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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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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

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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 Maldonado Fernández Juan María ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, noviembre de 2014

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Mgs. Alba Vargas Saritama

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“Yo Maldonado Fernández, Juan María, declaro ser autor 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 Ciencias de la Educación mención Inglés, siendo la Master Alba Vargas Saritama directora 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 vertidos en el presente trabajo investigativo, son de exclusiva responsabilidad.

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DEDICATION

I dedicate this thesis to my wife, who has helped me all the time. She is the inspiration in everything I do.

Juan

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Firstly, I would like to thank God, for permitting me to see the light in the middle of the dark.

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Juan

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ABSTRACT

For a long time, there has been a debate about the effect of class size on teaching and learning English as a foreign language. This study examines the influence of large classes in the English language teaching-learning process, in four Ecuadorian high schools, considering; instructional, social, and psychological implications.

To reach the aim of this study, students of five courses of English language teaching-learning process of different high schools in Cuenca were interviewed to know their opinions about large classes. The sample included courses having over than 35 students per classroom, the survey instrument employed in this study was a 21-item questionnaire. The study was conducted by using the qualitative and quantitative approach.

The findings of the study evidence that the English large classes, which were observed in the Ecuadorian high schools are affected by psychologically, and socially implications, which make English-teaching learning process unsuccessful in those institutions.

Key words: Implications, large classes, High schools, English teaching-learning process.

Resumen

Desde tiempos lejanos se ha debatido acerca de los efectos de una clase numerosa en el proceso de enseñanza - aprendizaje del idioma Inglés. Este estudio examina la influencia de las clases numerosas en el proceso de enseñanza-aprendizaje en el lenguaje Inglés en cuatro colegios del Ecuador considerando consecuencias sociales, psicológicas y de instrucción.

Para alcanzar el objetivo de este estudio, estudiantes de cinco cursos en el proceso de enseñanza - aprendizaje del idioma Inglés de diferentes colegios en Cuenca fueron entrevistados para conocer sus opiniones acerca de las clases numerosas. La muestra incluyó cursos de más de 35 alumnos por clase, el instrumento de la encuesta fue un cuestionario de 21 ítems. El estudio aplicó el método cualitativo y cuantitativo.

Los resultados del estudio evidencian que las clases numerosas en Inglés, las cuales fueron observadas en colegios Ecuatorianos son afectados psicológicamente y socialmente, lo cual hace que el proceso de enseñanza-aprendizaje en el lenguaje Inglés no sea satisfactorio en estas instituciones. Por esta razón, el profesor debería desarrollar la confidencialidad y las habilidades para mejorar el ambiente de aprendizaje en las clases numerosas.

Palabras claves: Implicaciones, clases numerosas, Escuelas Secundarias, Proceso de enseñanza-aprendizaje en el lenguaje Inglés.

INTRODUCTION

English teaching-learning process is one of the major concern all over the world, especially in Ecuador, where it has been observed that English has been taught in schools and high schools for many years, but the results have been disastrous. The government in Ecuador at this time is applying decisions to give better opportunities for teaching and learning the English language, but these aspects are not enough to obtain the desired outcomes. Undoubtedly as literature on this topic, shows there are many factors that influence on the teaching learning process of English either positively or negatively. One of them is the Large Classes clearly evident in Ecuadorian's Schools.

Therefore, it is important to research the influence of large classes in the English language teaching-learning in order to find out what instructional, social and psychological implications do large classes have on the teaching-learning process.

Regarding this topic, literature shows that there is no consensus on whether there is or no positive or negative effect on English teaching-learning process.

Some authors argue that class size reduction is the most effective reality in teaching-learning process, while other authors state that the large class sizes is a negative aspect in educational schedule.

There are numerous studies that attempt to explain the impact of class size on the EFL teaching-learning process. Thus, for example class-size, Branch (2012) conducts a study on the impact of class size reductions on student achievement non-cognitive outcomes, and the positive effects of smaller classes on student cognitive and non-cognitive outcomes. The results in this study revealed that students placed in small classrooms performed better than their peers in larger classrooms across all grade levels tested and all geographic regions.

Other study was conducted by the University of London Institute of Education, the study involved 27 primary schools and 22 secondary schools, the results showed that the students are more likely to be 'off task' when they are in larger classes.

Iaria and Hubball (2008) in their study about assessing student engagement in small and large classes analyze the impact of class size differences in public school settings, focused on the relationship between class sizes and student's performance as a means of predicting for effortful study behavior. The findings showed that in the large class, students were not keen to spontaneously participate in interactive discussions; as opposed to students who belonged to small classes were more likely to be engaged in active discussion.

Bahanshall (2013) conducted a study, in two public secondary schools in the city of Jeddah with the purpose of investigating the teacher's experience in teaching large classes, and the strategies to cope with the existing adverse situations in those classrooms; for that, the teachers were interviewed. It was discovered that there are pedagogical problems when teaching large classes, thus teachers require looking for effective teaching methods and strategies to overcome those problems.

Another study, conducted by Chowdhury and Shaila (2013) emphasize on the debate regarding language learning/teaching and class size, teachers, all over the globe, may agree with the idea that there is an influential relationship between language instruction and class size, in addition, they formulated the question, Is Class Size a Problem?.

Osim, Chika, and Uchendu (2012) conducted another study related to the "Class size pressure: An impediment to teachers' work quality". The results of this paper shows that teachers whose schools had low class sizes performed better than

their counterparts whose schools had very high class sizes. This result indicated that there was a significant influence of class size on teachers' work quality.

The information provided above highlight the importance of researching large classes whose findings will definitely benefit English Teachers, Educational authorities and the high school students because the results gotten will provide lights to better understand the psychological, instructional and social implications of large classes, in order to design plans to meet the real student's needs by educators and the government.

Concerning this study aimed at determining the influence of large classes in Ecuadorian high schools, one of the limitations found is the size of the sample, which is too small to generalize findings. Other limitation in this study was that the data collected are only from the student's opinions, the teachers were not asked about the influence of large classes, for future studies, it should be important to take in mind the teacher's opinions.

METHOD

Settings and participants

This study was conducted in Cuenca Ecuador; the sample included five English courses (large classes) from different high schools, considering the number of students over than 35 students per classroom. The sample studied consisted of ninth, tenth, firth, and third courses of study; the students of those courses are aged between 15-18 years old. The students study 5 hours of English per week.

Procedures

For this study, literature on large classes was widely research in order to ground the research in theory, especially topics like methods of teaching English, class size, managing learning, managing large classes, activities for working with large classes, seating arrangement, different levels of proficiency, as well as studies related to large classes.

The method used to approach this study was the quantitative method. The instruments used to collect data was a questionnaire (annex A) which included 21 statements, 9 statements about academic implications, 5 statements about social implications and 7 statements about psychological implications.

Regarding the academic aspect, the students had to express their opinions about activities that permitted put in practice the learned into of class English. Interpreting the social aspect, the students opine about interrelation that has between teacher and student. Considering the psychological aspect, the students speak up about the ambient and how feel in class. For each one of the aspects mentioned the questionnaire measured by using the following scale: totally agree, agree, particularly agree and disagree. It was aimed at gathering information about the opinions and perceptions of the students in the five large classes selected.

Once the data were gathered, tabulated and organized according to the items related to instructional, social and psychological implications, the results were quantitatively analyzed and interpreted to draw conclusions according to the objectives set in the study.

DISCUSSION

Literature review

English language teaching success depends on diverse factors one of them is large classes. There has been an ongoing debate about the methods, approaches, managing, activities, proficiency levels, regarding large classes, as well as studies that attempts to explain how these factors affect EFL classes.

The teaching methods and approaches, for teaching English, has greatly change through the years providing different focus on how to make English teaching learning process more effective. Here there is a summary of some of them.

Teaching approaches and methods

The Communicative Language Teaching method was developed around 1990. The goal of this method is the teaching of communicative competence emphasizing in the use of the language, it is important to know that the errors in this method are considered to the natural.

According to Berns (2010) Communicative language is a method that is used to communicate in real-life situations. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

Other teaching method is the *Natural Approach*, proposed by Krashen and Terrel (1983) who argue that English as a foreign language (EFL) could be learned in a natural way, that means the language learning is better in real life situations, similar to first language acquisition; the parents tend to correct the content of children's speech rather than their grammar. The Natural Approach explains that the

goal of basic personal communication skills is everyday language situations, conversations, shopping, listening to the radio, and the like.

The initial task of the teacher in this approach was to provide comprehensible input that is, spoken language, understandable to the learner or just a little beyond the learner's level. According to Krashen and Terrell (1983) the Natural Approach has three stages, the preproduction, production and extended production. The preproduction stage, the one in which comprehension skills are developed. The early production stage is the one in which marked with errors as the student struggles with the language and the last stage extended production implies extending production into longer stretches of discourse involving more complex games, role-plays, open-ended dialogues, discussions, and extended small-group work. Since the objective at this stage is to promote fluency, teachers are asked to be very sparse in their correction of errors.

Aslam (2003) call the method Natural Approach "direct method" because it represents radical changes from literary language day- to-day spoken language as the object of language teaching and learning. Oral skills are developed through carefully graded programs, involving questions- answers sessions, interactions between the teacher and the learners, and intensive classroom drills. Second language learning must be an imitation of first language learning.

Cooperative learning is other important method. it allows students to work together to reach common goals. Cooperation means more than putting students in groups. It means group participation in a project, in which the outcome results from common effort, the goal is shared, and each person's success is linked with every other person's success. In practice, this means that ideas and materials are shared, labor is divided, and everyone in the groups is rewarded for the successful

completion of the task. A cooperative group is defined by Anderson (1984) as two to five students who are tied together, by a common purpose--to complete the task and to include every group member.

Ross and Smyth (1995) say that Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively toward academic goals. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks.

The same authors state, In second and foreign language learning, theorist proposes several advantages for cooperative learning: increased student talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning and increased amounts of comprehensible input.. In a cooperative classroom the students and teachers work together to pursue goals and objectives.

The Whole language teaching method. Anderson (1984) describes a literacy philosophy which emphasizes that children should focus on meaning and strategy instruction. Whole language practitioners teach to develop knowledge of language including the graph phonic, syntactic, semantic and pragmatic aspects of language. Within a whole language perspective, language is treated as a complete meaning-making system, the parts of which function in relational ways.

The whole language, became a very popular method of teaching reading in the 1980 and the 1990 Anderson (1984) believe that children learn to read naturally, just as they learn to talk and walk. In the whole language approach, reading should not be taught, it should be acquired through trial and error, and the teacher has to facilitate the learning process, providing little direct instruction. Thus, reading help to child to

begin to memorize many words he sees in books, and phonics is also taught, within the context.

Similarly, Bomengen (2010) considers that ,in the whole language approach, the reading is given by recognizing words as whole pieces of a language. He believes that language should not be broken down into letters or combinations of the same, Instead he believed that language is a complete system of making meaning with words, functioning in relation to each other in context. The whole language Philosophy emphasizes efforts to make meaning and seek meaning in language; therefore, correcting errors places the focus on technical correctness.

In a *Grammar translation method* , Nagaraj (2005) explains the grammar is presented by using a list of rules, vocabulary items are presented with their translation equivalents, and translation exercises are prescribed, where the sentence represents the basic unit of teaching and language practice.

In addition Nagaraj (2005) explains that the way of learning a language is through a detailed study of its grammar. He says that the learners should apply the rules of grammar to translate sentences, and parts of texts of the mother tongue, to the target language and vice versa. Meanwhile Aslam, (2003) says that vocabulary selection is based solely on the reading texts used, and words are taught through bilingual's word lists, dictionary study, and memorization.

Class size

Class Size refers to the number of students in the classrooms. Thus, classes can be large or small larger classes led to more and bigger groups within the class, having an adverse effect on the amount and quality of teaching and the quality of pupils' work and concentration. Blatchford, (2003) says that a large class may be more manageable if a teacher gives learners high motivation. But, based on a

systematic observation of a study of a class, Blatchford (2003) state that report increases over the school year in teacher time on task in the small class, but decreases over the year at teacher time on task in larger classes. There fore,the view that smaller classes will lead to a better quality of teaching and learning, one reason for this, is the anecdotal nature of the evidence collected.

According to Byram (2004) class size in itself does not necessarily have a negative impact on the quality of teaching and learning since success depends on the methodology used by teachers and the ways of organizing interactions, and giving attention to individual learners and adequately assessing students' work.

Besides that, the author states that the larger the class which teachers regularly teach the larger their idea of what class number is intolerable, problematic. He emphasizes that what matters is teachers' and students' perceptions and assumptions about large classes. but if other aspects such as: the teachers' methods, the ways of organizing interactions, attention to individual learners and adequately assessing students' work are analyzed, the large classes won't be a problem in English teaching in learning management.

After analyzing class size in English teaching, it is worth to revise information about learning management in large classes

Managing learning

Walters (2005) says the rule of EFL teachers is to manage learning in the sense that they must look at the plan during the planning stage, or before the lesson, and could usually refer to it, during the feedback of the lesson. In order to do this the teachers have to consider how will order the stages and the approaches activities, and materials that will use at each stage, answering these questions: How much time do I have?, approximately how will divide up the lesson into stages?, How much time

will each stage take?. In addition, the reality is that teachers and students are already under great pressure, and that pressure will increase when staff and students will collapse in an attempt to keep the old system going, the result will be a dramatic decline in quality per student.

Brookhurtl (2008) explains that in managing learning is important to make the directions clear, have students develop their own rubrics, or translate yours into “kid friendly” language. The appropriate design of lessons that incorporates in using the rubrics as students work, provide opportunities to improve assignments, given opportunities for students make the connection between the *feedback* they received and the improvement in their work. The next topic to be analyzed is managing large class.

Managing large classes

Large classes are widely considered problematic for language learning, and yet, some teachers effectively manage large classes in which students learn successfully. Byram (2202) considered that class size in itself does not necessarily have a negative impact on the quality of teaching and learning. When teaching a new or difficult skill, the class should be taught in groups of 15 to 20 instead of trying to teach the whole class at once. The author suggests that after the teacher sees the students are relaxed in their interrelationship with the class, the teacher may start having them perform openly, be active in the classroom/auditorium, move around the class and invite participation; this help to create an encouraging environment so that neither you nor your students will feel intimidated by the numbers. The class gets to know as many names as possible, Extending the availability show up to class early, and be sure to keep regular office hours, and provide feedback to students often; short quizzes, outlines, bibliographies, summaries, between others.

Phillips & Walters (2005) manifest that it is not just the number of students enrolled in courses that is increasing, but is also the case that the range of abilities and background in a class is varied, such effects as increased class size is complex and contextual. Teachers and students are under great pressure and measures even more increase where staff and students will collapse in an attempt to keep the old system going, the result will be a dramatic decline in quality per student.

