



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

AREA SOCIO HUMANISTICA

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA
EDUCACIÓN

MENCION INGLES

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

TRABAJO DE FIN DE TITULACIÓN

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CENTRO UNIVERSITARIO QUITO

2015

APROBACIÓN 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 public high schools” realizado por Bonilla Quimbiulco Javier Oswaldo; ha sido orientado y revisado durante su ejecución por cuanto se aprueba la presentación del mismo.

Quito, febrero de 2015

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Javier Oswaldo Bonilla Quimbiulco, declaro ser autor del presente trabajo de fin de titulación: “The influence of large classes in the English language teaching-learning process in Ecuadorian public high schools” de la Titulación de Ciencias de la Educación mención Inglés, siendo la Doctora Carmen Delia Benítez Correa la 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 y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del artículo 88 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 o trabajos de titulación que se realicen con el apoyo financiero, académico o institucional (operativo) de la Universidad.”

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DEDICATION

With love to my wife, my son and all the people who have supported me.

ACKNOWLEDGEMENT

First, thanks God for giving me the resources, the circumstances, and put the appropriate people in my path during my studies.

Thanks to my wife, and my son for supporting me specially the last years.

Thanks to UNIVERSIDAD TECNICA PARTIACULAR DE LOJA for giving the students the opportunity to improve our life and our professional careers.

Also, thanks to my thesis advisor for her constant guidance and sharing her knowledge during this process.

CONTENTS

COVER	i
APROBACIÒN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÒN	ii
DECLARACIÒN DE AUTORÍA Y CESIÒN DE DERECHOS	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
CONTENS	vi
ABSTRACT	1
RESUMEN	2
INTRODUCTION	3
METHOD	6
DISCUSSION	8
Literature Review	8
Description, Analysis and Interpretation of Results	26
Conclusions	35
Recommendations	36
REFERENCES	37
ANNEXES	40

ABSTRACT

The topic of this study is “The influence of large classes in the English language teaching-learning process in Ecuadorian high schools”. This study is based on the analysis of the instructional, social, psychological implications that large classes have on the teaching-learning process.

The samples were selected from two Ecuadorian high schools, located in the north of Quito. The sample consisted on 200 students who belonged to 8th, 9th, 10th levels of Basic General Education and first to third year of senior high school.

The method employed to gather the information was the quantitative method. The questionnaire was divided into three sections, 9 items pointing on academic issues, 5 items on social facts and 7 items on psychological issues.

After analyzing and interpreting data, it was established that a large number of students have not been affected by large classes, because they can develop complex activities to reinforce the four skills of English language in class, also they have a good relationship with their teacher as well as their classmates.

KEY WORDS: Language, large class, learning, skills, students, class size, teachers, psychological, process.

RESUMEN

El tema de esta investigación es “The influence of large classes in the English language teaching-learning process in Ecuadoran high schools”. Este estudio está apoyado en las respuestas y enunciados analizados en relación con las implicaciones que tienen las clases numerosas en el área educativa, social y psicológica.

Las muestras fueron seleccionadas de dos colegios ecuatorianos, ubicados en el norte de Quito, fueron doscientos estudiantes escogidos quienes pertenecían a noveno y décimo año de Educación General Básica y primero a tercer año de Bachillerato.

El método empleado para recoger la información fue cuantitativo, el cuestionario se basó en 21 enunciados, los que fueron divididos en tres secciones: 9 enunciados señalando temas académicos, 5 enunciados sobre temas sociales, y 7 enunciados sobre temas psicológicos.

Después de analizar e interpretar los datos, se estableció que un gran número de estudiantes no han sido afectados por el grupo numeroso y pueden desarrollar actividades para reforzar las cuatro habilidades básicas del idioma Inglés. Además ellos tienen una buena relación con su profesor y sus compañeros de clase.

PALABRAS CLAVE: Idioma, clases numerosas, aprendizaje, habilidades, estudiantes, tamaño de clase, profesores, psicológico, proceso.

INTRODUCTION

Many students have problems to learn English due to some factors such as seating arrangements, lack of technology, the method, the learner`s socio-economical, class size, being some of the reasons for the low level of English proficiency.

This study addresses the topic of large classes with the purpose of investigating the social, instructional and psychological implications that they have on the English language teaching-learning process in Ecuadorian high schools. Researching on this topic is important because knowing how the above mentioned factors affect or influence on the teaching learning process, educational authorities can make some decisions or reinforce the teaching process.

To have a better idea on the topic studied through this research some studies were read and analyzed, here the description.

Azhar (2004) has conducted a study considering the concept of classroom management, reviewing the class size phenomenon, investigating the large class size on ground realities, identifying practical problems in large class and discovering suitable methods to manage large classroom. He does not mention any limitations in his study.

Teachers and students are involved in the next study, which have been examined in the context of class size by Bamba (2012). His purpose was to investigate the impact and the outcomes on teaching-learning in large class, another researcher` purpose was to register the strategies used by teachers on how to cope big classes. Regarding the limitation of the study he did not mention.

Adeyemi (2008) conducted a research related with the relationship between class size and the quality of output from secondary schools; the difference between the qualities of output between small class size and large class size. He did not mention any kind of limitation.

Nadeem, Iqbal, and Rahman (2012), aimed to an interesting research on 'Seating arrangement in EFL class at secondary Public and Private Sectors'. They focused on different seating arrangement in EFL class. The observation take into account the students seating: in traditional rows; in pairs; the teacher standing in front of the stage; the teacher walking around the class and attending students individually, teacher practicing all language skills, teacher promoting the individual use of latest technology. They did not mention any limitation during the research.

Harfitt (2012) aimed a study on 'how the reduction of class size helps to hear the student`s voice' considering how do pupils face the differences, between teaching and learning in a large classroom with teaching and learning in a small class size, also how these differences, affect cultural and social issues of learning process. As a methodological limitation during the development of this research was that the survey for a representative group of students was not totally understandable in order to choose one option for expressing their opinions. Likewise it is very important to develop a survey for teachers regard the theme; to gather more information useful for the research.

METHOD

Setting and participants

To work in this study two afternoon public high schools from the north of Quito were selected. The high schools were located in 'La Kennedy and Comité de el Pueblo' neighborhoods.

