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Teachers and students' perceptions of teaching English in small classes

TRABAJO DE FIN DE TITULACIÓN

AUTOR: Martínez Hernández, Hived Paulina

DIRECTORA: Nesterenko, Nina, Mgs.

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Mgs. Nina Nesterenko

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De mi consideración:

El presente trabajo de fin de titulación: “Teachers’ and students’ perceptions of teaching English in small classes ” realizado por: Martínez Hernández, Hiveed Paulina, ha sido orientado y revisado, durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, enero de 2015

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f.

Autor: Martínez Hernández, Hiveed Paulina

Cédula: 1001517273

DEDICATION

To my children Daniel and Natalia, and my husband Mark , and Albita and Nina, in

Loja

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ABSTRACT

The theme of the study is “Teachers and students’ perceptions of teaching English in small classes”. The key questions in the study were : What are the benefits of teaching and learning English in small classes?; What teaching strategies and resources benefit the teaching of English in small classes?; How do students feel about learning English in small classes?; Are there any limitations when teaching English in small classes? The general approach of this study was both qualitative and quantitative. The data collected was explored, explained, described, and analyzed. The population of the study was English students in Madrid, Spain aged between 12 and 17. The sample consisted of 5 English classes with 20 students or less. The smallest group has 6 students and the largest 12. The average size was 11. The classes were at the British Council Teaching Centre in Madrid. Instruments used were surveys, note taking and observations. Other resources included books, journals, the internet and the didactic guide.

The main conclusion of the study was; A positive perception to learning English in small classes with strong agreement that there was better interaction and that a wide range of strategies and resources were easier to use in smaller classes.

Key words:

Small classes, teaching English, teachers and students’ perceptions, strategies and resources, limitations

RESUMEN

El tema del estudio es “percepciones de los profesores y estudiantes de la enseñanza del idioma inglés en clases pequeñas”. Las preguntas claves en el estudio fueron: ¿Cuáles son los beneficios de la enseñanza y el aprendizaje del idioma Inglés en clases pequeñas?; ¿ De qué estrategias de enseñanza y recursos se benefician la enseñanza del idioma inglés en clases pequeñas? ; ¿ Cómo se sienten los estudiantes aprendiendo inglés en clases pequeñas? ; ¿ Existe alguna limitación en la enseñanza de inglés en clases pequeñas? ; El enfoque general de este estudio fue tanto cualitativo como cuantitativo. Los datos recogidos fueron explorados, explicados, descritos y analizados. El estudio se hizo con estudiantes de inglés en Madrid, España con edades comprendidas entre los 12 y 17 años. La muestra estaba formada por 5 clases de inglés con 20 estudiantes en cada clase o menos. El grupo más pequeño tenía 6 alumnos y el mas grande tenía 12 alumnos. El tamaño promedio era de 11 alumnos por clase. Las clases fueron dictadas en el Centro de Enseñanza del Consejo Británico en Madrid. Los instrumentos utilizados fueron encuestas, toma de notas y observaciones. Otros recursos incluían libros, revistas, internet y la guía didáctica.

La principal conclusión fue; Una percepción positiva hacia el aprendizaje del idioma inglés en clases pequeñas estando bastante de acuerdo que habían una mejor interacción y que una amplia gama de estrategias y recursos eran más fáciles de usar en clases pequeñas.

Palabras clave:

Clases pequeñas. La enseñanza de inglés, percepciones de profesores y estudiantes, estrategias y recursos, limitación.

INTRODUCTION

The level of English has been a national problem in Spain for many years and has been a priority for successive governments. Parents invest large amounts of money in sending their children to private institutions or tutors to improve their level of English. The Government has also been promoting the benefit of bilingual education in Spanish schools. As in many countries there is a focus on teacher training and also a recent initiative to recruit five thousand native teacher assistants for schools. This will help to improve the linguistic competence as well as prepare teachers to use new strategies inside the class.