Activities for working with large classes

There are many recommendations to work with activities in large classes. Baker & Westrup (2003) suggest beginning the process dividing a large class, for example a class of 150 students, divide into small groups of three to five students then, select research ideas from a list of 13 topics, after choosing a topic for each group, then subdivide the assignment among the members. Finally, the students organize their individual work into a draft of a research paper. The same authors suggest use methodologies such as, case studies, supply information, assign problems, etc. many teachers could employ such things as video, scenarios. Newspapers, which help students, apply difficult concepts to real world problems, and work better in large classes

Similarly, regarding large classes activities, Blatchford (2003) states that, the teacher should ask the children collect ideas and give activities focusing carefully on developing a particular skill, and then ask students to submit as e-mail or at the end of the lesson, rather than sustained or meaning full interaction about tasks or concepts.

In one extract, the author agreed that the meaningful interaction it is not involved directly with the instructor, the tasks such as questions, writing activities, it is better developed and discussed the problem in various groups, rather than repeat

and follow instructions from the teacher only.

The University of Maryland (2005) suggests some activities to work with large classes. Choose the better resources for lessons, create a good environment in classrooms, develop plans to make easy the movement of students in classrooms, use space outside of the classrooms, display students work creatively, allow students to express themselves, develop an approach which works best with the teacher style, and so on.

Seating arrangement and Classroom space

Regarding to classroom space and seating arrangement, Ceranic (2009) states many assumptions to design seating plans. The key is mixed gender and change them every half term, where the students work with a wide range of different class members, which can help to develop their communication skills and ideas.

Ceranic suggest, the teacher should select the students and the way they have to be sat. It is also a good way to establish the authority and expectations, by not allowing students to choose their own seating based on friendship groups, the students frequently are disappointed when they cannot sit with their friends, but is better that students turn their chairs around and work with the table behind them. This help to minimize distractions and maximize the opportunity for discussion.

Additionally, Rothstein and Trumbull(2008) manifest that the physical dimension of organization has to do with the space and all the materials and equipment of the classroom. Finally, the author states the necessity to learn the social and physical dimensions are not independent, for this reason, the teacher may arrange the seating to facilitate; traffic flow, communication, supplies and equipment access, private space, and the monitoring of classroom behavior.

Different levels of proficiency

In an English classroom it is common to find a heterogeneous group of students who have different levels of knowledge. Carrasquillo (2001) opines that when in class there are different levels of proficiency, the students need careful planning and organized instruction for each programmatic step, for their learning. If the teacher carefully selects the content, students will study topics for which they already possess schemata. Using content and context together to understand messages, students develop coping mechanisms for dealing with unknown language in other contexts, ultimately fostering the development of foreign language proficiency.

This relevant information helps to identify the level of English of students and regular classrooms to make more effective. Besides, the author supports that there is not agreement in terms of the numbers of years. Students need to become sufficiently English proficient to be placed in language assistance programs.

The opportunity to work with proficient English speakers can be motivating for students, while they are providing meaningful, goal-directed opportunities to use English. Striker, & Stephen (1997) manifest that if the teacher knows how to effectively “shelter” the texts, making them accessible to the students at their level of proficiency, most students can benefit from the use of authentic materials in any content area, even if their linguistic skills are minimally developed. An important part of sheltering content is knowing how to grade activities and utilize a broad variety of teaching strategies; among these are using context effectively, exploring students’ background knowledge.

There are different studies that explore the influence of class size on the EFL teaching-learning, one of them is large classes. Branch (2012) conducted a study

about the impact of class size reductions on student achievement non-cognitive outcomes, and the positive effects of smaller classes on student cognitive and non-cognitive outcomes. The study included a sample of the later primary and secondary years; this study did concentrate on the early primary years, emphasizing the benefits of small class size on low performing students from disadvantaged backgrounds.

Iara & Hubball (2008) talk about assessing student engagement in small and Large Classes and the purpose of their study was to run a debate over the impact of class size differences in school settings. The studies performed have mainly focused on the relationship between class size and student's performance, as a means of predicting for effortful study behavior with two classes, the first class involved approximately 150 attendees and took place in a large Auditorium room.

In this study, two hours lecture plan was developed for each class that included approximately 20 slides, with an interactive introduction. The lecture plan was developed by focusing on student's specific knowledge, abilities and skills. For example, students were expected to be able to (1) think critically about the neural mechanisms underlying orientation skills (2) assess case specific studies of brain-damaged patients with orientation disorders, and (3) to reflect on their own strategies and identify alternative strategies useful for orientation.

The results of this study clarify that spontaneous interactive discussion in the large class size was not evident. None of students responded to be interactive in classrooms, instead that in small class size and students responded were actively involved in sharing their experience regarding their own topographical orientation skills.

As conclusion, the authors suggest that in large classes, students are not keen

to participate in spontaneous interactive discussion, during the lecture format. Only three out of about 150 students actively participated in discussing the topic of the lesson during the class, spending a total of 2.5 minutes. On the other hand, in the small size class 15 out of 17 students were engaged in active discussion throughout the entire duration of the class, spending a total time of more than 50 minutes. One may note that in this study, students in both large and small size classes were given the same opportunities to be involved in active discussion, and in an identical manner. In addition, in order to focus on the interactive discussion occurring during the class, discussion and interaction that occurred at the end of the class was excluded from the analyses.

Bahanshall (2003) conducted a study in two public secondary schools in the city of Jeddah. English teachers were interviewed. The general purpose of investigating was the teacher's experience in teaching large classes, and the strategies to cope with the existing adverse situations in the classroom. The main purpose of this study is to list the problems Saudi secondary teachers/students encounter when learning English in large classes.

Besides, the researcher selected some studies and examined them the influence of class size on English teaching and learning process, after that, he provide personal examples culled from actual experience, and then, recognize the issues concern to English teachers facing these large classes.

The author affirms that the universities and the teachers were selected randomly for the survey, using a qualitative research, the conducted interviewed is a semi structured, one where the interviewer has a set of predetermined questions, but, the interviewer is free to follow up a question with additional questions that probe further. Interviews let the researchers comprehend the phenomenon of learning. The

researcher concentrated on class size and asked each participant to describe the size of her class using a four-point scale as follows: 1) very large, 2) large, 3) average, 4) small. Based on their answers, questions that are more open-ended were asked regarding their perceptions of the appropriate number of students in each class and the reasons of their preference.

The results in this study show that some students force teachers to focus on behaving students instead of using the time on actions that are more productive.

Classes, with a large number of students do not provide teachers, time to correct the students work, either in their oral production or in the written form, diversity among students confuses and puts too much pressure on their teachers leaving them mentally and physically exhausted, students in large classes seem to be unmotivated. Large number of students with limited space in class does not allow teachers to move around freely to monitor, the teaching learning process.

As a conclusion, the author manifest that large classes have pedagogical complications, besides the researcher state that, class size has a significant role in the teaching and learning process. Therefore, it is important to explore various methods and apply effective strategies that minimize the effects of large classes and elevate the teaching and learning level process.

The limitations of this study include the small number of participants (6 teachers) the data may not be enough to generalize the results to other contexts. Moreover, the methodology used for data collection in interviews was not triangulated with classroom observation, which would allow the researcher to actually see a real practice in large classes.

Another study conducted by the University of London Institute of Education study involving 27 primary schools and 22 secondary schools found that students are

more likely to be 'off task' when they are in larger classes. The author says that this study leaves no doubt that small classes have an advantage over large classes in student performance in the early primary grades, because a significant small class advantage was found in inner-city, urban, suburban, and rural schools alike and the advantage of small classes was found both.

Chowdhury and Shaila (2013) emphasize in the debate regarding language learning/teaching and class size, that teachers all over the globe may agree with the idea that there is an influential relationship between language instruction and class size, in addition, they formulated the question *Is Class Size a Problem?*.

The data was collected by using a survey applied to 52 English language teachers who worked at different private universities to find out the problems that teachers face, when they carry on and observe speaking classes. The 52 participants were selected randomly from different private universities including Stamford University Bangladesh, United International University, East West University, BRAC University, American International University Bangladesh (AIUB), Eastern University, International Islamic University Chittagong, University of Science and Technology Chittagong, Independent University Bangladesh (IUB) and North South University located in Dhaka and Chittagong.

The private universities were randomly selected on purpose because in almost every private university there are some sorts of speaking courses or activities included in the language courses. The questionnaire contains some fixed alternative and some open-ended questions, besides the authors manifested have shared some of their own opinions based on their experiences.

The results of the survey show that among 52, 40 teachers, (76.9%) have to take 3 to 6 language courses per trimester/semester, 12 of them (23%) take 1 to 3

courses. 37 respondents (71.15%) said, that the number of students in the class is more than 30, and the approximate number of students mentioned by them varies from 30 to 50.

Moreover, in this study, all the 37 respondents agree that their classes are definitely a large class. The result shows that 25% teachers think that students are most weak in writing and 19.2% think they are weak in reading, whereas 32.6% think listening is a difficult task for their students and 42.3% teachers agree speaking is the Achilles' heel for their students.

As a conclusion, the authors pointed out that speaking requires individual attention and care. Therefore, the teachers, attempt to apply innovative methods and techniques, by sorting out the classes into smaller segments to face the challenge.

Other conclusion is that the teachers have to make sure the participation of students in the speaking practice as well as the exchange in the classroom. There should be even and equal contribution by all the students in the speaking process. The teacher should take care that some specific students or group does not dominate the discussion.

The investigators affirm that speaking is one of the most time consuming skills to teach and practice. It requires interaction and interchange between each individual student and teacher. Besides that, difficulties and problems faced by a language teacher in observing and evaluating a large speaking class are undoubtedly painstaking.

Osim, Chika & Uchendu (2012) conducted a study related to the class size, which focused on the pressure of class size on the quality of work performance, by secondary school teachers. The study was poised to determine the influence of class

size on teacher's work quality. By answering this, what extent does class size influence teachers' work quality?

This study included five hundred (500) teachers and 2000 students, respectively were randomly selected through stratified random sampling technique out of 3,348 teachers and 14,000 students from the three educational zones of the state. The study examined the influence of class size pressure on the quality of work performed by secondary school teachers in Cross River State, Nigeria.

The Ex-post Facto design was used in this study and the instruments for data collection were designed by the researchers. The data collection consisted of 18 items on four-point Likert type scale, which measured teacher's work quality in terms of teaching, assessment of a student's academic performance and classroom control, as a result the analysis presented in , shows that the calculated F-ratio for all the sub-variables of the teacher's work quality were each greater than the critical. The implication is that teachers whose schools had low class sizes performed better than their counterparts whose schools had very high class sizes, indicating results that there was a significant influence of class size on all sub-variables of teachers' work quality.

The researchers got to the conclusion that the large class size influences teacher's work quality negatively; consequently, poor student's academic performance; while the small class size influences teachers' work performance positively and improves students' academic achievement. They recommend that the government should build new classrooms to distribute the students according to the recommended population of 40 students per class. Teachers that are more qualified should be employed to avoid the problem of overloading the teachers to work.

Similarly to Monks & Schmidt (2010) aimed a study to discover the impact of class size and number of students on outcomes in higher Education. This study investigates the importance of student load (total number of students taught across all courses) in educational outcomes. The data for this study come from administrative records and student course evaluations at a private, highly selective university on the east coast of the United States. The faculty and courses utilized in this analysis are restricted to the undergraduate business school.

Outcomes, available for and examined in this investigation are the average course ratings from the student course evaluations. For (1) overall instructor rating (1-5, with 5 being the best); (2) amount learned (1-5, with 5 being the most); (3) overall course rating (1-5, with 5 being the best), and (4) the average of two questions asking students their lowest and highest expected grade in the course (calculated as expected course GPA).

The independent variables fall into several categories, such as the grade point average of the students in the class, the gender mix of the class (proportion male and the proportion of the class the same sex as the instructor), the grade level mix of the class (proportion seniors, juniors, sophomores, and freshmen), the meeting time of the class (early or late), class length (50 versus 75 minutes), type of class (pre-business and required versus elective), and the prior level of student interest in the course.

Additionally, two controls are included for institutional factors: (a) a trend variable to allow for observed evaluation inflation and (b) an “online” binary indicating the evaluation was administered online (discussed later). The second category of independent variables captures the number of students.

The researchers began examining the influence of class size and student load on the self-reported outcomes of: (1) how much the students reported learning in the course; (2) overall instructor rating for the course; (3) overall course rating; and (4) the average expected grade for the course. These four measures are used to gauge the impact of class size and student load on course outcomes, before turning to the enrollment effects it is interesting to note that a few of the course have significant effects on course outcomes.

As a conclusion, the class size with large number of students has a negative impact on the self-reported outcomes; in the amount learned, instructor rating, course rating, and expected course grade. In any case, these negative relationships between class size and student load with student outcomes, thus 16 represent changes in student outcomes within instructors and courses, and are not attributable to endogenous variation in class size across instructors.

Monksand Schmidt (2010) highlights that reducing class sizes will help to improve student outcomes, but ignores the impact that student load plays in how faculty structures their courses.

Hayes (1997) conducted a research to help teacher to cope with large classes. Examining a session developed for use in the state sector in Thailand, which aims to help teachers be aware about the problems found in large classes. The experience's author in northeast Thailand and his continuing involvement in that teacher development work. In Nakhon Ratchasim a province of northeast Thailand it was used questionnaires to be completed by teachers about the class size studies in large classrooms, these questionnaires utilized as input video clips of teachers in their own classes. The results show that many teachers were concern by the physical constraints imposed by large numbers in confined classrooms. The teachers feel

unable to promote student interaction, since there is no room to move about. Others teachers felt that teaching in large classes is physically impossible to work and control to students. Besides the students cannot move easily and some students don't do the activities. The teachers have to speak very loud to do the activity, as a result, large size of class makes the teachers very frustrated, tired and they feel hopeless to manage the class successfully.

The author concluded that the large classes are complicated to manage. If some teachers work in large classes, the first important thing they have to do is find some students who can help them. This is a good thing because these students can practice more and they can help to the teachers.

Description, Analysis and Interpretation of Results

This section presents the description, analysis, and interpretation of results.

One of the major concerns of English language teaching is class size. This study is aimed at explaining the instructional, social and physiological implications of large classes in the Ecuadorian high schools, object of study.