The data was gathered by surveying two hundred students belonging to 8th, 9th, and 10th, grades of basic education in the schools previously mentioned. The age of students ranged from 12 to 17 years old.

Procedures

Before completing this study, the most relevant literature about the influence of large classes in the English language teaching-learning process, focusing on the issues that help to improve English teaching -learning specially in large classrooms was read and compiled.

The present research is based on Quantitative Method, which involves the use of statistical process, measure of the data collected in the procedure, which has been gathered by applying questionnaires.

The instrument applied to collect the data was a 21 statement questionnaire. It was organized in three sections: 9 statements on academic implications, 5 statements about social implications, and 7 statements about psychological implications, (see ANNEX A).

The survey was completed anonymously for the purpose of allowing students to answer with total freedom, and protect their identity. The questionnaire and explanations were presented in Spanish to avoid misunderstandings.

Finally, the information gathered was carefully handled. First, it was tabulated. Next, the percentages were included for easier analysis of each section. These outcomes were showed in charts according to each question in the research. These outcomes were described, analyzed and interpreted considering the purpose of the study, and the research questions which deal with academic, social, or psychological aspects.

DISCUSSION

Literature Review

This section is devoted to review some important topics that constitute the theoretical foundation of this study. To start, some teaching methods are discussed in this text:

Teaching Approaches and Methods.

An important method to be discussed in this study is Communicative Language Teaching (CLT), Brown (2007) has chosen the most relevant concepts of CLT, and he has cited some authors like: Widdowson, 1978; Breen & Candlin, 1980; Savignon, 1983 and other recent authors like Harmer, 2001; Jacobs & Farrel, 2003; Nunan, 2003; Ricard-Amato, 2003; Savignon, 2005 among others. Brown thinks that CLT is an important help for students in the use of the target language in a diversity of contexts, and on learning language functions which are taught by practicing basic structures in situation-based activities. In this method the purpose of the teacher is to develop communicative competence in the students, and the practical participation in the use of language.

Littlewood (1981), cited in Richards (2001), affirms that a characteristic of CLT is that it pays systematic attention to functional as well as structural aspects of language.” Another characteristic of CLT is that it supposes to use procedures where students develop tasks in couples or groups using available language resources in problem –solving works.

Another important method is The Natural Approach by Krashen and Terrell (1983), this method basically was “designed to develop the basic communication skills – both oral and written”. Krashen and Terrell say that communication is the

main function of language, they concentrate on teaching communicative skills. According to this approach learners do not need to know each word in specific semantic domain. Neither it is important that the syntax and vocabulary be perfect, but their communication must be understood, they do not need to be correct on all parts of grammar, but the meaning must be clear. On the other hand this authors think that this method is “for beginners and help them to become intermediates”. The Natural Approach Method focuses its goals on areas like: basic personal communication skills; oral (listening), written (reading and writing); writing (taking notes). The Natural Approach focuses on the meaningful input that is displayed in the target language, utilizing strategies such as TPR mime and gesture unless there is some communication mistake. (Sanchez 2003)

Another different method is the Cooperative Language Learning, this approach was developed by Olsen and Kagan (1962). They point out that this method is a set of fixed learning activities, according to them learning is based on the socially structured exchange of information between students in groups, in which each learner is responsible for her or his own learning, this motivates to improve the learning of others.

From the point of view of Mc Groarty (1989) CLL has advantages for ESL students in CLL classes such as the increasing of frequency and diversity of second language practice through a variety of types of interaction. Consequently this interaction improves the language skills and cognitive evolution consequently. Other advantages in CLL are: teacher`s freedom to dominate new professional skills, communication and a lot of opportunities for learners to participate as resources for each other, therefore developing more active roles in their learning.

Another method to be described is Content-Based Instruction (CBI) which was proposed by Kelly in 1969. CBI is defined as an approach that aims on the learning that students can get through the support of another language, rather than focusing on language learning itself. It aims to the meaning with fluidity becoming more important than the precision. (Richards and Rodgers, 2001).

CBI is based on two important principles of Communicative Language Teaching:

- “1. People learn a second language more successfully when they use the language as a meaning of acquiring information, rather than as an end in it.
2. Content-Based Instruction reflects learners` needs for learning a second language.”

CBI is introduced in classroom by applying all the skills together, because in that way the skills are used in real life. Therefore the learners develop activities as: reading and taking notes, listening and developing summaries, and answering orally to things they have read or written. In CBI grammar is considered as an element of other skills. Students can practice in an interactive group the reading of a novel, and then they can discuss the meaning that the author expresses, they can do an evaluation with their own life and experiences. Activities like this help student`s fluency and critical abilities. Also they can improve their writing ability, developing an abstract. A similar exercises could be developed with the content of a movie. (Shanahan, 1997).

Another important method to be mentioned here is Total Physical Response (TPR). Richards and Rogers (2008) mention James Asher as the author of (TPR). Asher affirms that TPR is supported by three influential principles: First, there is a determined bio-program for language learning which specifies the best step for first and second language improvement; second, brain lateralization specifies a diverse

learning system in the left- and right-brain hemispheres; third, the stress influences the act of learning and what is to be learned, a decreased stress brings a higher learning. Asher (1977) developed the idea of building a method of language teaching on the base of psychomotor associations, and then it becomes TPR. Asher realized too that language classes were often the reason for a big anxiety, thus he emphasized to teach the language without stress as part of TPR. Therefore students felt in a trustful atmosphere interacting with questions and answers between themselves, improving the learning process. However TPR has some limitations with reading and writing activities.

Richard and Rodgers (2008) introduced another relevant method: Whole Language Approach, developed by a group of U.S. educators like Bergeron (1990) and Rigg (1991) among others. The Whole Language Approach sees language as a whole entity which must be taught as “whole” therefore listening, writing, reading and speaking must be integrated in learning, then the students can receive the knowledge as a whole. (Richards, 2001). According to Rigg (1991) this method teaches students to read by recognizing words as whole pieces of a language, it is a complete system of making meaning, with words functioning in relation to each other in context.