Undoubtedly, teacher training will improve the quality of teaching and learning. However, there are other important factors that will influence the teaching-learning process such as teaching to large classes, which is a problem faced by all teachers in many countries. Galton (1994, p. 94-5) based on his study, concluded that “there is a positive correlation between increasing class size and pupil progress, and there is also a negative correlation between these two concepts. Regarding this aspect, Harmer (2007, p. 125) states that “large classes present challenges that smaller classes do not” this means that working with small groups benefits the teaching-learning process.

Thus, this study is aimed at searching on teachers and students’ perceptions of teaching and learning English in small classes; these results will let us know how these two groups feel about working in small groups and what aspects of this are most beneficial. The key questions that will be addressed in the study will be what these two groups think are the benefits of teaching and learning in small classes. Secondly, what are the strategies and resources that most benefit the teaching of English in small groups? Thirdly, how do students feel about learning in small groups,

and finally, are there any limitations when teaching in small groups.

There have been a number of previous studies in this area, however, it was difficult to find any studies which had been done on small classes in teaching English in Spain. Leahy (2007) produced an interesting study in the US, which focused on teachers' opinions about the impact of class size on academic achievement. The next study that was looked at for the research was by Blatchford, Russell, Bassett, Brown, & Martin. (2007), which studied the effects of class size on teaching of pupils aged 7-11 years. The purpose of this study was to examine the connections between class size and teaching, and implications for classroom management and pedagogy. A lot of research has been focused on Asia recently, and there was an interesting study by Harfitt, (2012) in Hong Kong, which focused more on the students' perspective. This was a good counterbalance to the previous study, which focused on the perspective from the teacher. The study aimed to show whether, and how, class size reduction might help to lower language learning anxiety, which has long been seen as an obstacle to second language acquisition, particularly in an Asian context. The next study looked at in this review that was also in the US and built on an earlier, very well know study in Texas. The paper by Nye, Hedges, & Konstantopoulos. (2000) reported analyses of a 4 year, large scale experiment on the effects of class size, which was based on the project STAR in Tennessee. The aim of the STAR experiment was to compare the achievement of students in small classes (13-17 students) with that of students in larger classes (22-26 students). Finally, the study looked at a paper by Blatchford, Bassett, & Brown. (2008) which was an extension of earlier research into small classes. It compared the effects on two main types of behaviours – pupil classroom engagement and teacher to pupil interaction. It also examined the effects of class size on classroom processes across the whole of the primary and secondary school years; the study used systematic observation data to capture effects of class size.

This study was based in the UK.

The main beneficiaries of this study would be the regional authorities in Spain, in particular the regional Madrid office of education. The observations that were carried out were at the British Council, which although outside of the state sector, has worked in partnership with the regional authorities on the teaching of English in state schools. The British Council has long used smaller classes and is seen in Spain as an exemplar of high quality language teaching. This study would be able to form the basis of further studies in public schools and offer a comparative point to studies undertaken where there are larger classes.

There were some limitations in the methods used in this study. All of the classes were observed in the same institution, so although there is consistency it may be that the results are from a particular context. One of the classes observed had only 6 students, so this will give a particularly extreme view of teaching and learning in small classes. The results for the final question on the limitations of studying in small classes were not very clear as there was some confusion with the wording of the categories, and which end of the scale implied a positive response. It would be better to change the categories to always, often, sometimes and never, to get a clearer response.

METHOD

Settings and participants

The study took place in the British Council Teaching Centre in Madrid. Five classes were observed in January 2014. The age range of students was from 12 to 17. All of the students were Spanish and the teachers were British. The classes observed were at different levels from Senior 5 until level Senior 8. The students attended classes once a week at the British Council for three hours. The size of the groups ranged from 6 students to 12 students. Four of the classes had 11 or 12 students.

Procedures

The study began with a literature review, which was completed before the observations began in January. The review covered the general literature in English language teaching with an emphasis on teaching in smaller classes. Most of these books were accessed from the British Council library in Madrid. Others were accessed through the Internet. A lot of the literature that was found focused on teaching large classes and the challenges in this and suggestions for techniques to overcome these problems. However, it was possible to find a number of useful books on the benefits of smaller classes and which are referenced in this study. Previous studies undertaken in this area were reviewed and researched and are also referenced at the end of this study.