Quantitative analysis

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

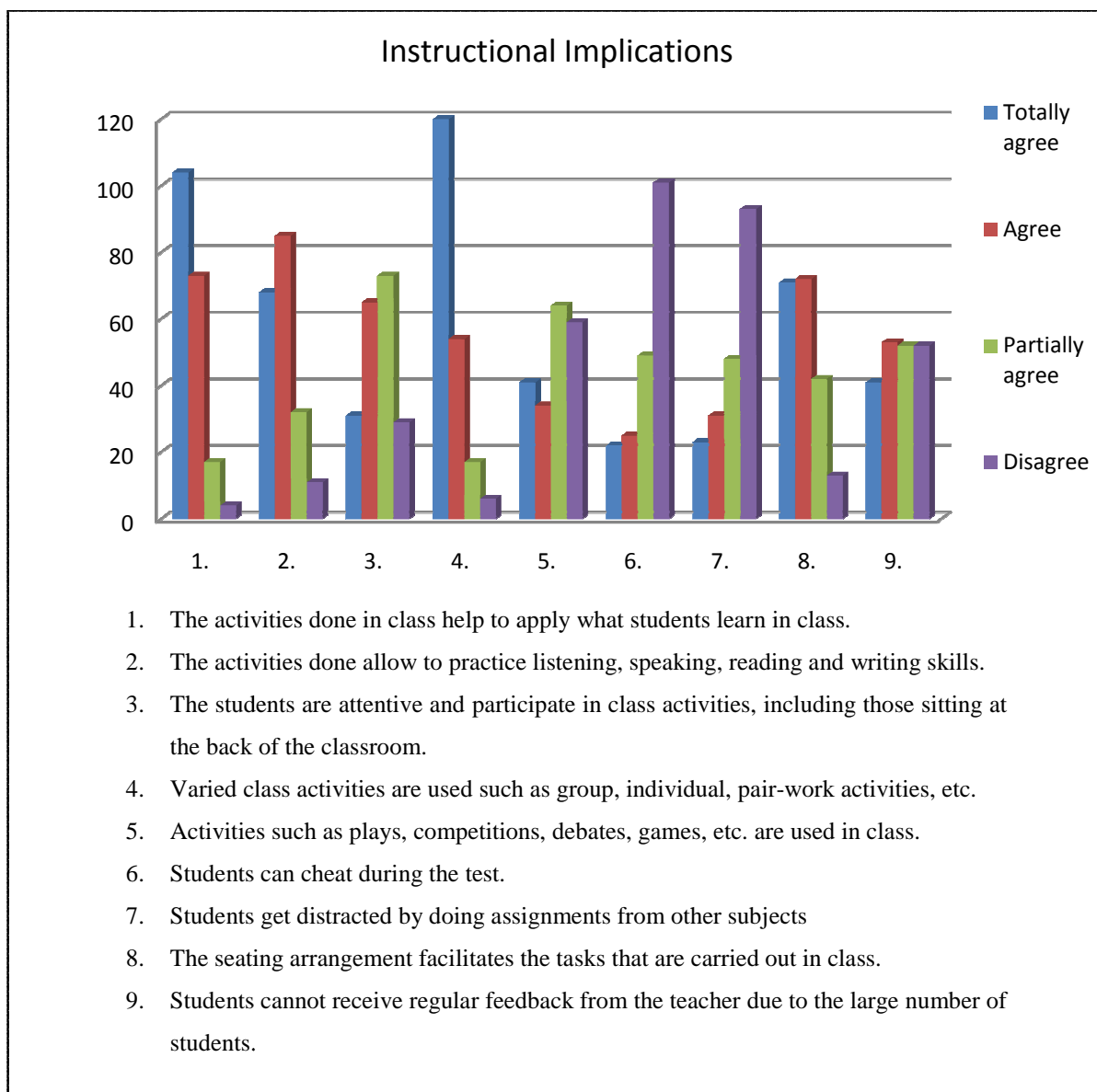
Table 1

N°.	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
➤	The activities done in class help to apply what students learn in class.	104	52,53%	73	36,87%	17	8,59%	4	2,02%	198	100%
➤	The activities done allow to practice listening, speaking, reading and writing skills.	68	34,34%	86	43,43%	31	15,66%	11	5,56%	198	100%
➤	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	32	16,16%	63	31,82%	73	36,87%	29	14,65%	198	100%
➤	Varied class activities are used such as group, individual, pair-work activities, etc.	121	61,11%	53	26,77%	17	8,59%	6	3,03%	198	100%
➤	Activities such as plays, competitions, debates, games, etc. are used in class.	41	20,71%	34	17,17%	64	32,32%	59	29,80%	198	100%
➤	Students can cheat during the test.	22	11,11%	25	12,63%	49	24,75%	101	51,01%	198	100%
➤	Students get distracted by doing assignments from other subjects.	23	11,62%	31	15,66%	48	24,24%	93	46,97%	198	100%
➤	The seating arrangement facilitates the tasks that are carried out in class.	71	35,86%	72	36,36%	42	21,21%	13	6,55%	198	100%

9.	Students cannot receive regular feedback from the teacher due to the large number of students.	41	20,71%	53	26,77%	52	26,26%	52	26,26%	198	100%
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Author: Maldonado Fernández, Juan
Source: Students' Questionnaire

Graph 1



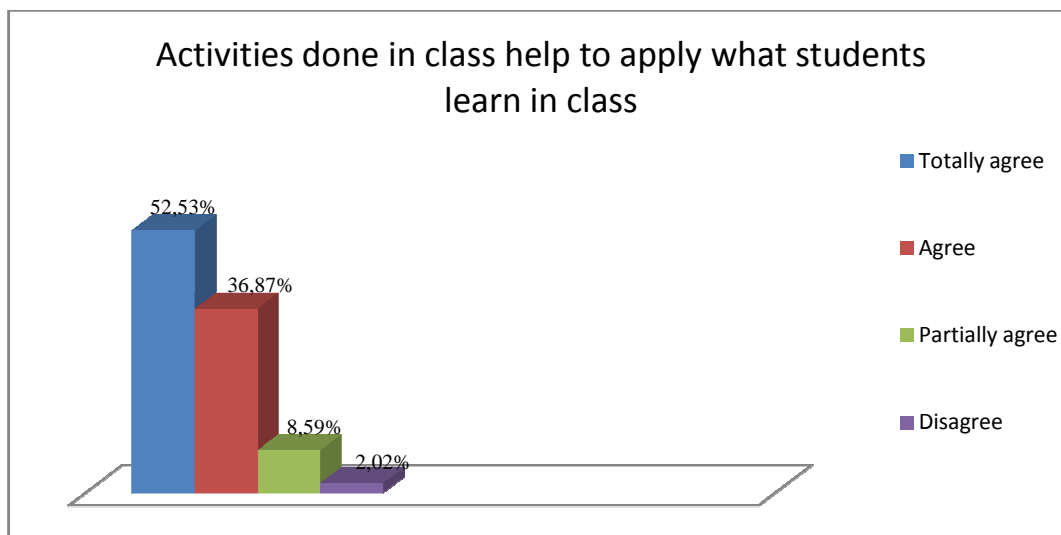
Author: Maldonado Fernández, Juan
Source: Students' questionnaire

Graph 1 shows the student's opinion about instructional implications in large classes, numerous routines and instructional practices that are used in the high schools, without good results. Large classes have different instructional implications

on the teaching learning process, thus, when the students were asked to express their opinions about the statement:

The activities done in class help to apply what students learn in class.

Graph 2



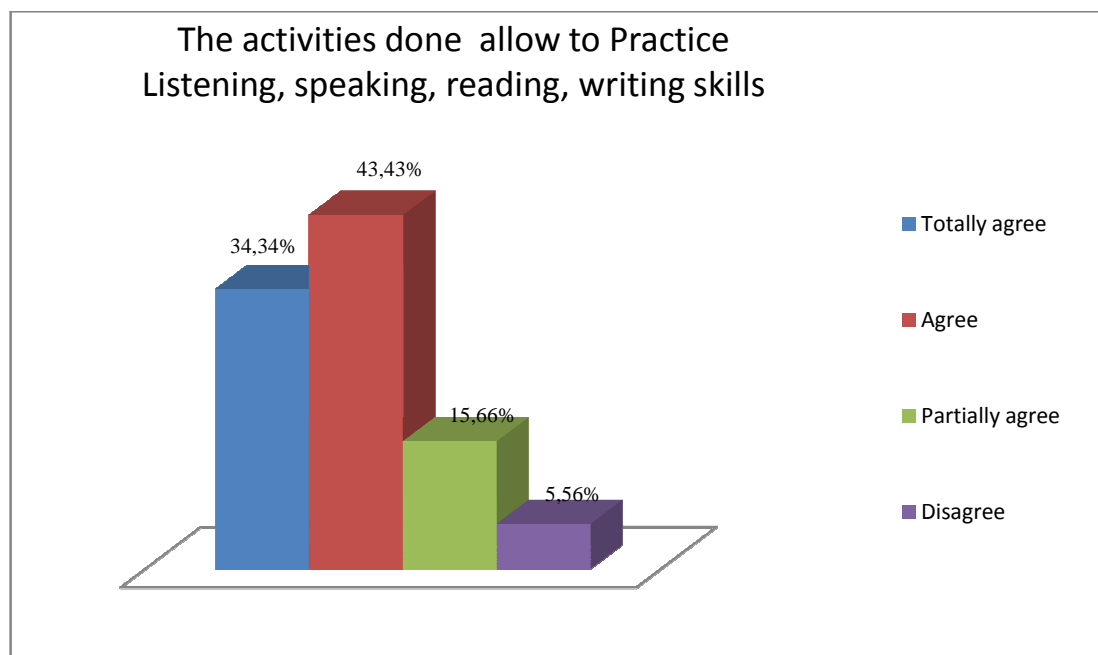
Author: Maldonado Fernández, Juan
Source: Students' questionnaire

The results in graph 2 present the student's perception regarding the statement *1 the activities done in class that help to apply what students learn in class*. Thus, 52.53% of the students respond that they totally agree that effectively, the activities proposed by the teacher in the English class help them to apply what they learn. While the 36.87% of the students surveyed said that they agree, and over percentage the 8.59%, partially agree, followed by a 2.02% of students who disagree because they think that the activities they do in class are not directly related to what they know. Thus, they do not allow then to apply what they learn.

In fact, there is a wide range of activities, which can be used in large classes to help students to practice and improve English learning. However, those activities have to be planned in relation to teaching principles and student's need. The activities have to be applied considering what Walters (2005) says that the teacher

have to consider the ordered and the approaches activities, and materials used. By answering these questions: How much time do I have?, approximately how will divide up the lesson into stages?, How much time will each stage take?. In addition, the author state, that the teacher and students are already under great pressure, and that pressure will increase when staff and students will collapse in an attempt to keep the old system going, the result is a dramatic decline in quality per student.

Graph 3

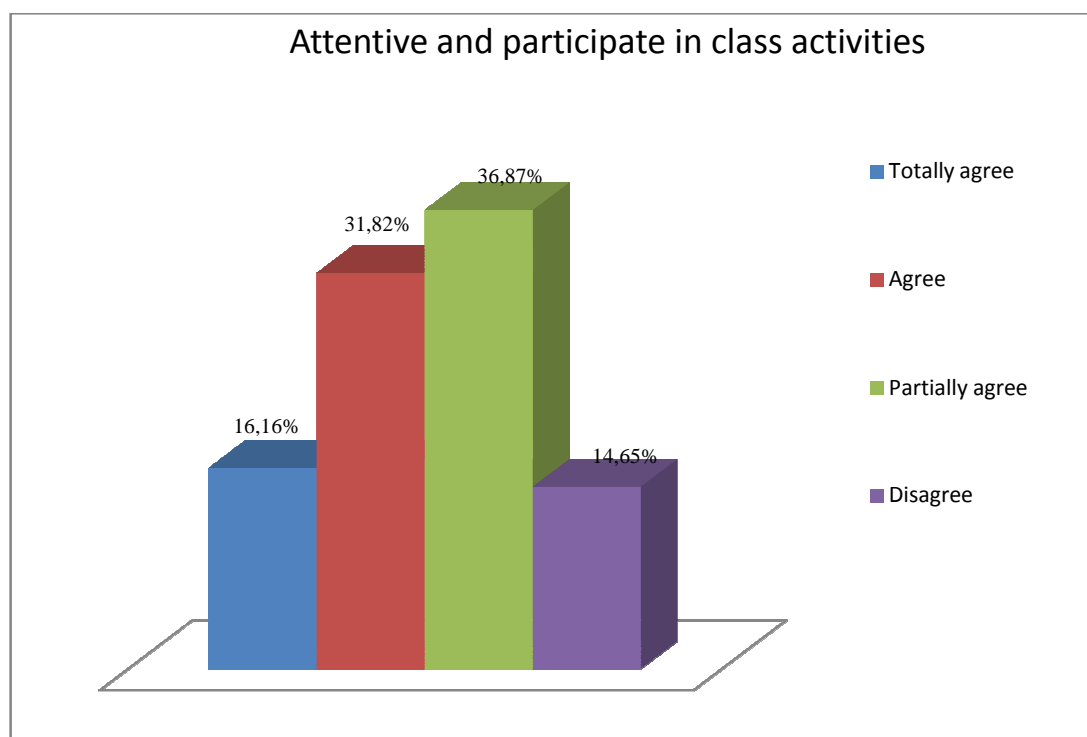


Author: Maldonado Fernández, Juan
Source: Students' Questionnaire

The results in graph 3 present the student's opinion regarding the statement *2. The activities done allow to practice listening, speaking, reading, writing skills* Which evidence that 43,43 of the students surveyed said that they agree, a 34,34%, of the students respond totally agree, that activities done in class allow them to practice to listening, speaking, reading and writing skills. While the 15,66% partially agree, followed by a 5,56% of students who disagree.

This evidences that the students agree that the teachers are applying activities in the classrooms like divide into small groups to better the learning in large classes, which let them to practice the four basic skills. Byram (2004) emphasizes that class size in itself does not necessarily have a negative impact on the quality of teaching and learning process. Similarly Baker and Westrup (2003) suggest dividing a large class into small groups of three to five students to get better results.

