13.	The atmosphere is less stressful since the teacher does not ask several questions to the same student.				
14.	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.				

**C. Psychological issues:**

	<b>In classes with a large number of students:</b>	<b>Very satisfact</b>	<b>Satisfactory</b>	<b>Somewhat satisfactory</b>	<b>Unsatisfactory</b>
15	The atmosphere is stressful.				
16	Students feel inhibited when speaking in front of the rest.				
17	Students do not have the opportunity to express their opinions.				
18	Students do not like to participate because they feel afraid.				
19	The teacher does not pay equal attention to all his/her students.				
20	Students feel they can act competitively with other students.				
21	Students feel relaxed because they can go unnoticed.				

*Thank you for your collaboration!*