Edelsky (1993) considers that Whole Language Approach “is an educational way of life. It helps people to build meaningful connections among everyday learning and school learning”. He refers to two interrelated definitions in whole language: First language acquisition research teaches us that children start learning “wholes” (patterns, intonation, sentences, emotions) in a clear way before “parts.” Second language teachers consequently teach well when they encourage their students to participate with wholes, and not by performing and building language

from the bottom to the top, the complete language covers the interrelation among the four skills, and teachers must use two or more skills in the classroom.

Rigg (1991) points out that Whole Language Approach focuses on learning naturally to read and write, with emphasis on real communication; to reach this purpose teachers have introduced the features as: “to be authentic, personalized, pluralistic, collaborative, and self-directed” from the method into classroom through activities like the use of real literature rather than fictitious, reading for a good understanding and for a concrete objective, writing for a true audience and not for practicing only, reading and writing in cooperation with other students; another interesting activity could be the use of parallel texts, where two students can refer to the same topic, it could be write about “ the ideal house to live with a family.” (Rigg, 1991).

The last important method to be referred is The Grammar – Translation Method. It was a classic method used to teach Latin and Greek, and then generalized to teach modern languages. In this method learners memorize grammatical rules, and translate whole texts, even vocabulary lists with isolated words, by using their native language equivalent. The practiced skills were reading and writing, while listening and speaking had little or no attention. Classes were taught in the students` mother language (Sanchez, 2003).

According to Stern (1994) the main characteristics of Grammar- translation are “the translation from and into the target language, and the teaching of the second language grammar”. It is focused on learning the language based in short grammatical chapters or lessons illustrated by examples, the students are expected to memorize particular rules and examples. Larsen (1997) also mentions some important characteristics of this method which are crucial objective of learning a

foreign language is to be competent to read its literature, students must be able to translate each language to each other, the capacity to communicate in the target language is not a goal of foreign language instruction, the teacher decides if the answer is wrong or not, it is urgent for students to learn and be conscious of the grammatical rules of the target language, the roles of the teacher and the students are very traditional, the teacher is the authority and students do what he says (Larsen, 1997).

Having finished the review of some methods to teach English it is necessary to go on the next topic.

Class Size

In this part large classes are discussed, Baker and Westrup (2000) mention that a large class can be considered any number which makes teaching difficult. In big classrooms we can find some features as disadvantages: there isn't enough space to move the chairs, the teacher or learners cannot move freely due to the reduced space being the reason for students to remain sat in rows permanently, too much noise can disturb other classes due to the thin walls, there are not enough textbooks for all students, students cannot hear the teacher, checking the students' list take long time, etc. Other disadvantages added by Hess (2001) are: Proficiency and ability which have a big diversity in the mist of students, personal teacher-student attention is decreased, student's probability to speak is minimum, teacher's feedback on students' written work or another activity is very short, control behavior is difficult, students speak in the mother tongue, the teacher cannot learn students' names of a huge number it results so difficult. Similarly Ur (2002) points other disadvantages in large classes as: discipline, correcting a load written assignments, students lose interest and get bored and sometimes they start to develop homework from other

subjects, materials are not designed appropriately or with flexibility, individual awareness is not possible and apply the right feedback neither, students' participation is partial.

On the contrary, Hess (2001) mentions advantages in large classes as: the teachers will never get bored, there are enough students to get interaction going, and there is a big diversity of people, besides there are many possible 'teachers' in the classroom. Referring to advantages, Ur (2002) mentions big classrooms have a variety of students with different experiences and knowledge, appear more opinions and ideas that can be used in classroom interaction, the students develop tolerance and understanding with people with different origins and cultures, the atmosphere of cooperation increases because the students try to help each other, these classes become an interesting challenge for teachers because provide the opportunity to increase creativity and professional development.

Managing Learning

This section is decisive and we are going to refer about the importance of teacher's instructions, the importance of giving feedback and the importance of timing in class.

Referring to when the teacher needs to communicate their knowledge and instructions, the instructions must be effective, direct and expressed in clear and simple way during a practice of drill. It's important to consider how the instructions are given, it will avoid the waste of time and energy, when teachers give instructions they must control intonation and smile frequently (Gower and Walters, 2009).

Regard giving instructions Harmer (2007) points out two keys: first, before the teachers give instructions they must ask themselves questions as: ¿Is the information clear? ¿What learners must know to develop in correct way the

activities? ¿What information do they need first? Second, it's important that the teachers explain clearly the activities to the students, then the teachers will ask to the students if they understood what they must do.

Concerning to giving feedback Gower, Phillips, & Walters (2005), point out that a very important teachers' task is giving feedback to students, because it helps them to improve and progress in their knowledge of the new language. Feedback can be applied according students' needs; some students can need straightforward correction from the teacher, others can need encouragement, it could depend on the culture the teacher is imparting, it could lean on the lesson context, and feedback could be oral or written. Some purposes of feedback are to increase improvement and self-awareness, successful communication, clear use of grammar, appropriate use of vocabulary, improve pronunciation, use the correct expressions, practicing fluent conversation, spelling and punctuation in correct way. Brown (2007) emphasizes that feedback is one of the keys to get learning of a language. Vigil and Oller (1976) consider the task of the teacher is to get the balance between positive and negative cognitive feedback: providing appropriated push to continue the communication, but not so much to avoid important errors; and providing sufficient control on important errors, but not so many that the students be intimidated for speaking at all.

Another very important topic is timing activities in classes, House (2007) points out that timing in classes is crucial because we are conducting people, when teachers calculate time for a specific purpose it depends on some variables: memory, motivation, mood, class size, time day, etc., therefore we need elaborate exact plans to get a better timing, avoiding excess or extensive arrangement. The activities must be prepared according students' needs, and studies program.

Managing Large Classes

Students endure different problems when they are in large English class: they hardly move in a small crowded classroom if there are more than twenty-five people, introverted students feel inhibited to make comments or questions in a big group, this affect the learners` improvement, the confidence and comprehension of the subject is very low. The teachers in large classrooms face problems like: The inability to help each one of the students when they require individual assistance, (Leahy, 2006).