The general approach of this study is both qualitative and quantitative using questionnaires for both teachers and students and also an observation sheet. After reviewing the literature, five classes were observed which had a reduced number of students. At the end of the class the teachers and students were given questionnaires to complete, which covered the four main questions of this study. An observation form was also completed for each of the classes. The data

that was collected was explored, described, explained and analyzed.

The results of each class were tabulated. In the study the findings were presented for each class against each of the four main questions from the study. The tables were organized in three groups, the perspective of the teacher, the perspective of the student and finally the observation sheet. At the end of each section for the main questions, a summary was also made of all five groups' responses. At the end of each group of three tables there is a commentary and explanation of the results. This was repeated after each summary table.

At the end of the description of the results a number of conclusions were drawn and from these some recommendations were made.

DISCUSSION

Literature Review

The purpose of this part of the study is to obtain a deeper understanding of the topic, based on both the general literature and on previous studies. The reading that was done around the topic provides the basis for the analysis of the results from the field research, which was undertaken here in Madrid.

Managing Learning

One of the key areas in how to manage learning is the importance of the instructions the teacher gives in order to set up learning activities in and outside of the classroom. So much of the success of an activity is based not only on how good the activity is, but on how the teacher is able to get the best of the activity by setting it up in the right way. In order to set the activity well then clear instructions are critical. Harmer (1998, p. 4) states that “the issue of how to talk to students becomes crucial when teachers are giving their students instructions. The best activity in the world is a waste of time if the students don’t understand what it is they are supposed to do.” In this way the role of the teacher, as instructor, is fundamental in the success, or not, of learning taking place.

Having outlined the importance of giving instructions, Harmer then goes on to suggest some important principles when giving instructions. He talks about two general rules for instruction giving, they should be as simple as possible and they should be logical. He then goes on to suggest that “Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information that I am trying to convey? What must the students know if they are to complete this activity successfully? Which information do they need first? Which should come next?” Harmer (1998, p. 4). Keeping things simple and also making sure that the instructions are logical are basic fundamentals that a teacher needs to bear in mind when setting up

an activity. The complexity of the language to be learnt should be reflected in the activity, not in the instructions.

Another important aspect to giving instructions is to ensure that the teacher makes sure that understanding has been checked. There are a number of different ways that this understanding can be checked, depending on if the students share the same mother tongue or not. Again Harmer is very practical when addressing this issue. He makes it clear that a key role of the teacher is to make sure that they check that the students have understood what they are asked to do. Asking them if they understand is not enough. He suggests that checking understanding can be done:

Either by asking a student to explain the activity after the teacher has given the instructions or by getting someone to show the other people in the class how the exercise works. Where students all share the same mother tongue (which the teacher also understands), a member of the class can be asked to translate the instructions to check that they have understood them (Harmer 1998, p. 4).

When managing learning, feedback also plays a very important part in the success of a particular activity. Feedback allows both the teacher and learner to keep track of learning as the activity is progressing. Feedback can happen during the activity and also at the end of the activity, in order to reflect on how well the students have done. For feedback to be most useful, it is important that it is targeted. As Gipps (1994) notes, it is important to make any feedback specific and detailed enough. When it is done in this way it can really make a difference to learning. He also makes the point that any feedback should be related to a target performance towards which the learner can move.

Not only should feedback be specific and detailed, but it is worth remembering that it

needs to be honest. Positive feedback is obviously very important as it will motivate learners to do their best, however, as Cameron (2001, p. 240) states, “if the teacher always praises the children, even when they are not making an effort, they quickly learn that the praise is hollow”. On the other hand, he goes on to say that when the teacher really knows their students and is able to recognize when a child is working to the best of their ability and capability and gives appropriate praise and feedback, the student understands that his or her learning is important to the teacher and that it is worth continuing to make the effort. What is important is that feedback should be supportive, but above all it should be honest, relevant and where possible personalized.