Graph 4



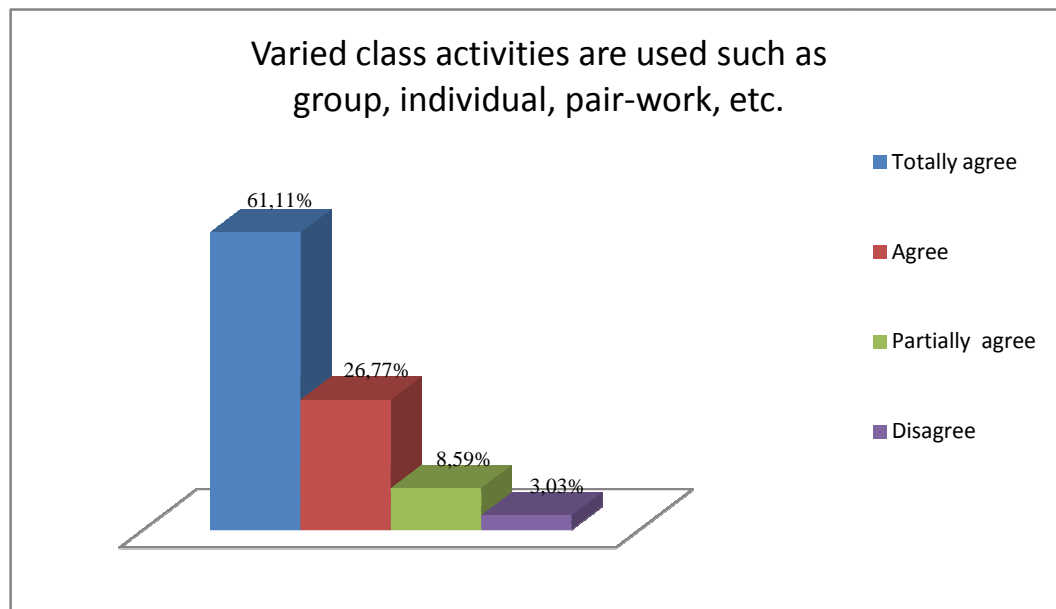
Author: Maldonado Fernández, Juan
Source: Questionnaire applied to students

In the graph 4 that illustrates the statement 3. *The students are attentive and participate in class activities including those sitting at the back of the classroom*, it can be observed that 36,87% of students respond partially agree, followed by 31,82% of students responded agree, a 14,65%, of students answered that they disagree and 16,16% of students responded that they totally agree.

Analyzing this result, most of the students do not participate actively in large class; it means that the number of students in the classes observed lets students to do other activities especially those students, who are sitting at the back of the classroom, besides, the students receive less individual attention, that could lead students to fall into a weakness. Blatchford, (2003) says that in large classes there are a great number of students who do not pay attention to the teacher, therefore affect the quality of work, and the learning process.

Varied class activities are used such as group, individual, pair-work activities, etc.

Graph 5



Author: Maldonado Fernández, Juan

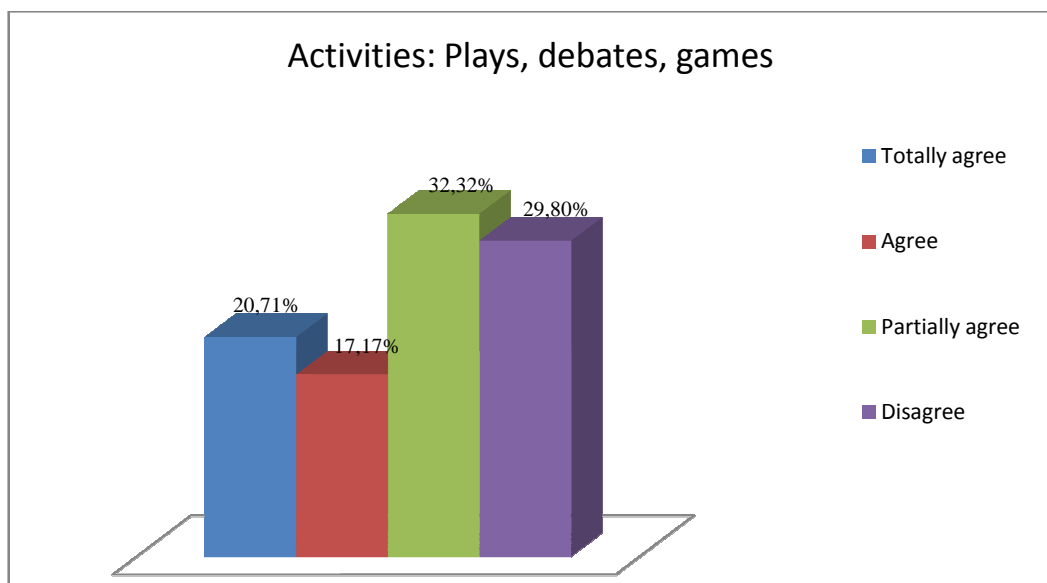
Source: Students' Questionnaire

Analyzing the results of the graph 5 with the statement 4. *Varied class activities are used such as group individual, pair-work activities, etc* ,it is seem that the 61.11% of students interviewed totally agree, followed by the 26.77% agree, the 8.59% partially agree, and 3.03% disagree, it demonstrates that in large classes it is possible to work using different types of activities, however, the students in large classes could be unmotivated, because of the lack of individual explanation the

activities modeled by the teacher could be limited. Blatchford (2003) says that in large classes it is important to consider the experiences of many teachers, not only class size, it is important also to consider other aspects, like the kinds of children for example, a large class may be more manageable if a teacher has children who are already achieving well and are highly motivated.

Activities such as plays, competitions, debates, games, etc. are used in class.

Graph 6



Author: Maldonado Fernandez, Juan

Source: Students' Questionnaire

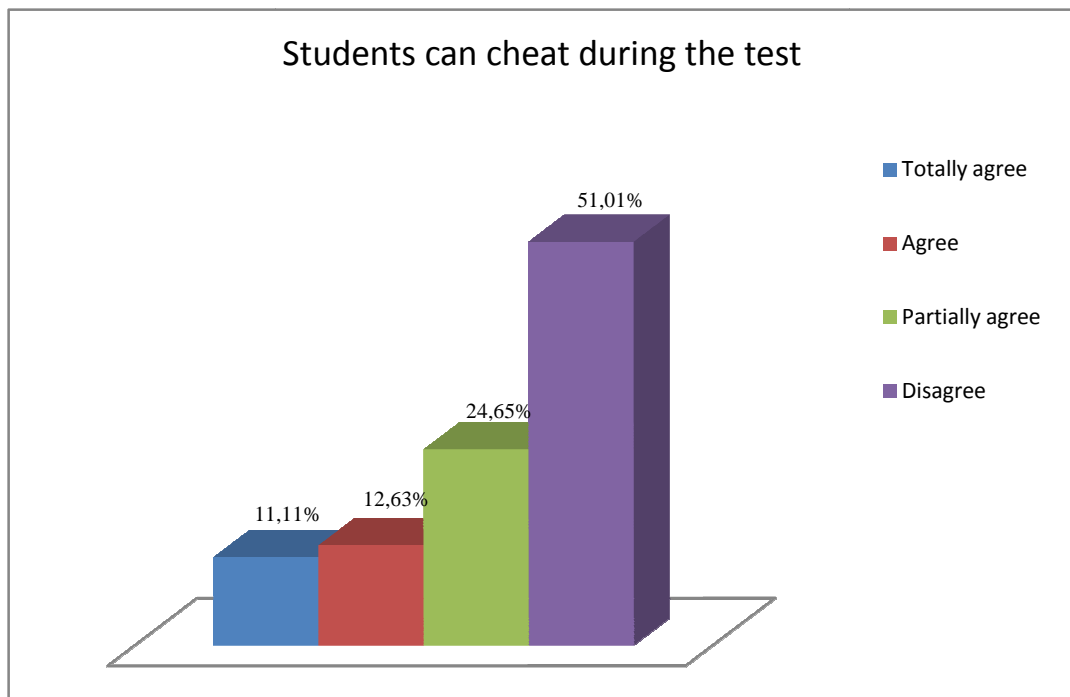
Regarding the graph 6 with the statement *5 Activities such as plays, competitions, debates, games, etc. are used in class*, the results of student's opinion show that the 32.32% of students are partially agree, while 29,80% of students who disagree, while 20.71% of students totally agree, followed by 17.17% agree.

In the activities such as plays, competitions, debates, games, etc. the most of the students manifest that in large classes there are not activities, it could be because of the many students in classrooms, and the limited space don't allow students to

move around the classroom. Consequently, the quality of the teaching-learning process is poor.

Phillips and Walters (2005) says that the reality in large classes teachers and students are already under great pressure and that pressure will increase where staff and students will collapse in an attempt to keep the old system going, the result will be a dramatic decline in quality per student. Similarly Rothstein and Trumbull (2008) manifest that the physical dimension of organization has to do with the space, and all the materials and equipment of the classroom. The author states, the necessity to learn, the social and physical dimensions are not independent, for this reason, it is necessary to facilitate the traffic flow, communication, supplies and equipment access, private space, and the discipline of student. All this can be structured if teachers try to use a wide variety of activities to engage all students in active learning *Students can cheat during the test.*

Graph 7



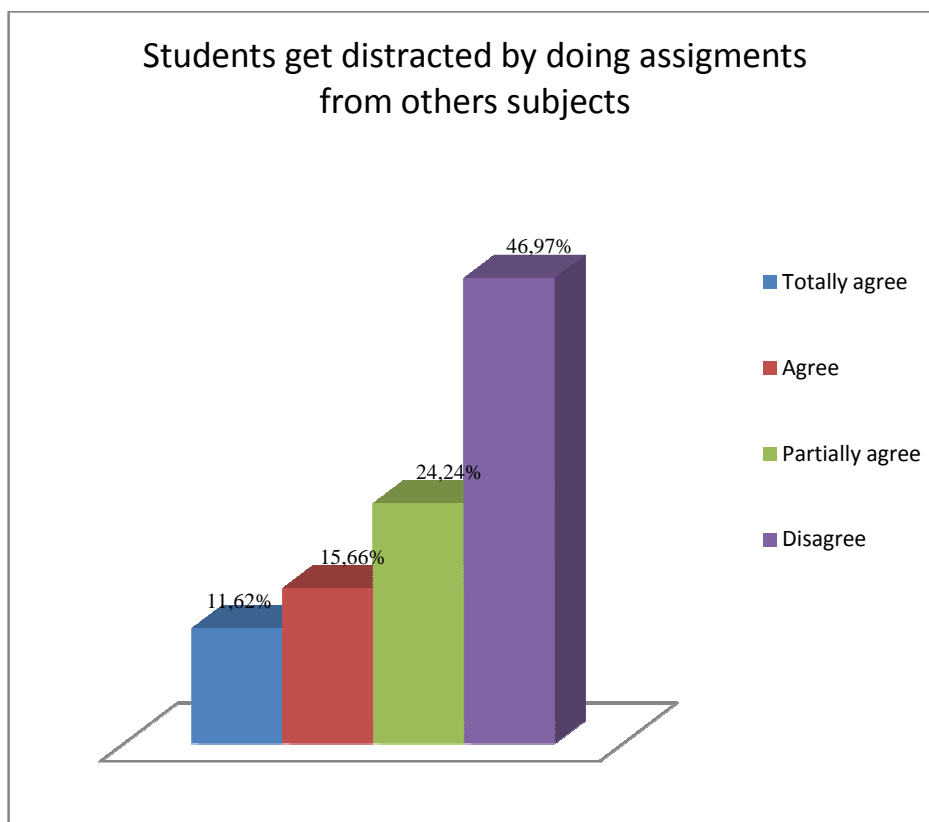
Author: Maldonado Fernández, Juan
Source: Students' questionnaire

Graph 7 shows the student's opinion regarding the statement 6 *Students can cheat during the test*. Thus, the 51.01% of the students surveyed said that they disagree, with these results, the students affirm they cannot cheat in classes, followed by the 24.65% of students partially agree, a 12.63% of students are agree and 11.11% of students respond that they totally agree,.

Most of the students are sure they do not copy during the tests. It means in large classes, the teachers know, how to control to students when they applied the tests; In relation to this topic, Blatchford (2003) says; the class and activities for evaluations consist of the teacher telling the children the rules and rubrics of the activities, and attending to lots of different children for short lengths of time.

Students get distracted by doing assignments from other subjects.

Graph 8

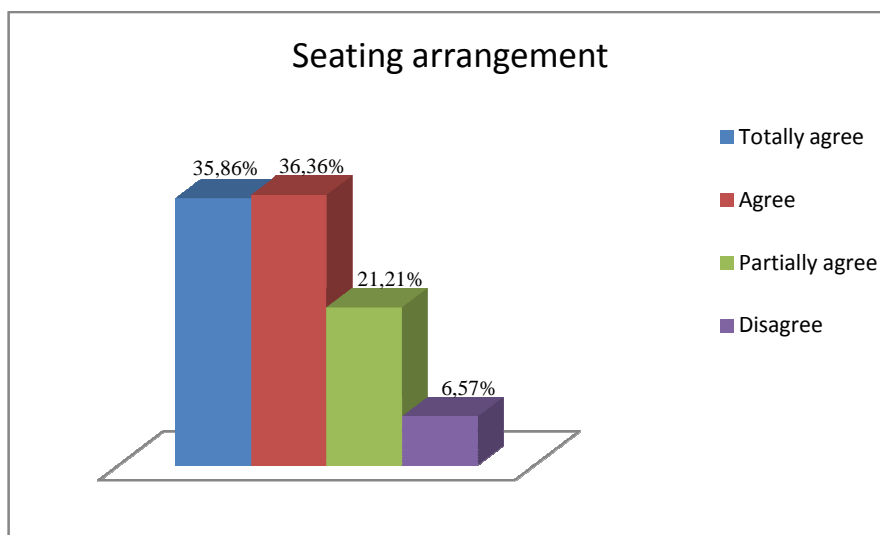


Author: Maldonado Fernandez, Juan
Source: Students' questionnaire

Graph 8 shows that 46,97% disagree of the fact that students get distracted by doing assignments from other subjects followed by a 24,24% who respond partially agree, a 15.66% of students who answer agree, and only a 11,62% totally agree. These mean that the students do not get distracted doing assignments from another subject, the majority of the student disagrees in this statement. Byram (2004) emphasize in the experience of the teachers and the importance in the classes control. While Brookhurtl (2008) explains that managing learning is important to give clear instruction to the students to develop their own rubrics. The appropriate design of lessons, using the rubrics as students work, provides opportunities to improve assignments, given opportunities for students to make the connection between the feedback and the improvement in their work.

The seating arrangement facilitates the tasks that are, carried out in class.