Dudley-Evan & St John (2007) suggest some tips for managing large classes: teaching additional hours and detach the big group, practicing involvement to reduce rather than increase the noise level, individualization is not one to one attention but helps each student to work and participate in their own way, the students` independence comes from the teacher allowing learners have their own manner of learning rather than direct teacher`s control.

Hammer (2007) also suggests that when working with big groups is important to be organized, establish routines, use distinct process for each activity, optimize personal work as soon as possible, give responsibilities to students in rounds, use pair and group work according to the necessity. Meanwhile Ur (2002) proposes that varying activities and materials can help control boredom and discipline in the classroom, other exercise that students can develop is correct themselves their writing assignments.

Regarding books it is said that they must be designed for heterogeneous classes for the sake of participants, also for introducing new elements, and help with individualization; it is a good activity writing assignments or individual reading to allow personal interaction; personal contribution must be practiced it gives the opportunity to know students` opinions.

Activities for working with large classes

According to Baker and Westrup (2005) the following activities can be developed in classes with large groups, on the whiteboard the teacher can write favorite foods, sports or activities mentioned by students and they must be in order of preference, then in pairs they get an agreement on their order of preference, finally, agree in groups of four to six students; another exercise is to find the difference in the pictures, make two simple pictures on separate pieces of papers, then stick them on different walls of the classroom; after one group of students look at the picture and the other group at the different picture, and finally a chosen participant of each group make questions; other activity for practicing vocabulary is: students can prepare domino cards as a learning activity in itself, then they are going to be divided into groups, and each group elaborates with a set of cards, thereafter the teacher is going to make lists of chosen words according to the students` needs, each group is going to draw and write words related with nouns and verbs chosen by the teacher, finally the set of cards are going to be used to match spots similarly to dominoes play.

Classroom space and seating arrangement

Regarding this topic Harmer, (2007) there are many ways of arranging chairs in a class, one of them is orderly rows that the more usual arrangement when students work as a whole group; by using this seating arrangement the teacher has some advantages: he can see all the students, and they can see him too, it is possible to talk each to other and maintain eye contact, there are passageways where the teacher can move and interact personally according to the students` needs, and they must be connected in what they are doing, and consequently if the teacher explains a specific task, he can ask students in the back if they have understood the instructions.

With this arrangement it's possible to work in activities like: watching videos, explanations on grammar points using the board or a projector, also the teacher can work with the students on some kind of language practice.

Harmer mentions it is very common for teachers to face with large classes between 40 and 200 students at a time. In this situation the best or only solution are orderly rows. Harmer also points out that it is accustomed in the majority of educational institutions students must sit in orderly rows, in other cases there are desks for each student and a raised platform where the teacher stands.

Gower and Walters (2009) refer to rows arrangement, they point it helps if the group is divided in two halves, and they are put in a slightly angle.

Gower and Walters (2009) mention that if students are organized as a group, it is easier to practice a whole-class dynamic, they can be sitting in a circle or horseshoe which is ideal for smaller groups, it could be fewer than 20 students, the class is organized in orderly horseshoe shape, the teacher's desk, the board, the computer or projector can be located at the open end, and students feel in a more intimate place and they can interchange opinions, information, feelings, through talking, they can express by body movements, because eye contact is easier in this sitting arrangement. In some places the horseshoe is located surrounding the teacher, therefore the organization of chairs shows different approaches and methods that schools use.

Gower and Walters (2009) refer that some classrooms have separate tables, and students work as a whole class in pairs or in groups, in these classrooms, teachers can move around the class helping students with difficulties or reviewing the students' work. It is very easy to organize a group work probably more than in other seating arrangement, consequently different groups of students with mixed

abilities will be focused on different tasks, and their improvement would be noticeable. Separate table seating is also useful when students work on collaborative writing; they are listening to different audio track; or they are around a computer screen.

Harmer (2007) pointed out all the seating arrangements before mentioned by the other authors, also he refers to solo work and it is very useful when students are taking some assessment, being difficult for students to talk or to see other classmates during personal activities.

Different levels of proficiency

Baker, and Westrup (2005) point out that there are classes with mixed proficiency, it is remarkable in large classrooms. Ur (2002) aims disadvantages in large classes with different proficiency like: the ability for learning the language is not the same, the knowledge and the experience with the language is heterogeneous, the students have a variety of interests and attitudes regarding the language, the motivation for learning the language, is not the same.

Baker, and Westrup (2005) point out other disadvantages as: some students could be weaker learners will stop learning because they do not understand. The strong students control the teacher`s attention and they say answers first, also they can get bored, because it results an easy work for them. It is difficult for the teacher helping weaker learners, and conserving stronger students motivated.

Ur (2002) remarks advantages in different levels of proficiency like: students with a better proficiency can help weaker students in the process of learning the language; the teacher gets collaboration from stronger students, because he/she cannot give individual attention to weaker students due to the big number in

classroom; the class become more interesting, because the cooperation and relationship increases among the students.

Brown (2007) aims that teacher needs identify the skills of each learner so he or she can adapt an appropriate technique according the students` needs. The technique will vary for helping the proficiency differences.

Brown points out if we find a wide range of proficiency in the same class, we need to avoid grouping learners in “good students” and “bad students”, it is very important to be careful with the issue of proficiency against ability.

Baker, and Westrup (2005) propose a solution could be in wide range of proficiency: change the students around, perhaps one row per month, so they all get the opportunity of sitting in the first row, then they feel concerned and increase the teacher`s attention, other advantage will be all the learners will have the opportunity of relate with each other.

In addition to the previous content it has been already demonstrated by studies developed at elementary and secondary schools in many countries which have similar implications with large classes.

Azhar (2004) conducted a study with the purpose of identifying the practical difficult that teachers face in large classrooms of teaching English, also the study aims to find appropriate methods with useful techniques to control large classes. The researcher prepared different surveys for students, for teachers, and high school directors. The results showed that the teachers must face many problems like: checking home assignments, maintain discipline, students lack of motivation in the large class, teachers realize that students feel anonymous in the back of large class among others. The researcher concluded it is very difficult to work with weak students, actual technology for teaching does not exist in public institutions, there is

limited space in the classrooms, and the number of learners increase each year.