A key role for the teacher is classroom management. Within this, managing the timing of the class and the activities is one of the key areas. It is important that students are given enough time to complete an activity once it has been set, but at the same time the amount of time given isn't too much, so that the pupils become bored. This is particularly challenging where there are different levels or large classes. Getting the timing right in a class is probably one of the most difficult tasks for a teacher, especially a less experienced one. Vale & Feunteun (1995) offer some very practical suggestions on this critical subject: They recommend that the teacher take a good look at how they spend their class related time. They suggest that the teacher take a hard look at how much of this is really effective learning time. Some of the practical suggestions that they make are to keep a diary and record how time is spent. They also suggest recording the information on a chart and suggest that good practice would be comparing with other teachers and then sharing ideas on how to improve the use of time in the class.

Teacher –student, and student-student interaction

In any class, but particularly in a language class, it is in the interaction that much of the learning takes place and Teacher talking time is a particularly interesting area. There are people

that would argue that the teacher should not be doing most of the talking in a language class and a lot of teaching training focuses on the need to reduce a lot of teacher talking. There is even a complete methodology, the Silent way, which makes a virtue out of the teacher not speaking. As Moon (2005, p 60) points out, “Teachers do a lot of talking in classrooms. They often get criticized for this because they are not giving pupils enough opportunity to talk.” However, having acknowledged that this is often seen as an issue, she goes on to point out that there are very strong reasons why the teacher needs to talk in the classroom, and highlights some of the main purposes for this teacher talk. She gives a range of different purposes for which teachers use talk in the class. These include classroom management, giving instructions, motivating the students, which can include giving feedback. All of this on top of the primary reason which is providing language for input for learning. As she puts it simply, “It is through our talk that the teaching gets done” (Moon 2005, p.60).

Having outlined some of the key purposes for teacher student engagement she then goes on to outline some of the strategies that teachers can employ to make interaction in the classroom more effective.

In order to create a relaxed and supportive environment in which pupils want to talk and are willing to experiment with language. Some of the strategies include: showing interest in your pupils’ responses; using language at a level they can understand; helping them to express what they want to say without initially worrying about their mistakes; working in partnership with pupils to achieve the teaching/learning goals. (Moon 2005, p.74).

Although the importance of the teacher-student interaction is made very clear here, a number of writers also stress that the focus should be primarily on the learner. Allwright (1984) is quoted by Brumfit, Moon and Tongue (1991, p. 128) as arguing that “an important aspect of interaction is

that it must be managed by the learner as well as by the teacher. That is to say that learners must be confident enough to initiate communication in English, not merely respond when they are addressed by the teacher". What becomes clear from the debate around this subject are a number of clear questions including who is communicating and what is the purpose. This brings us on to the question of student –student interaction within the classroom. In many ways, this could be said to be the ideal communicative interaction within a successful classroom. There is usually only one teacher, so in order to get as much meaningful communication as possible then it would seem that the best option is by encouraging and allowing students to interact amongst themselves in the target language. One of the key issues in order to achieve this is by ensuring that students are given specific tasks , or roles to do. Domvei and Murphey (2003) refer to the roles that Cohen (1994) has identified. These roles are not the same as roles that would be given in an activity like a role play, which language teachers in particular are familiar with. He is referring less to the actual task content, but rather how the work is to be done. Examples of this would be someone to take the notes during an activity or giving someone the role of chairing an activity.

In both these examples we can see that the purpose for the interaction and the specific role assigned, is critical in making the interaction meaningful and to make sure that learning is taking place.

Other issues that are raised when looking at student- student interaction is the question of non-participation of some of the students. Quieter students may be less willing to participate in whole class activities. Setting up a variety of ways for students to interact is crucial in overcoming some of these problems. Setting up group or pair work is an excellent way to get more student-student interaction. If a teacher is in the fortunate position of not having too many problems with motivation or discipline, or have a class that is not too large, then they do not have to worry too

much. However, as Byrne (1987, p. 13) points out:

In practice, in most average teaching situations, we will probably need to use both these approaches [working in small groups and whole class]: to give students practice in grammar and vocabulary (accuracy work) and opportunities to use the language (fluency work) though a combination of class work, pair work and group work. But to do this effectively, we will need to organize our class work, pair work and group work so that the students really benefit from them, and to use a wide range of activities which will really motivate them.