Graph 9



Author: MaldonadoFernández, Juan
 Source: Students' questionnaire

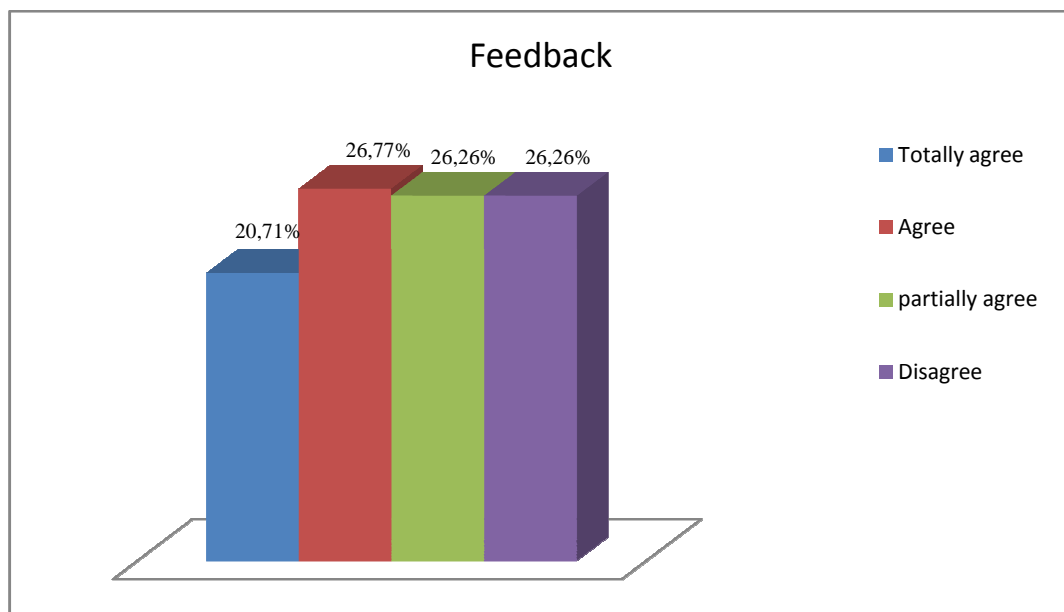
Analyzing the question 8, *The seating arrangement facilitates the tasks that are carried out in class*, the opinions of students demonstrated that the 36.36% of students are agree, 35.86% of students are totally agree, while the 21.21% are

partially agree, and only the 6.57% of students disagree in graph 9. The results demonstrate that the way that the students are arranged in the high schools investigated; permit them to develop activities assigned by the teacher, but these activities done by students would not be of quality, besides, the diversity of criteria of students, confuses. Even though the teacher selects the students and the way, they have to be sat.

Contrasting information regarding to classroom space and seating arrangement the author Ceranic (2009) states many assumptions to design seating plans. His suggestion is the teacher should select the students, who are going to be grouped, and the way they have to be sat, It is also a good way to establish the authority and expectations by not allowing students to choose their own seating based on friendship groups.

Students cannot receive regular feedback from the teacher due to the large number of students.

Graph 10



Author: Maldonado Fernández, Juan
Source: Students' questionnaire

The results in graph 10 present the student's perception regarding the statement *9 the students cannot receive regular feedback from the teacher due to the large number of students*. Thus, the 26,26%, of the students respond that they partially agree and disagree, effectively, the students cannot receive regular feedback from the teacher due to the large number of students. While the 26,77% of the students surveyed said that they agree, and over percentage the 20,71%, totally agree, The teachers from the schools investigated cannot personalize their classes and it is difficult to do activities to help the students in their feedback, besides, in large classes the teachers cannot make a good feedback. Byram (2002) manifest that the teachers should personalize their classes and be sure to keep regular time, and provide feedback often short quizzes, outlines, summaries.

Analyzing *what instructional implications, do large classes have on the teaching-learning process?*. The students express that there is a wide range of activities that the teacher carries out such as divide the class into small groups to better the learning and help students to practice and improve their skills. It is important to know that most of the students opine that do not participate actively in large class, it means that the students receive less individual attention. In large classrooms, the students think that are not used activities such as; plays, competitions, debates, games, between others, can be by limited space do not allow students to move around the classroom. Most of students express that they are sure they do not copy during the tests in large classes, as a result the teachers can control to students in the tests. The students are sure that they do not get distracted doing assignments from another subject. The students think that they cannot receive regular feedback from the teacher due to the large number of students.

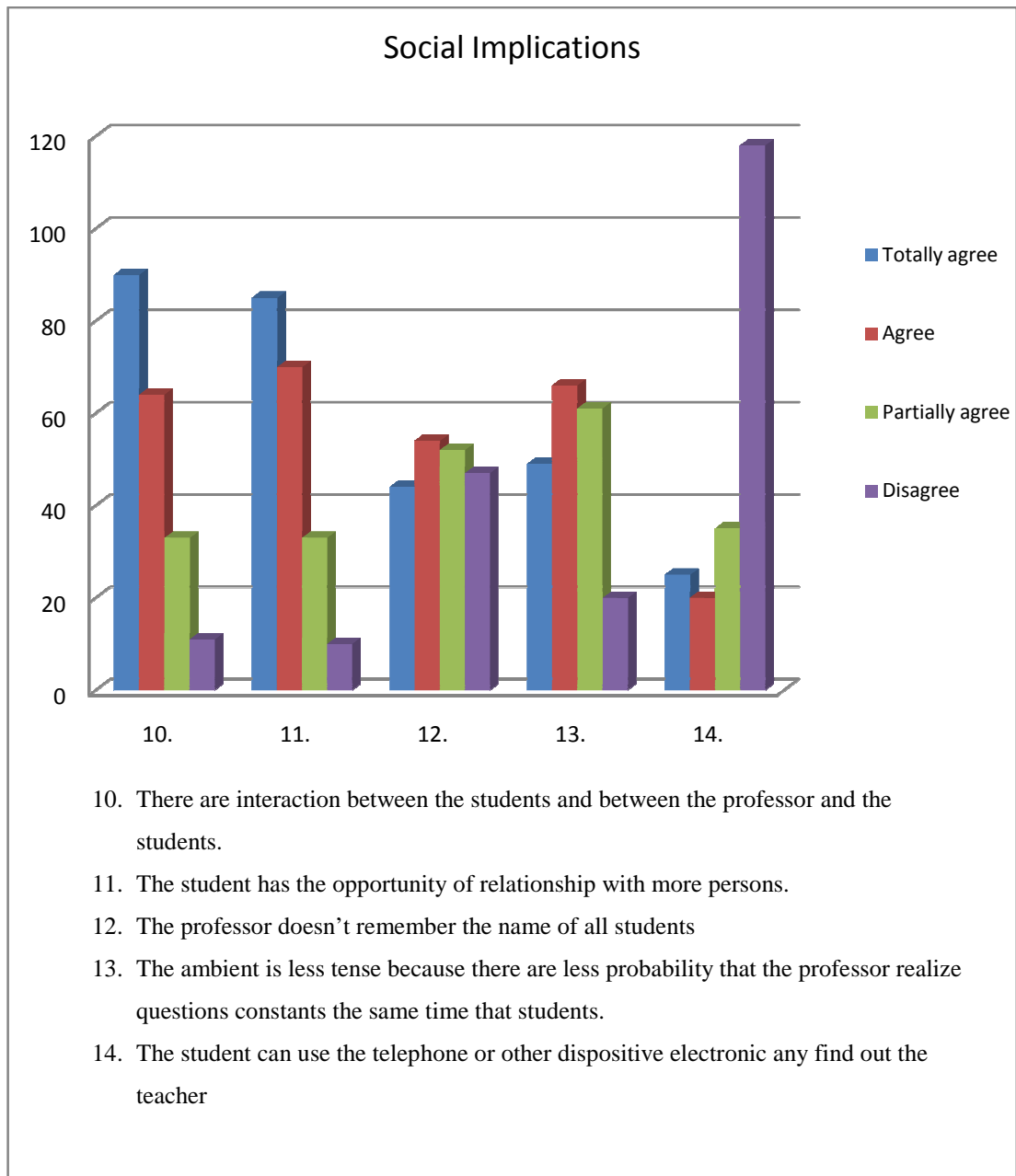
What social implications do large classes have on the teaching-learning process?

Table 2

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
10.	There are interaction between the students and between the professor and the students.	90	45,45%	64	32,32%	33	16,67%	11	5,56%	198	100%
11.	The student has the opportunity of relationship with more persons.	85	42,93%	70	35,35%	33	16,67%	10	5,05%	198	100%
12.	The professor doesn't remember the name of all students.	44	22,22%	54	27,27%	52	26,26%	47	23,74%	198	100%
13.	The ambient is less tense because there are less probability that the professor realize questions constants the same time that student.	49	24,75%	66	33,33%	61	30,81%	20	10,10%	198	100%
14.	The student can use the telephone or other dispositive electronic any find out the teacher	25	12,63%	20	10,10%	35	17,68%	118	59,60%	198	100%

Author: Maldonado Fernández, Juan
Source: Students `questionnaire

Graph 11



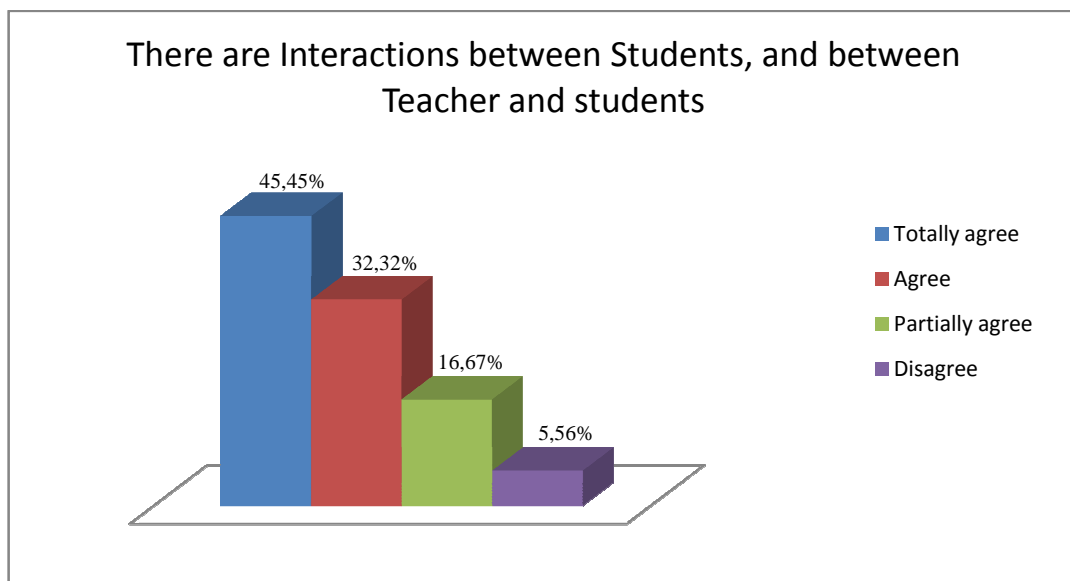
Author: Maldonado Fernández, Juan
Source: Students `questionnaire

Regarding the student's opinion about social implications in large classes, numerous interactions and social practices are evidenced in the high schools, graph 11 shows that large classes have different social implications on the teaching learning process. That is why, the teachers make decisions and facilitate dozens of

interactions between themselves and their students, even though the social implications are presented.

There are interactions between the students and between the professor and the students.

Graph 12



Author: Maldonado Fernandez, Juan
Source: Students' questionnaire

The results in graph 12 present the student's perception regarding the statement 10 *there are interactions between the students and between the professor and the students*. Thus, the 45.45% of the students respond that they totally agree, a 32.32% of students respond agree, while 16.67% of students respond partially agree, and only the 5.56% of students disagree.

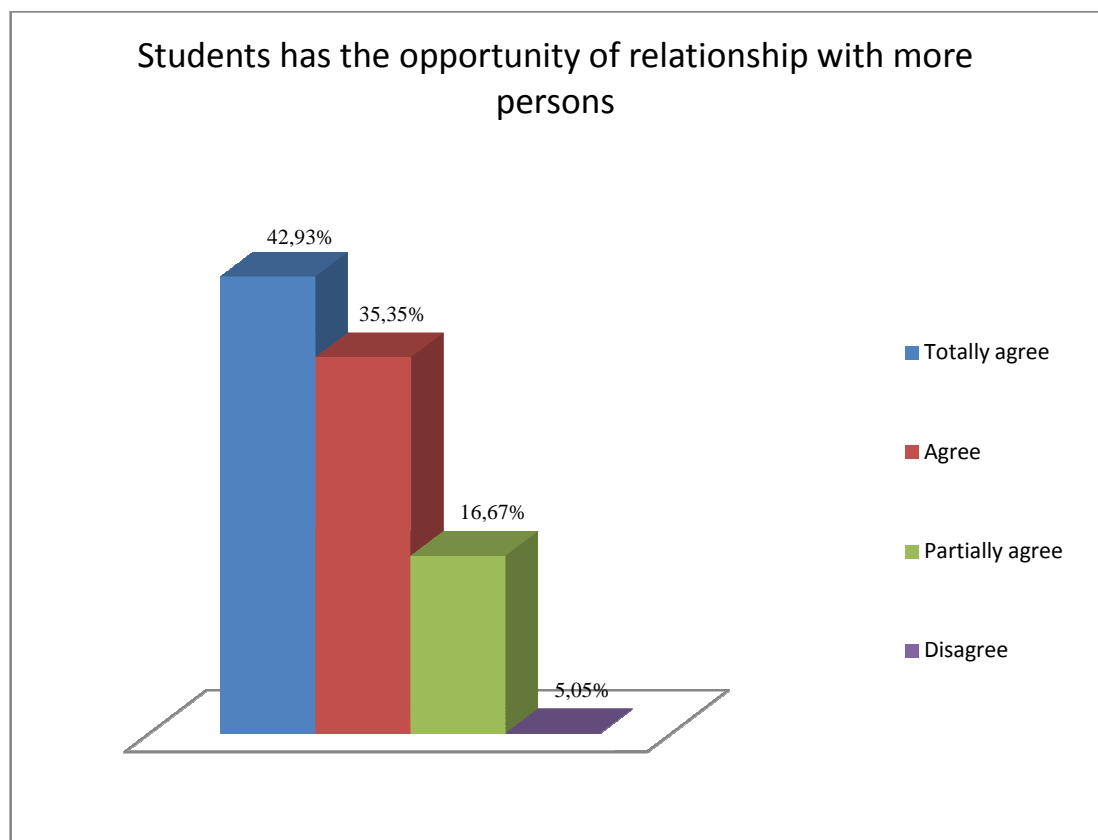
These results demonstrate that the majority of students in the sample interact with the teacher, and between students. The interaction or communication between students and teachers is often difficult to achieve especially in large classes, but the above results indicate that the teachers use activities to develop a meaningful

dialogue between students. These activities could be making questions, calling that do not participate, write out an answer to a problem, what the facial and body gestures, etc.

The interaction or communication between students and teachers is often difficult to achieve especially in large classes. Blatchford (2003) expresses that large classes have an adverse effect on the amount and quality of teaching and the quality of pupils' work and concentration. On the contrary Anderson (1984) opine that cooperative learning allows students to work together to reach common goals, the goal of cooperative learning is shared and each person's success is linked with every other person's success.

The student has the opportunity of relationship with more persons.

Graph 13



Author: Maldonado Fernández, Juan
Source: Students' Questionnaire

Regarding the statement 11, *The student has the opportunity of relationship with more persons*. Graph 13 illustrates that Thus, the 42.93%, of the students respond that they totally agree, a 35.35%% of students respond that they agree on that, while 16.67% of students respond that they partially agree, and only the 5.05% of students say that they disagree.