Relating limitations the educator did not mention.

The educator Bamba (2012) focused his research with the purpose to know how large classes impact on teachers` teaching, and students` learning outcomes.

This was an exploratory qualitative study developed through personal semi-structured interviews with five experienced teacher participants from the Ivory Coast. The teacher interviews were picked and supported by teachers with 6 years of experience with crowded classes. The interviews were recorded and transcribed with the target of being reviewed.

The researcher concludes that teachers must endeavor to overcome negative feelings about large classes. Furthermore, the teaching process employed by Ivorian teachers is the same used in different parts of the world with the equal intention to improve on students` learning procedure. Regarding limitations the educator mentioned that the number of teachers in the research were not enough to generalize the findings of the research in Ivory, because there are other teachers who have a different way of teaching in large classroom that the study did not involve. Furthermore, working with a correct way of teaching in big classroom is a big issue to be dealt with a single study.

Other interesting study developed by Odeyemi (2008) was conducted to research the influence of class-size on the quality of output in secondary school located in Ekiti State in Nigeria.

The objective of this study was to establish the relationship between class size and the quality of output from secondary schools in Ekiti State; other purpose was to identify the difference between the quality of output of students in small class, and the quality of output of students in large classes in the examined State.

The instrument used to gather the information for the research was an inventory it was composed by items on register figures, number of classes in each school, number of teachers and students` grades in five important subjects among them English language in high schools.

The results suggest that when the class size expands the students` level of achievement starts to decrease. The statistical finding shows that learning improve in small classes, also that learners in small classes obtain better achievement than students in large classes.

The author observes as a conclusion that class-size is a crucial requirement in the quality of output from high schools in Ekity Nigeria. In this study the investigator did not mention limitations.

Nadeem, Iqbal, & Rahman (2012), provide an interesting study on seating arrangement and its effect on different class size in public and private institutions.

The participants were English teachers from twenty public and private secondary schools, the study was aimed to observe the seating arrangement, and different activities at secondary schools.

The method focused on observations on public institutions when the students were seating in traditional rows, learners cannot seating in pairs due to small space or develop any kind of grouping, the teacher standing in front of class on a kind of stage. The observations developed at private institutions where that teacher can move around the class and attending the students, he can tackle the class size by making pairs and groups, the teacher encourages learners practicing discussions, the teacher holds different language skills` activities, and he uses the latest technology to practice different exercises.

The results of the study showed that teachers at public institutions were susceptible to teach monotonously using traditional rows, the large classroom did not allow to students work in groups or pairs, there were not interaction among students in class, they lack of technology.

In contrast, private sector schools have defeated pedagogical difficulties improving the requirement of learning English language, the teachers practice techniques and use technological devices to get all students practice the four skills, the students can use different seating arrangements motivating them to participate in front of their classmates.

The authors` conclusions were the public sectors schools follow working with the conventional system of rows, and lack of resources and space. In contrast with the private education they can change the seating arrangement in enough space and use the latest technology for education. Regarding to limitations of the study the authors did not mention anyone.

The educator Harfitt (2012), developed a research on how the reduction of class size helps to hear the student`s voice and it improves the learning of language in schools of Hong Kong. The purpose of this study was to know how students perceive the differences between teaching and learning in a large class with teaching and learning in a reduced-size class, and how do these differences, influence on cultural and social aspects in learning.

The method for this study was based on interview transcriptions, daily field notes, and highlighted themes gotten from verified data, there were observed 48 lessons, they were video recorded and transcribed. The results showed that there were distinct groups in the classroom, it is compulsory for a student being part of a group, otherwise he/she will not have anybody to talk or find help, the problem

becomes crucial because the best students have their own group, but they will not teach each other. In big classes there were closed groups, and mix them is very hard for teachers.

The educator observed as a conclusion that measuring student`s achievements was not possible due to time inconvenient; it was possible to develop a longitudinal research on teachers working with different class size; it gave the opportunity to evaluate the academic benefits, and compare academic abilities was realized. This study helped to understand the effect of class size on psychological and social situation of the students. There were no limitations mentioned by the author.

Description, Analysis and Interpretation of Results

This section consist on the interpretation of the gotten results from the data collected, which has been sustained by the information included in the survey applied to the students from secondary public education.

In order to provide the audience a complete explanation about the current research, it is pertinent to show a chart which explains each statement with its answer, to the three research questions. The present study pretends to answer instructional, social, and psychological implications that large classes have on the teaching-learning process.

Quantitative analysis

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

Survey applied to the students											
Percentage Results from a sample of 200 people											
	In class whit 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.	111	55,5	67	33,5	16	8	6	3	200	100
2	The activities done allow to practice listening, speaking, reading and writing skills.	117	58,5	60	30	16	8	7	3,5	200	100
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	34	17	71	35,5	74	37	21	10,5	200	100
4	Varied class activities are used such as group, individual, pair-work activities, etc.	138	69	53	26,5	5	2,5	4	2	200	100
5	Activities such as plays, competitions, debates, games, etc. are used in class.	76	38	72	36	30	15	22	11	200	100
6	Students can cheat during the test.	13	6,5	19	9,5	24	12	144	72	200	100

7	Students get distracted by doing assignments from other subjects.	21	10,5	15	7,5	45	22,5	119	59,5	200	100
8	The sitting arrangement facilitates the tasks that are carried out in class	95	47,5	68	34	26	13	11	5,5	200	100
9	Students cannot receive regular feedback from the teacher due to the large number of students.	42	21	61	30,5	48	24	49	24,5	200	100

Author: Javier Bonilla Q.

Source: Students` Questionnaire

According to the results, in statement one it is seen that a 55, 5% of students have answered totally agree, while a 33.5% have marked agree, this means most of the students think that it is possible to perform activities that permit to reinforce the four skills. On the other hand the 8% of learners have chosen partially agree, and a 3% have answered disagree. It means that there is a small group that does not think that large classes provide opportunities for putting into practice what they learn. It is important to mention that contrary to what is thought, that in large classes occur that the teacher is very motivating and the activities are attractive for the students since interesting activities motivate students to work and practice what they have learned. Another reason can be that students are really interested in learning, so they get engaged in the activities regarding the number of the students.