Class Size

This now leads us on to the question of class size. Class size, and its impact on learning outcomes, has been an important area of focus in education in the recent past and this is reflected in the amount of literature and studies available. The prominence of comparative studies such as the Pisa tables, have meant that there has been a lot of emphasis on what the most important factors are on the success, or otherwise, of national education systems. Class size has been seen as one of the critical factors in this. However, much of the research that was found initially was actually focused on the impact of large classes. This was particularly the case in studies in the developing world, where large classes have been the norm. Much of the literature was devoted to dealing with some of the challenges in teaching such large classes. A lot of the literature and studies also did not deal specifically with language teaching, or in particular the teaching of English.

Peter Blatchford has been one of the leading academics looking at the question of class size in the UK. Much of his research focuses on the perceptions of the teacher and why they would

generally feel that “small is better”. He has spent a lot of time talking to teachers about what makes learning happen successfully. As he says, some of this will depend on the characteristics of the children in a particular class, some of it will be about the qualities of the teacher and maybe the reputation and facilities of the school. What he found when talking to teachers was that “ the overwhelming professional judgement of teachers was that smaller classes allow more effective and flexible teaching and the potential for more effective learning. (Blatchford 2003, p. 3). His research has largely been focused on mainstream schools in the public sector and it is clear from his research that teachers are usually strongly in favour of smaller classes, feeling that they offer the greatest chance for more effective teaching, and therefore learning.

One of the issues raised in the literature is what actually constitutes a small or large class. It very much depends on the context, which may encompass the public or the private sector, developing or developed part of the world. Jim Scrivener, covers this in his book, *Learning teaching*. “In many countries, teachers find that the main constraint on creative teaching is the sheer size of their classes. Of course. ‘large’ is relative; it depends on what you are used to. If you are used to groups of eight students, then you might regard twenty five as large. Some teachers regularly teach classes of 40 students, others 80. Some teachers work with 100 or more students at a time” Scrivener (2005, p. 47).

Much of the literature focuses on the issue of how to deal with large classes, probably because this remains the reality for the majority of language teachers around the world. In most cases large classes are seen as a problem to overcome and there are many books with a number of ideas and techniques to overcome these difficulties. According to Harmer (2007, p. 125) “Many commentators talk about large classes as a problem, and it is certainly true that they present challenges that smaller classes do not. How, for example, can we give students personal attention?

How can we get students interacting with each other? What can we do to make organization smooth and effective?’ However, he also recognizes that there is another side to this story when he states , “there are many advantages of teaching large classes. As Natalie Hess points out (Hess 2001; 2-4), in large classes there are always enough students to get interaction going, and there is a rich variety of human resources. Furthermore, there are many possible “teachers” in the class, and, as she says, we will never get bored because the challenge is great!” He concludes by asking teachers to consider the positive angle to large classes, “Use the size of your group to your advantage. Big groups have disadvantages of course, but, they also have one main advantage – they are bigger so humour is funnier, drama is more dramatic and a good class feeling is warmer and more enveloping than it is in a small group.” (Harmer 2007, p.127)

Teaching techniques, strategies or activities for teaching English to small classes

What is clear is the size of the class will have a strong impact on the kind of techniques, strategies and activities that teachers will use to get the best out of the students. The size of the class and the number of students involved will have a direct bearing on how the teacher approaches the organization of their class. There are many books which focus on some of the activities and approaches that are best used with smaller classes. Pairwork is seen to be particularly effective when used in smaller groups. Harmer (2007, p. 164) states that ” Pairwork dramatically increases the amount of speaking time any one student gets and in smaller classes there is less disruption and the teacher is able to monitor more effectively”. It is also possible for students to do much more individualized learning in which teachers are then able to spend time with particular individuals. In well-motivated classes, it is also possible to bring in much more student autonomy and learner training, so that students can take responsibility for their own learning. Harmer (2007) goes on to stress the benefits of pair and group work in smaller classes:

“When students are working in pairs or groups we have an ideal opportunity to work with individual students whom we feel would benefit from our attention. We also have a great chance to act as an observer, picking up information about student progress, and seeing if we will have to troubleshoot.” (Harmer 2007, p. 171).