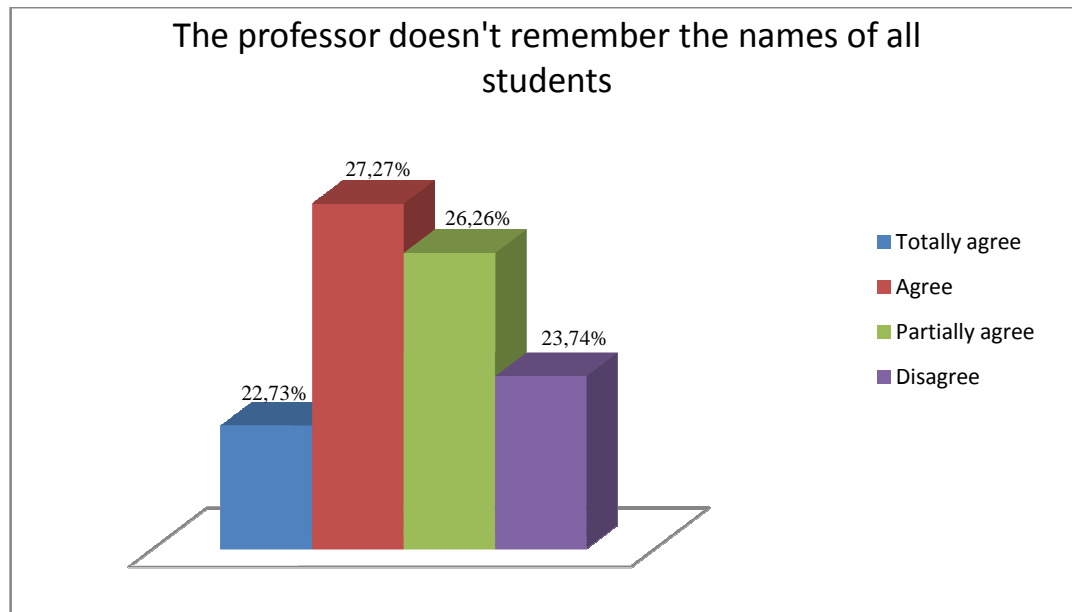
The relationship among people is a significant value of the people in the world.. This relationship is a powerful tool to work with students in classrooms.

Most of the students interviewed agree that they have the opportunity to interact, share information, and linking to more people In large classes. The large classes sampled on this study demonstrates that the teachers develop powerful relationships between students. In large classes, it is possible to communicate positive expectations, correcting students in a constructive way, reducing frustration and stress

The majority of teachers from schools researched create an ambience in classrooms, which let students link to other people. Byram (2002) manifest, that the teachers should create a good ambience in classrooms. It helps students to be more relaxed in their interrelationship with the class, help them to be active in the classroom/auditorium. Besides, the teachers should move around the class and invite students to participate in the activities. This will help create an encouraging environment, so that neither you nor your students will feel intimidated by the numbers.

The professor doesn't remember the name of all students.

Graph 14



Author: Maldonado Fernández, Juan
Source: questionnaire applied to students

Graph 14 shows the teachers don't remember the names of all students. The 27, 27% of students agree, the 22,73% totally agree, the 26,26% partially agree and the 23,74% of students disagree.

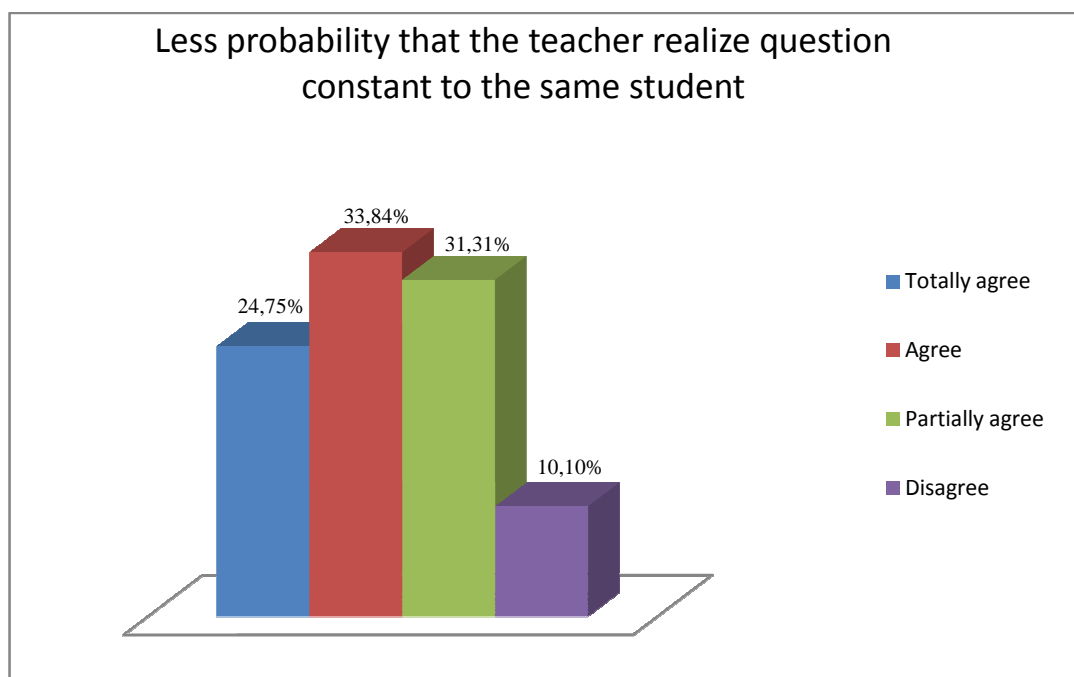
It is clear, that in large classes the teachers do not remember the names of all students. Besides there are many problems for the teachers, like the difficult of communication with all of the students and to provide individual support, creating a safe and conductive classroom ambience for students. The students have to be in a classrooms environment where they can feel comfortable in order to work and learn in group.

There are different ways to learn the names of students in classrooms, for example; playing games, answering questions, etc. Teachers must look for strategies to involve all students in active and inclusive learning to all students in large classes.

The authors Phillips and Walters (2005) manifest that the effects of increased class size and student's number are complex and contextual. Teachers and students are under great pressure and that will increase where staff and students will collapse in an attempt to keep the old system going, the result will be a dramatic decline in quality per student.

The ambient is less tense because there is less probability that the professor realize questions constants the same time that student.

Graph 15



Authors: Maldonado Fernández, Juan
Source: Students' questionnaire

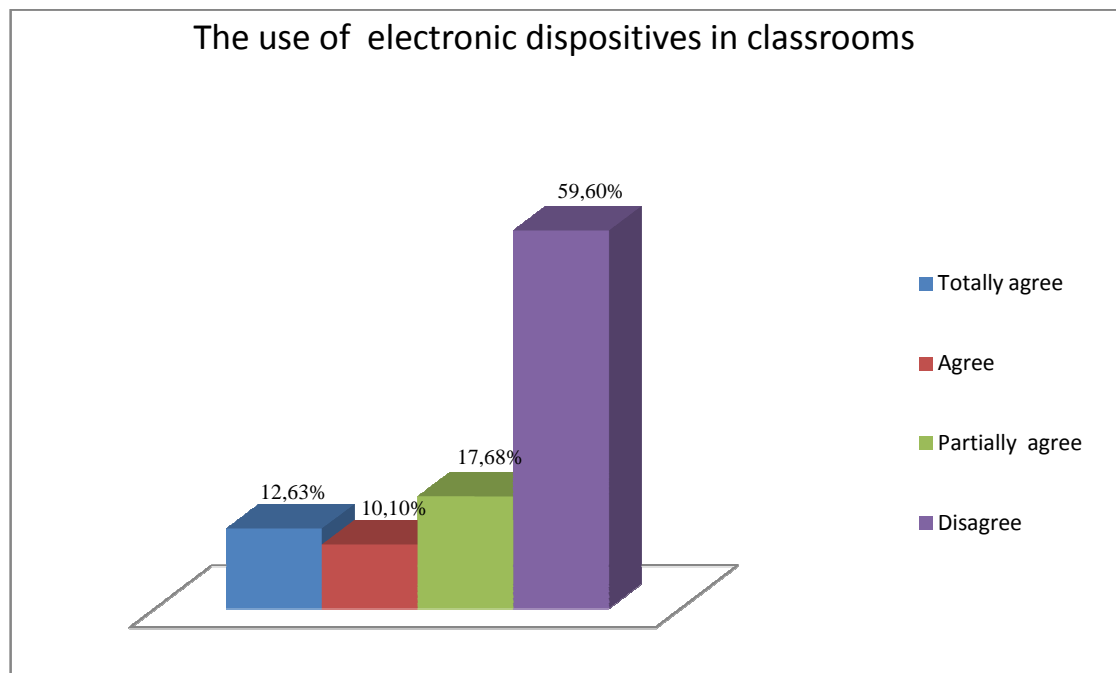
The student's perception regarding the statement 13. *The ambient is less tense because there are less probability that the professor realize questions constant to the same student* Graph 15 shows that the 33,84 %, of the students respond that they agree, a 31,31% of students respond partially agree, while 24,75% of them say that they agree, and only the 10,10% of students disagree on that.

The results show that the majority of the students agree on the fact that in large classes the ambient is less tense and that there is a little chance that the teacher formulates questions to the same student. The students surveyed, think that they are in a positive learning environment, they feel comfortable, they are more openly doing activities with less responsibility because of the large number of students. The teachers should set up the ambience using the creativity and good ideas, to allow students to be more active in the classrooms, with major participation.

Chowdhury and Shaila (2013) suggest that teachers have to be sure that all students participate in the speaking practice as well as the inter exchange of ideas in the classroom. There should be even and equal contribution by all the students in speaking.

The student can use the telephone or other dispositive electronic in classrooms without been discovered by the teacher.

Graph 16



Author: Maldonado Fernández, Juan
Source: Students' questionnaire

The results in graph 16 present the student's perception regarding the statement 14 *the student can use the telephone or other dispositive electronic any find out the teacher*. The results are, the 59.60% of students disagree, the 17.68% of students partially agree, the 10.10% of students agree while the 12.63% of students are totally agree.

Analyzing the results of this statement, the students affirm they cannot use electronic devices in classrooms, only a few of them manifest that the use of them is possible. Is important to consider, the technology is so thoroughly embedded in modern culture, its presence in the classrooms could be helpful. Anderson (1984) manifest that it is the responsibility of the course instructor to decide what type of technology is used during class. Any use of technology that degrades the learning environment, promotes dishonesty or is used for illegal activities may be prohibited.

Answering the second question, what social implications do large classes have on the teaching-learning learning process?.The results and percentages show that in large classes sampled in this study determine that most of students agree with the following responses: The results indicate that the teachers use activities to develop a meaningful dialogue between students. Students in these large classes, have the opportunity to be related with more people. In large classes the teachers don't remember the names of all students. Finally In large classes the ambience is less tense and the teachers don't make questions to the same students.

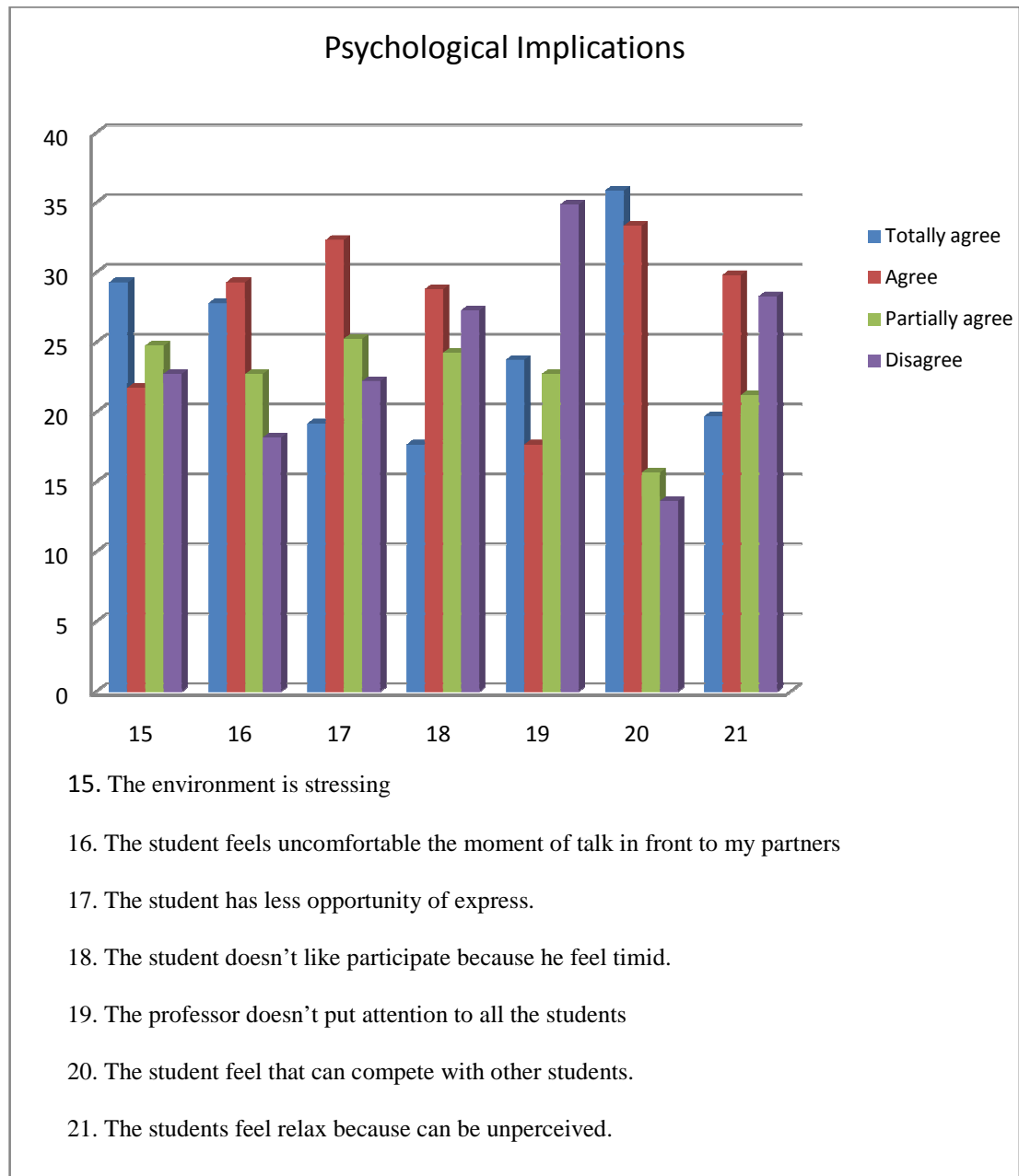
What physiological implications do large classes have on the teaching-learning learning process?