Referring to statement #2 the results show the 58, 5% have chosen totally agree, and a 30% of students have selected agree. It lets to see that the students think that the activities developed in class allow to practice the four skills, because the teacher is planning the class with appropriate exercises for each skill. The other group of students 8% and 3, 5% chose partially agree and disagree respectively. The reason for these results is that there are some learners that think the activities done in class are inefficient to develop the four skills. Baker and Westrup (2005) suggest some activities to be used by teachers for practicing the four skills: after the

explanations of grammar teachers can ask about the class to some students in randomly way, the teachers may develop some exercises on the blackboard, another activity could be: find the differences between two pictures, then the class can be divided in two groups, and students can develop an essay, next they can read it in front of the class, and finally they can develop questions among the groups.

In statement #3 the investigation refers to the students` participation including who are sitting at the back of the classroom, it was found that the 17% of students selected totally agree, and the 35, 5% have chosen agree, it means that this group of students feel that participation in class is possible. While the 37% marked partially agree, and the 10, 5% selected disagree, these results show that they think it is not possible for all learners to participate due to the large class, there is not enough time, or may be the teacher didn`t prepare in correct way the class. This circumstance becomes true because according with some findings in studies developed in other countries by educators like Azhar (2004) students have a feeling of being anonymous when they are at the back of the class, due to the big group.

It is possible to see in statement #4 that a 69% of students marked totally agree and a 26, 5% have selected agree, it shows that students cooperate in class when they work with different grouping, because when the students work in groups they don`t feel bored and they can interact with their classmates. While a 2, 5% marked partially agree and a 2% have chosen disagree. This group of students don`t like different grouping, because they prefer to be close their friends or they feel controlled by the teacher. In large class it is possible to carry out varied class activities such as individual group, pair-work activities, etc. Regarding grouping Harmer (1983) points out that to improve the students participation and language use,

it's important they work with different grouping, which also can permit perform a large variety of activities: practicing reading, writing or speaking tasks.

In statement #5 we can see that a 38% and a 36% of learners have selected totally agree and agree respectively, the results reveal that students in large class can develop plays, debates, games, competitions, etc., due to that the development of a variety of activities in frequently way the class is dynamic, and the students don't feel bored. A 15% of students have chosen partially agree, and an 11 % selected disagree. These results demonstrate that a smallest group of students feel that they are not able to participate due to the number of students in class or they feel uncomfortable doing any activity in front of their classmates. However these results are contradictory because most of them feel the opposite. Baker and Westrup (2005) point out activities in group discussion, games, and competitions give the students the opportunity to practice speaking, they can develop vocabulary, and students can practice the correct grammar.

In statement #6, a 6, 5% of students marked very satisfactory and a 9. 5% chose satisfactory, being a small number of students that believe it is possible to copy in a large class because they feel safe among the big group and the teacher is not too demanding. The 12% selected somewhat satisfactory and the 72% of learners marked disagree. Most of the students think it is not possible to cheat in large classes, because some of them are honest, others are afraid to the teacher's penalty, others are afraid of being betrayed by their classmates. According to Ur (2002) one of the disadvantages of large classroom is controlling the students during a personal assessment.

Statement #7 refers to students get distracted by doing assignments of other subjects, the 10, 5% of learners have marked totally agree and the 7, 5% have chosen

agree, the results demonstrate that this small group considers it is possible to do assignments from other subjects during English class. In a large classes sometimes the teacher finds some students are working with tasks from different subjects to English and he needs to control these students. While the 22.5% of students selected partially agree and 59, 5% have marked disagree. The reason for these results can be the students feel that it is not possible to get distracted by doing other assignments of other subjects during English class. In contrast with these results Ur (2002) points out that in large classes there is a representative number of students that develop assignments of other subjects, because they can be bored, or they feel do not have the teacher`s attention due to the big number of students.

Statement # 8 refers to seating arrangement, regarding it the 47, 5% of learners opted for totally agree and the 34% chose agree. The results show that students feel that the seating arrangement help with tasks carried out in class, because this activities help to change the routine. When the teacher ask to students that move their chairs most of them cooperate with good mood to develop the activity. While the 13% of students marked partially agree and a small group of 5, 5% selected disagree, these results point out that this smallest group of students think that seating arrangement is uncomfortable for them because they are separated from their friends, or they avoid the teacher`s control in class. In relation to this topic Harmer (2006) says that the seating arrangement and different grouping are good strategies to improve the participation of all students and get better results in the learning of language, but sometimes these techniques are not useful because the space is not enough, or the time in class is short, also Harmer explains that the more usual seating organization are orderly rows, and at this possibility the teacher has advantages like he can see the entire group and they can see him too. The students

can talk each other, they can see videos, etc., the teacher can explain grammar points, there are passage ways where the teacher can move and interact with the students. Grouping work, shoe horse can be used according different tasks and circumstances.

Statement # 9 is related to feedback from the teacher. Gower, Phillips, & Walters (2005) point out some of the purposes of feedback are to increase communication, self-awareness, clear use of grammar, improve pronunciation, appropriate use of vocabulary, etc. In this statement a 21% of students marked totally agree and a 30, 5% have selected agree. These percentages show that half of the surveyed students think that in large class is possible for the teacher to give feedback to the students, because in some cases they received help from the teacher. While a 24 % of students chose partially agree and a 24, 5% selected disagree, these results demonstrate that these students think that the feedback received from the teacher is not enough, because they consider feedback is very important for them and it helps to improve grammar, increase encouragement to improve the knowledge of the new language.

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

Survey applied to the students											
Percentage Results from a sample of 200 people.											
	In class whit a large number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
10	There is a proper balance of student-student and teacher-student interaction.	90	45	73	36,5	21	10,5	16	8	200	100
11	Students have the opportunity to build relationships with the classmates.	103	51,5	72	36	18	9	7	3,5	200	100
12	The teacher has problems remembering all the students' names.	42	21	58	29	56	28	44	22	200	100
13	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	51	25,5	77	38,5	47	23,5	25	12,5	200	100
14	It is easier for students to use the cell phone or any other mobile device without being seen by the teacher.	17	8,5	24	12	29	14,5	130	65	200	100

Author: Javier Bonilla Q.