Table 3

N°	In classes with a large number of students:	Totally agree		Agree		Particularly agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15.	The environment is stressing	61	29,29%	43	21,72%	49	24,75%	45	22,73%	198	100%
16.	The student feels uncomfortable the moment of talk in front to my partners	55	27,78%	58	29,29%	45	22,73%	36	18,18%	198	100%
17.	The student has less opportunity of express.	40	19,19%	64	32,32%	50	25,25%	44	22,22%	198	100%
18.	The student doesn't like participate because he feel timid.	36	17,68%	58	28,79%	49	24,24%	55	27,27%	198	100%
19.	The professor doesn't put attention to all the students	48	23,74%	35	17,68%	46	22,73%	69	34,85%	198	100%
20.	The student feel that can compete with other students.	72	35,86%	66	33,33%	32	15,66%	27	13,64%	198	100%
21.	The students feel relax because can be unperceived.	40	19,70%	59	29,80%	42	21,21%	57	28,28%	198	100%

Author: Maldonado Fernández, Juan
Source: Students' questionnaire

Graph 17



Author: Maldonado Fernández, Juan

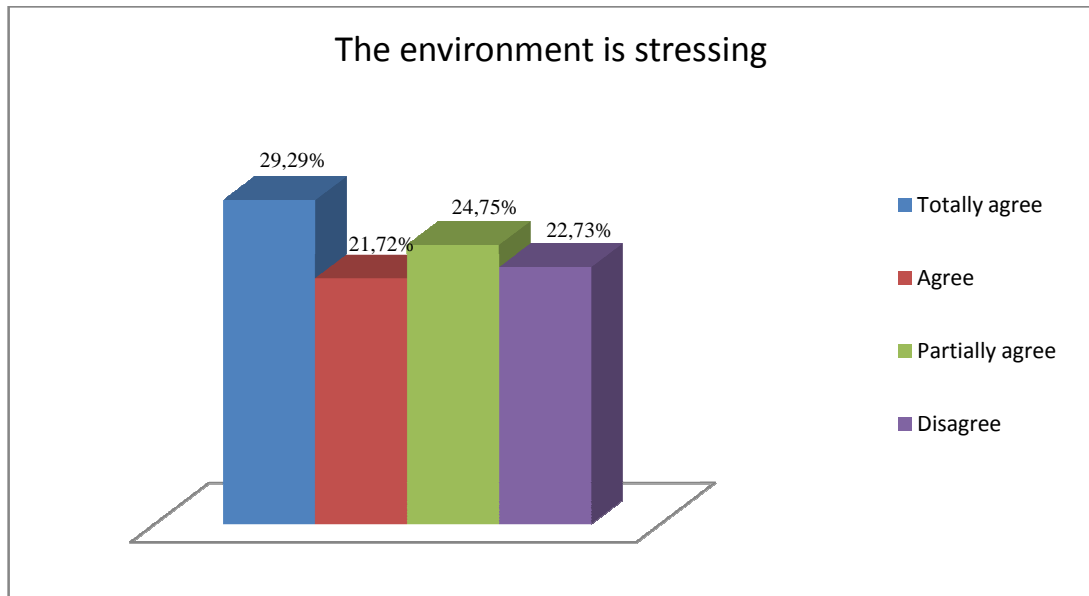
Source: Students' questionnaire

In the graph 17 shows the student's opinion about psychological implications in large classes. The students of the sample gave their opinions about how they feel in large classrooms. Seven statements were used to determine their preferences in

learning environment, student satisfaction, and sensory modalities in teaching learning process.

The environment is stressing.

Graph 18



Author: Maldonado Fernández, Juan
Source: Students' questionnaire

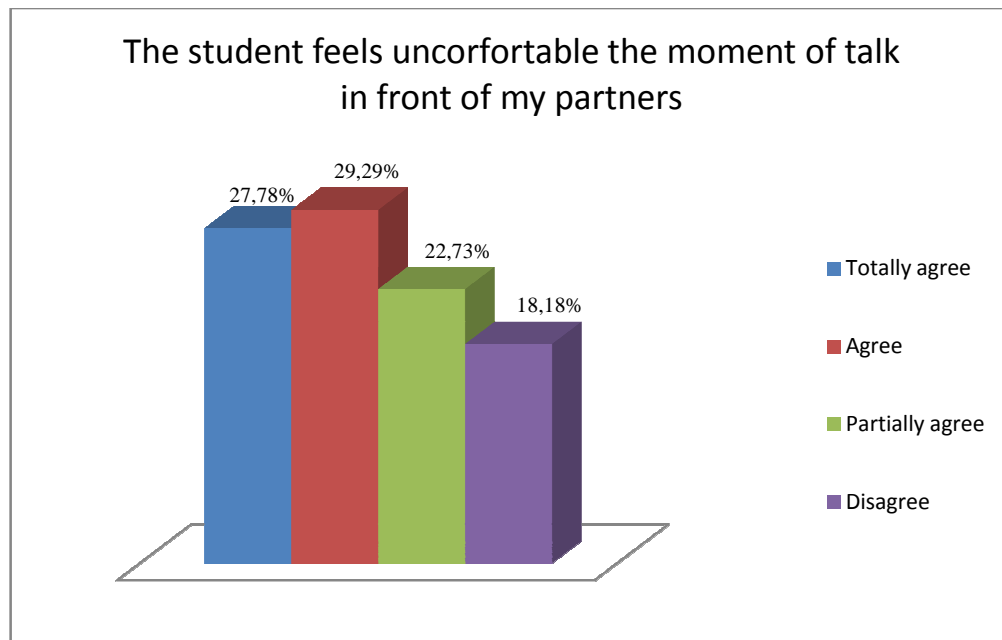
Graph 18 present the student's perception regarding the statement 15 *the environment is stressing*. Thus, the 29,29% of the students respond that they totally agree, a 24,75% of students respond that they partially agree, while 22,73% of students respond partially disagree, and the 21,72% of students disagree.

Analyzing the results, most of the students think that the atmosphere is stressful in large classes. In questions applied to students affirm can interact with classmates, and the ambience is less tense, But, the teachers cannot totally control them because of the large classes, the teachers cannot apply activities like for example make questions to the same students all the time, control the discipline, and to give every student individual attention.

One of the problems can be the atmosphere and physical space because of the inconveniences to control discipline in the large class; that is especially problems with the noise level, distractions, and too much talk among students.

The student feels uncomfortable the moment of talk in front of partners

Graph 19



Author: Maldonado Fernández, Juan
Source: Students' questionnaire

The results in graph 19 present the student's perception regarding the statement 16, *the student feels uncorftable the moment of talk in front to my partner*. Thus, the 29,29%, of the students respond that they agree, a 27,78% of students respond totally agree, while 22,73% of students respond partially agree, and the 18,18% of students disagree.

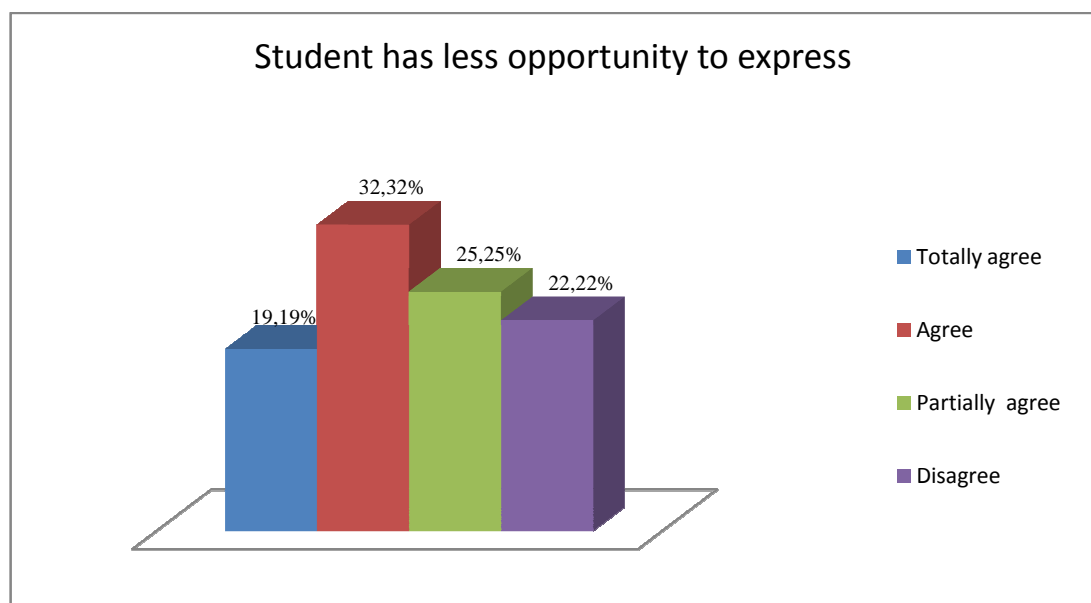
These results demonstrate that the students investigated feel uncomfortable when they have to talk at the front of their classmates. Observing the results on graph 19, most of the 70% of the students agree that they cannot feel comfortable.

The majority of students gets nervous and cannot stay in the front, besides the teachers cannot force students to speak at the front of classrooms, the teachers should give other alternatives to students to participate in classrooms.

Anwar (2012) manifest that the teacher should give students activities, which help them to avoid the nerves, it could be work group, and these activities help students to carry on more cooperative interactions among each other.

The student has less opportunity of express.

Graph 20



Author: Maldonado Fernández, Juan
Source: Students' questionnaire

The results in graph 20 present the student's perception regarding the statement 17, *the student has less opportunity of express*. Thus, the 32,32%, of the students respond that they agree, a 25.25% of students respond partially agree, while 22.22% of students respond disagree, and the 19,19% of students totally agree.

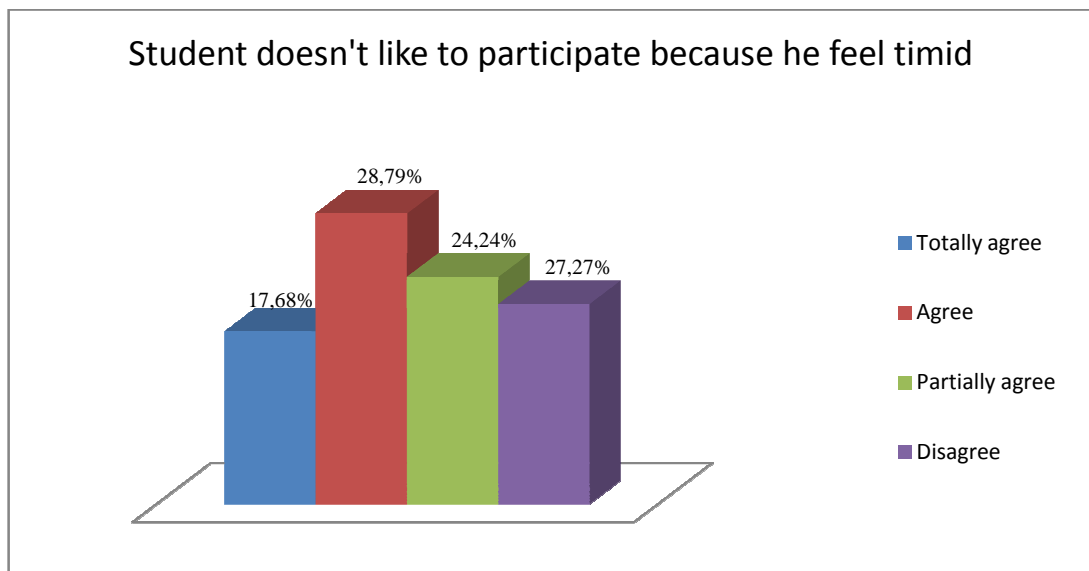
The majority of the students of the sample affirm that they have less opportunity to express their opinions, this demonstrates that in large classes the

students cannot be active in their thoughts and in their opinions, which has negative significant impact on the level of their learning specially in speaking skills.

In a Study done by Chowdhury and, and Shaila (2013) discovered that the teachers have to be sure that all students participate in the speaking practice as well as the interchange in the classroom. There should be even and equal contribution by all the students in the speaking process. The teacher should take care that some specific students or group does not dominate the discussion.

The student does not like participate because he feels timid.

Graph 21



Author: Maldonado Fernández, Juan
Source: Students' questionnaire

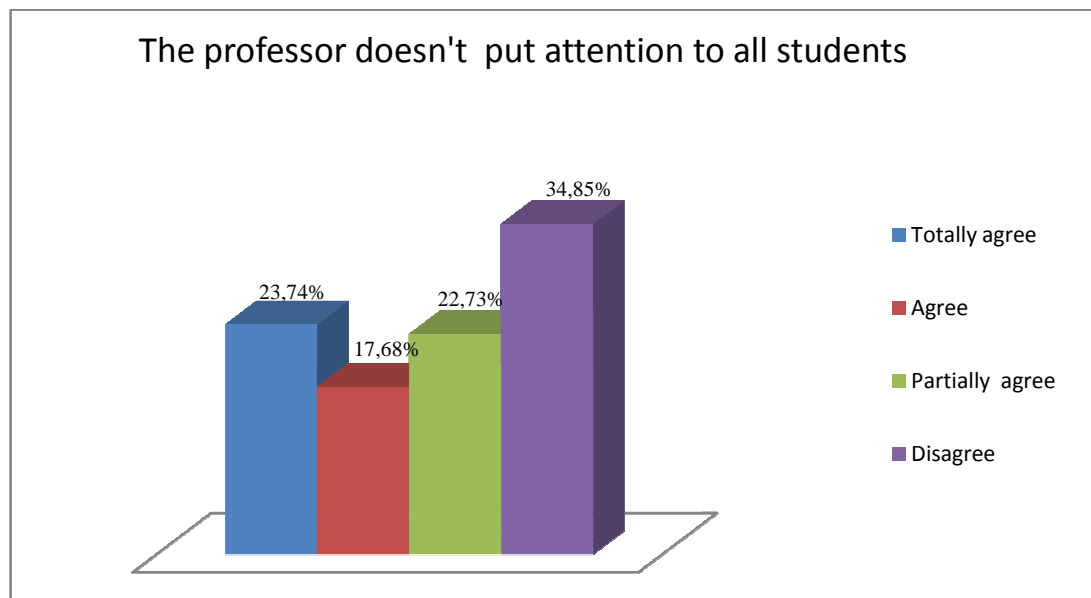
The results in graph 21 present the student's perception regarding the statement 18, *the student doesn't like participate because he feel timid*. Thus, the 28,79%, of the students respond that they agree, a 27,27% of students respond disagree, while 24,24% of students respond partially agree, and the 17,68% of students totally agree.

Analyzing the results; Around the 75% of students demonstrates are shy and do not like to participate in English large classes. As regards, some students in these classrooms could raise their hands when they want to speak or answer a question, but the most of students in these classrooms feel shy are more reserved, and they may hesitate to speak out in class.