Source: Students` Questionnaire

As we can see in statement #10 a group of students that`s to say 45% have chosen totally agree and 36, 5% marked agree, this means that they recognized that in large classes there is a proper balance of student-student and teacher-student interaction, this results are because the teacher is doing his work in correct way. This fact shows that even in a large classroom this kind of balance keeps functioning. Another group of students a 10, 5% chose partially agree, and just an 8% selected disagree. It means that a small group think there is no proper balance of student-student and teacher-student interaction. Harmer (1983) argues that the teacher needs

to involve the students` attention to maintain the control of the class, also it`s important establish a good teacher-students interaction. It`s crucial for the teacher to learn the students` names, and they won`t feel unattended.

In the statement #11 most of the students, the 51, 5% selected totally agree and 36% chose agree. These results tell us that this biggest group of the students consider that large classes give the opportunity to develop partnership. One of the advantages in large classes pointed out by Hess (2001) is that there is a large diversity of students in big groups which permit the development of partnerships. In contrast with what was above mentioned, the 9% of the students have marked partially agree and 3, 5% chose disagree. It means that fewer students think that in a large classroom they do not have the opportunity to build relationship whit their classmates, and a reason could be that some of them suffered some kind of bullying from their classmates.

In statement #12 the survey shows that the 21% of students selected totally agree and the 29% of them marked agree, the 28% selected partially agree, and the 22 % marked disagree. According to the results, it is seen that there is a 50% of positive and 50% of negative answers in relation with the teacher sometimes can remember the students` names in other no. These results could be because in large classes it is difficult to remember all the students` names, and according to Hess (2001) this is a real disadvantage in large classes, because it could be prejudicial for the development of educational programs. Hayes (1996) points out that individual attention establishes a good teacher-learner relationship, and getting control in a class, even shouting out calling some student`s name is important, the teachers realize the importance of learning the students` names, but to get this with several classes of 50 students is not easy, although some teachers have developed this ability,

and have practiced useful techniques to learn names. The teachers show to their students an individual interest, when they use their names, and the teaching process becomes more fruitful.

In statement #13 a 25, 5% of students marked totally agree and a 38, 5% selected agree which means that in large classes the atmosphere is less stressful because the teacher does not ask several questions to the same student. This shows that the teacher`s attitude could create a heavy environment when the teacher focuses just on specific students. On the other hand a 23, 5% selected partially agree and a 12, 5%, chose disagree. It means that there is a group that thinks it is not a problem if the teacher asks some questions to the same student, because they enjoy participating in class.

In the statement #14 we found out that a 8, 5% of students have selected totally agree, and a 12% have chosen agree, it shows that for them in large class, it is easier to use devices in class because they feel hidden in the big number of their classmates. While a 14, 5 % have opted partially agree, and a 65% have marked disagree. The results show that this group thinks it is not easier for them to use these devices without being discovered by the teacher in spite of the large classroom. The students are aware in all institutions that is not possible for them to use any kind of these electronic devices in class. According to Dudley-Evans, & St John (2007) one of the consequences of large classrooms is that students get bored, and it could be a reason for some students start looking for distractions like electronic and mobile devices.

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

Survey applied to the students											
Percentage Results from a sample of 200 people.											
	In class whit a large number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
15	The atmosphere is stressful.	40	20	45	22,5	49	24,5	66	33	200	100
16	Students feel inhibited when speaking in front of the rest.	51	25,5	53	26,5	59	29,5	37	18,5	200	100
17	Students do not have the opportunity to express their opinions.	35	17,5	62	31	42	21	61	30,5	200	100
18	Students do not like to participate because they feel afraid.	42	21	42	21	41	20,5	75	37,5	200	100
19	The teacher does not pay equal attention to all his/her students.	55	27,5	44	22	40	20	61	30,5	200	100
20	Students feel they can act competitively with other students.	94	47	50	25	33	16,5	23	11,5	200	100
21	Students feel relaxed because they can go unnoticed.	36	18	55	27,5	52	26	57	28,5	200	100

Author: Javier Bonilla Q.

Source: Students` questionnaire

In the statement #15 the research shows that a 20% pointed out totally agree with the fact that atmosphere in large class is stressful, a 22, 5% selected agree. According to the results a representative number of students think that in large classes the atmosphere is stressful, this could be due to some reasons like the space is not enough for a large number of students, they produce noise because they talk with their fellows and cannot listen to the teacher, because his/her voice is low. Also the teacher cannot personalize the class due to the large number of students. While a 24, 5 % have chosen partially agree and a 33% of students have marked disagree. It

means that there is a bigger group of students that think the atmosphere in class is not stressful, because they are accustomed to remain in a large class, and this circumstance it is not a problem for them.

In statement #16 the survey shows that a 25, 5% of students opted for totally agree and a 26, 5% chose agree. It means that students in large classes feel inhibited when they are speaking in front of the class, due to they are afraid to speak or do ridiculous things, and their classmates start to laugh of them. While a 29, 5% selected partially agree, and an 18, 5% marked disagree. These results show that students in large classes don't have any problem when they speak in front of their peers, because the atmosphere in class is not stressful for them because the teacher control the discipline in class. According with Leathy (2006) a big number of students are reluctant to participate in any activity in front of their classmates. The students feel scared due to classmates' opinion, therefore they avoid to speak or do any activity in front of the class.

In the statement #17 it can be seen that a 17, 5% of learners have opted by totally agree and a 31% have chosen agree with the fact that large classes do not give students the opportunity to say their opinion in class. These results show that there is a representative group of students that feel frustration if they cannot express their opinion, being one of the disadvantages in a large class the students cannot participate frequently, and the time is short too. While a 21% marked partially agree with the statement, and a 30, 5% opted by disagree. These results means that the students think it is possible participate in spite of the big number in class, because the teacher plans the participation of students by groups in different classes. It worth mentioning that Hess (2001) points out that the students' probability to speak is minimum in large class.