For instance, The teachers from these classrooms, should be aware about the feelings of their students, Strevens (1971), manifest, the teachers of a second or foreign language, that find their pupils face special learning difficulties in pronunciation, or any attitude; the teachers themselves need a separate rationale to guide them in teaching it. A rationale for the teaching of pronunciation consists of a reasoned, principled attempt to match the learner with appropriate teaching, because learners display variations in their language learning ability says.

The professor does not put attention to all students

Graph 22



Author: Maldonado Fernández, Juan
Source: Students' questionnaire

The results in graph 22 present the student's perception regarding the statement 19. *The professor doesn't put attention to all students*. Thus, the 34,85%, of the students respond that they disagree, a 23,74% of students respond totally agree, while 22,73% of students respond partially agree, and the 17,68% of students agree.

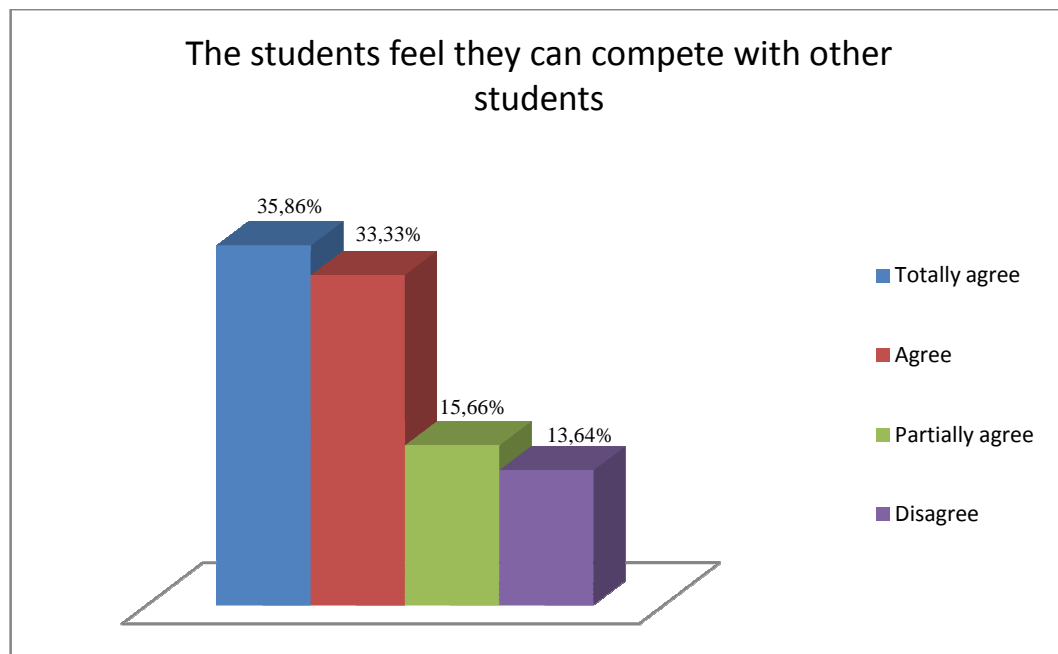
These results demonstrate, the most of students think the teachers put attention to all students, even though there a clear percentage that they agree, that the teachers do not put attention, everyone equally.

No doubt that, the most of teachers from these schools are paying attention for equal to their students, but it is important to consider that there are many students that they need the teachers should interest on them, expending a little time attending the students' anxieties. Some students could feel upset when the teacher doesn't interest to them.

Walters S. (2005) manifest that the teachers, before to planning the lessons, firstly they must to consider the time for students' questions, and then he will order the stages, the approaches activities, and the materials that he will use at each stage. Besides he has to answering these questions: How much time do I have?, approximately how will I divide up the lesson into stages?, How much time will each stage take?, and how much time does he have for students questions?

The students feel that can compete with other students.

Graph 23



Author: Maldonado Fernández, Juan

Source: Students' questionnaire

The results in graph 23 present the student's perception regarding the statement 20, *The students feel they can compete with other students*. Thus, the 35,86%, of the students respond that they totally agree, a 33,33% of students respond agree, while 15,66% of students respond partially agree, and the 13,64% of students disagree.

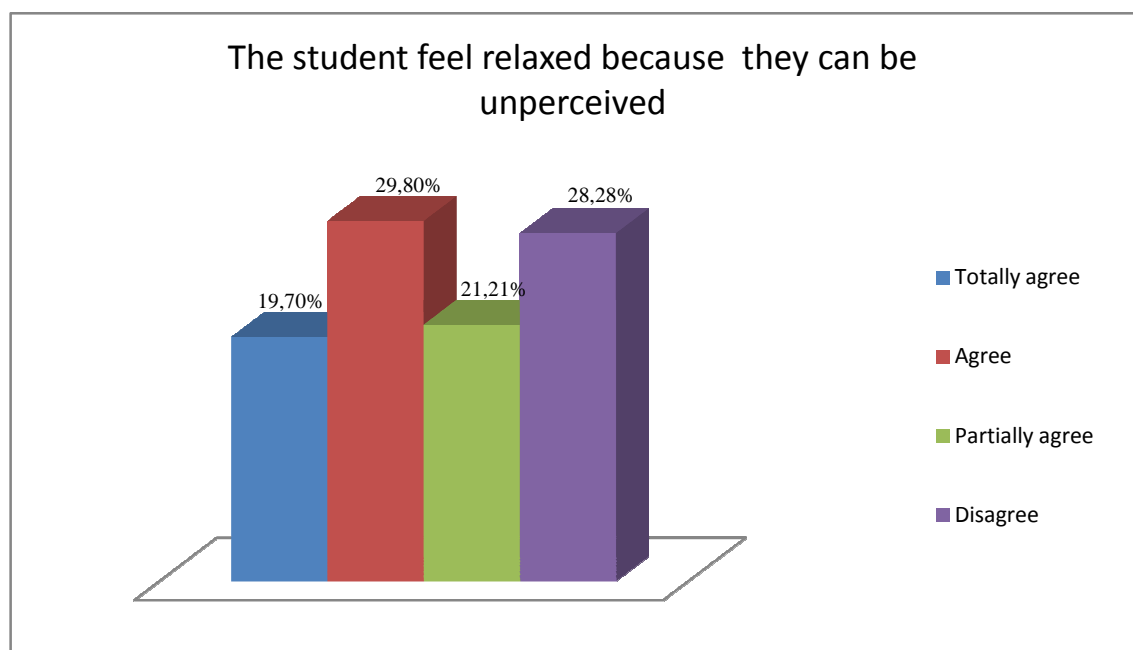
Most of the students from the sample feel that they can compete with others in large classes because they have a good self-esteem. They feel they are in the capacity to debate, play, talk, write, and do other activities, in the same way that each one is able to do. In relation to this, Anderson (1984) notes that the teachers should apply in their classroom activities which help students to compete and help each other. These activities are related to the cooperative learning process, which allows

students to work together and to reach common goals. The objective of this method is shared and links each person's success with every other person's success.

The relax feelings in classrooms are a result of many factors like for example the quiet ambience, but in the larger classes, there are other factors that could contribute to create more relaxing environment.

The students feel relax because they can be unperceived.

Graph 24



Author: Maldonado Fernández, Juan

Source: Students' questionnaire

The results in graph 24 present the student's perception regarding the statement 21, *the student feel relaxed because they can be unperceived*. Thus, the 29,80% of the students respond that they agree, a 28,28% of students respond disagree, while 21,21% of students respond partially agree, and the 19,70% of students totally agree.

The majority of students manifest, that feel relaxed because they can be unperceived by the teacher. Even though there are some students who think that, they cannot pass by unperceived.

These results show that half of students of this study feel comfortable in classrooms, because they can do other activities, instead the other half think they cannot do other activities in large classrooms

As a conclusion, the large classes don't permit to the teachers be aware about the all activities that the students do in classrooms, Even though, the teachers are applying methodologies in cooperative learning which help their students to participate in the class.

Ross and Smyth (1995) says that Cooperative learning method is an educational approach which aims to organize classroom activities into academics and social learning experiences and students must work in groups to complete tasks collectively toward academic goals.

Answering the third question, "What physiological implications do large classes have on the teaching-learning learning process"?

Most of students manifest that the ambience is stressful in large classes and say that the teachers cannot totally control activities in class like make questions, control the discipline, and to give every student individual attention.

The 70% of the students agree that they cannot feel comfortable in large class because they get nervous when they have to participate in front of the class.

The majority of the students affirm that they have less opportunity to express their opinions; the students cannot be active in their thoughts and in their opinions for this reason, it is difficult to practice the speaking skill.

The 75% of students considered that they are shy and that they do not like to participate in English large classes.

Most of students think that the teachers put attention to all students, although there is a considerable percentage of students who agree that the teachers do not put attention everyone in equal way.

The students manifest that when they compete with others, they are able to have a good self-esteem, to debate, play, talk, write, and do other activities, in the same way that the each other's do.

Half of students of this study feel comfortable in classrooms because they can do other activities, instead the other half think they cannot do other activities in large classrooms.

Conclusions

- Most of the students who participated in this study emphasize that they do not participate actively in large class because of the lack of individual attention limited space on the classroom, and because teachers do not provide them regular feedback.
- The results show that the students have less opportunity to express their opinions in large classes, which makes it difficult to practice speaking skills.
- In large classes, the teachers do not remember the names of all the students, they must deal with discipline and noise problem and many students could do other activities like to use electronic devices, instead of paying attention to the English class.
- The majority of the students surveyed agree that they cannot feel comfortable in large class because they get nervous when they have to act or participate in front of the class.
- The students can compete with others, in debates, plays, talks, writing and in other activities in the same way that the each other's do. besides, half of them feel comfortable because the teacher do not put attention all of them. Meanwhile, the other half think that they cannot do other activities in large classrooms.

Recommendations

- It is recommendable that the number of students in the classroom in Ecuadorian high schools should be less than 25 students for a better English learning process, and they should be provided of enough space.
- In large classes, it is advisable to use group work activities to make students to work in a cooperative learning process.
- The teacher should be creative and personalize their lesson plans by applying diverse activities and providing a good feedback.
- The High schools should implement a student's mentoring program, considering the necessities and reality in the English language teaching-learning process with instructional, social and psychological implications
- The students should receive a high motivation by the teachers. This is an important factor in the English language teaching-learning process in large classes.

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ANNEXES

Annex A



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS

Estimado estudiante:

Este cuestionario que usted brindará 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 ()

Curso: 8vo. () 9vo. () 10mo. ()
 1ro.Bach. () 2ro.Bach. () 3ro.Bach. ()

Ciudad: _____

Instrucción: Marque con una X según su criterio

A. Aspectos académicos

	En clases con bastantes estudiantes:	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	En desacuerdo
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				

	En clases con bastantes estudiantes:	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	En desacuerdo
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

	En clases con bastantes estudiantes:	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	En desacuerdo
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

	En clases con bastantes estudiantes:	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	En desacuerdo
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				



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Loja, octubre de 2013

Señor(a) Director(a)
Presente.

De mi consideración:

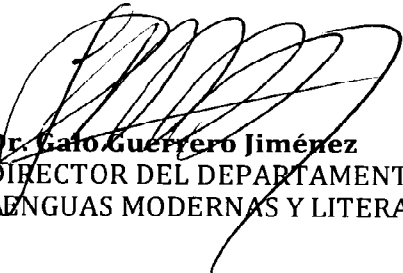
Reciba un cordial saludo de la Universidad Técnica Particular de Loja –UTPL y del Departamento de Lenguas Modernas y Literatura a la vez que le expresamos nuestros deseos de éxitos en sus importantes funciones.

Durante varias décadas la UTPL viene ofreciendo la formación de docentes en el área de Inglés en la Modalidad Abierta y a Distancia, quienes al finalizar sus estudios realizan un trabajo de investigación que les permite conocer la realidad educativa de nuestro país y de esta manera contribuir con alternativas de mejoramiento a la enseñanza-aprendizaje del Inglés.

En esta ocasión los estudiantes están trabajando en el tema relacionado con *la influencia de las clases grandes en el proceso de enseñanza aprendizaje del idioma Inglés en colegios del Ecuador*. Por este motivo, solicitamos su permiso para que los estudiantes puedan hacer observaciones en la institución educativa a la que usted muy acertadamente representa, así mismo solicitamos que por su intermedio se les comunique a los docentes de su institución para que colaboren y permitan realizar las observaciones sin ningún inconveniente, ya que esto contribuirá al enriquecimiento de nuestros profesionales en formación dando como resultado el mejoramiento en el proceso de enseñanza aprendizaje.

Agradecemos su valiosa colaboración que es muy importante para lograr los objetivos planteados en la investigación mencionada.

Atentamente,


Dr. Galo Guerrero Jiménez
DIRECTOR DEL DEPARTAMENTO DE
LENGUAS MODERNAS Y LITERATURA





UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Loja, octubre de 2013

Señor(a) Docente
Presente.

De mi consideración:

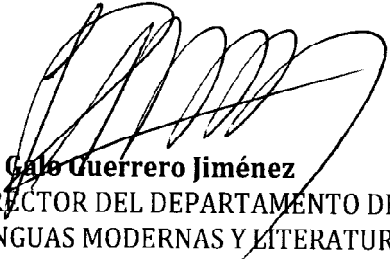
Reciba un cordial saludo de la Universidad Técnica Particular de Loja –UTPL y del Departamento de Lenguas Modernas y Literatura a la vez que le expresamos nuestros deseos de éxitos en sus importantes funciones.

Durante varias décadas la UTPL viene ofreciendo la formación de docentes en el área de Inglés en la Modalidad Abierta y a Distancia, quienes al finalizar sus estudios realizan un **trabajo de investigación** que les permite conocer la realidad educativa de nuestro país y de esta manera contribuir con alternativas de mejoramiento a la enseñanza-aprendizaje del Inglés.

En esta ocasión los estudiantes están trabajando en el tema relacionado con *la influencia de las clases grandes en el proceso de enseñanza aprendizaje del idioma Inglés en colegios del Ecuador*. Por este motivo, y contando con la respectiva autorización del (la) rector (a) solicitamos su colaboración para que los estudiantes puedan hacer una observación de las clases de Inglés que usted imparte en esta prestigiosa institución educativa ya que esto contribuirá al enriquecimiento de nuestros profesionales en formación dando como resultado el mejoramiento en el proceso de enseñanza aprendizaje.

Agradecemos su valiosa colaboración que es muy importante para lograr los objetivos planteados en la investigación mencionada.

Atentamente,


Dr. Carlo Guerrero Jiménez
DIRECTOR DEL DEPARTAMENTO DE
LENGUAS MODERNAS Y LITERATURA



Annex D