Statement #18 asks about students participating in large class. The results show that the 21% of students marked totally agree, and the 21% selected agree, it means this smaller group thinks that they feel afraid to participate in a large class. While the 20, 5% of students opted by partially agree, and the 37, 5% chose disagree. It means that a bigger group of students do not feel afraid to participate in class. The reason for this is that the teacher has created an adequate environment to teach in large classes this means he/she is fulfilling his/her role perfectly. According to what Brown (2001) thinks of the teachers` role is create an interactive classroom, and stimulate in the teaching-learning process a permanent interaction of students.

In statement #19 the survey shows that the 27. 5 % of students opted by totally agree with that the teacher do not pay equal attention to his students, the 22% marked agree. The results show that the students think that they do not have equal attention from the teacher, because sometimes the teacher cannot remember their names, he/she cannot give an appropriate feedback, and he/she cannot give a personal attention to students due to the large class. While the 20% chose partially agree, and 30.5% chosen disagree. It means that a significant number of students think that the teacher pays attention to all his/her students, because he organizes the time, he speaks with different students in different days, and he/she make an effort to learn the students` names. According with Izzo (1980), a very important physical factor for learning-teaching is the size of class, because from it depends the quality of attention that the teacher can give to each learner, and the achievements on language learning are significant.

In the statement #20, the 47% of interviewed students chose totally agree, and a group of 25% marked agree, these results show that the most of students think they feel a healthy sense of competition amongst their fellows, because the teacher

have created an appropriate atmosphere in the classroom, and the students enjoy the class. While the 16, 5% selected partially agree, and the 11, 5% have marked disagree. It means that there is a smaller group which thinks they cannot act competitively with their classmates, because they are unsecured about their knowledge, they don't have the enough motivation, and they are afraid of their classmates opinion. Part of these results coincide with the point of view of Thaher (2005) who points out that in large classes exist a sense of competition, and the relationship among the learners improve inside and outside of classroom.

Statement #21 points out that learners feel safe and relaxed because they can go unnoticed among the group, The results gathered from the survey only the 18% of students opted by totally agree, and the 27, 5% of learners chose agree. It means that this group of students think that they feel able to go unnoticed in a large class, because the space doesn't permit the teacher moves freely and control them, they can be hidden in the size of their classmates in front of them. While the 26% marked partially agree, and the 28, 5% selected disagree. It means that this group feels that they cannot be hidden among their classmates, because the teacher can move in all the classroom controlling bad behavior, and the activities developed in class.

According the theory and the results of the research we can conclude that: This research have been aimed to establish the instructional, social, and psychological effects of large English classes on students in Ecuadorian high schools. In large class the instructional implications are particular, because in spite of the circumstances, the activities for listening speaking, reading, and writing skills have been possible practice.

In relation to social implications, according this investigation we can realize that students are accustomed to large classroom, therefore they accept some

circumstances like: they do not feel stressed because the teacher cannot ask several questions to the same student; the teacher cannot remember all the students` names, but they can increase the relationships with their classmates

In relation to psychological implications we can see the students do not like to develop any kind of activity in front of their classmates, although some of them want express their opinion. The teacher cannot put equal attention to all the students, and they feel relaxed because they are unnoticed due to the big number.

According the results of this research, the findings in the demography of the classroom splits on every item, then it`s not possible define positive or negative results. This study have demonstrated the next findings:

Conclusions

- Regarding the instructional implications the research shows that in large classes it is possible to practice activities that permit the improvement of the four basic English skills.
- In large classes it is possible to change the seating arrangement and work on activities as plays, competitions, debates, games, etc.
- Regarding social implications, it is important to mention that in spite of the large class students attend to, there is a good relationship with their teacher as well as with their classmates, so the interaction is also very good.
- Concerning the psychological implications the results show that large classes do not present stressful atmosphere so there is a good environment to work in.
- Large classes promote learning because the students can put into practice what they learn having the opportunity to improve their skills through the activities developed.

Recommendations

- It is crucial to improve the dynamic in the classroom increasing technological tools as well as supplementary materials to improve activities that permit practice the four basic English skills.
- A permanent training to teachers is necessary on how to manage big groups and how to use different seating arrangements and other pedagogical techniques like the practice of activities, debates, plays, and dynamics to reinforce the lessons given in class.
- It could be important that teachers are trained in techniques for managing large groups, especially in controlling cheating and discipline, this could improve the results in the teaching-learning process.

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ANNEXO 1

INSTRUMENTS

INSTRUMENTOS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS

Estimado estudiante:

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

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

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

Datos Informativos:

Nombre de la institución: _____

Tipo de institución: Pública () Privada ()

Curso: 8vo. () 9no. () 10mo. ()

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

Ciudad: _____

Instrucción: Marque con una X según su criterio.

A. Aspectos académicos

En clases con bastantes estudiantes:		Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1	Se realizan actividades que permiten poner en práctica lo aprendido.				
2	Se realizan actividades que permiten practicar las habilidades de escucha, habla, lectura y escritura.				



3	Todos los estudiantes están atentos y participan en las actividades desarrolladas en la clase, inclusive los estudiantes de la última fila.				
4	Se utilizan actividades variadas dentro de la clase; como por ejemplo, actividades en grupo, actividades individuales, actividades en pareja, etc.				
5	Se utilizan actividades tales como dramatizaciones, concursos, debates, juegos, etc.				
6	Se puede copiar durante los exámenes.				
7	Se puede realizar tareas de otras materias.				
8	El espacio de la clase te permite desarrollar adecuadamente las actividades asignadas por el profesor.				
9	No puedo recibir una retroalimentación adecuada por parte del profesor debido al número elevado de estudiantes.				

B. Aspectos sociales

Nº	En clases con bastantes estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
10	Existe interacción entre los estudiantes y entre el profesor y los estudiantes.				
11	Tengo la oportunidad de relacionarme con más personas.				
12	El profesor no recuerda el nombre de todos los estudiantes.				
13	El ambiente es menos tenso ya que hay menor probabilidad de que el profesor realice preguntas constantes al mismo estudiante.				
14	Puedo usar mi teléfono celular o algún otro dispositivo electrónico sin ser descubierto por el profesor.				

C. Aspectos psicológicos

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

¡Gracias por su colaboración!