As well as how to organize activities, there are also opportunities in smaller groups to think carefully about the materials used. Moon (2005) is a strong advocate of teachers making or adapting their own materials. She feels that smaller classes make this more practical, with more of the attention on individual learning: “Individual learning activities are a very good starting place for teachers who are interested in adapting or designing their own materials as they are manageable in size with smaller classes. To adapt or design an activity would not take too much of a teacher’s time, but done on a regular basis could gradually develop his/her confidence.” (Moon 2005, P. 88).

Learning environment in small classes

Much of the literature makes reference to the importance of the learning environment. As with the question of class size, this is very much relative to the context in which teachers are working. On a general level, there is agreement that, particularly with young learners, a pleasant atmosphere will be beneficial to learning. Scott & Ytreberg (2011, p.8) make this clear, “young children respond well to surroundings which are pleasant and familiar. If at all possible, put as much on the walls as you can – calendars, posters, postcards, pupils’ drawings, writing etc. Have plants, animals, any kind of interesting object, anything which adds character to the room, but still leaves you space to work”.

How the students feel is clearly a very important part of creating a good working environment. However, as Harmer (1998) shows, it is just as important that the teacher feels

comfortable. As he says, teachers, the same as any other people, have their own habits and ways of doing things, and they will take a lot of these characteristics and habits into the classroom. That is what will make us all different as teachers. However, he does say that these personal idiosyncrasies will have an impact on students' perceptions. Questions such as how closely a teacher should work with students, whether a teacher stands or sits, all of these will have an impact on the relationship that the teacher has with their students and will make a difference about how students will feel about their learning.

If the teacher is to take advantage of some of the techniques that are possible in a smaller class, such as pair and group work, then another key aspect to take into account is the physical arrangement of the furniture. Scott and Ytreberg (2011, p.8) discuss the advantages of a cluster of tables: "with arrangement A [clusters of tables] you can teach the whole class easily, and you can have group work for some of the time, with the class working in groups of four...It also lets you do pairwork easily and leaves you a space in the middle for more general activities. The front of the classroom is not always the best place for these activities if you want to create a feeling of involvement rather than performance".

However, Harmer (1998) emphasizes the need for caution in all this talk about moving the tables and chairs. He acknowledges that we are seeing a number of different approaches, some of them influenced by the size of classes. He questions whether the use of different seating plans really shows that these schools and teachers are progressive or if it is simply a fad in many cases. Is there anything intrinsically better about rigid seating or is it just that we have always done it that way? Is one kind of seating arrangement really that much better than another?.

Having looked at the main literature which covers the issues surrounding this study, It is now important to focus on the previous studies which have been carried out in related fields. No

research could be found which had been done on the impact of small classes in Ecuador or Spain. Much of the research was focused on the United States or in Asia. I did find some in the Middle East and Africa, but a lot of these were focused more on the difficulties of teaching large classes and some of the techniques to overcome these. Some of the research was also targeted at Higher Education, which was not relevant to this study. The following studies were the ones that I found most relevant and useful to the current study.

Leahy (2007) produced an interesting paper which was focused on teachers' opinions about the impact of class size on academic achievement. The purpose of this quantitative study was to see to what extent those teachers asked agreed with the current literature on class size that smaller classes increase student achievement.

Leahy used a quantitative questionnaire survey to show if teachers agreed or disagreed with the literature and its extent on class size. The teachers were given a questionnaire to fill out based on ten questions, and using a four point Likert scale. Their responses allowed the researcher to generate data that concluded if they agree or disagree with the literature proposed.

The results showed that "100% of all 20 teachers strongly agreed or agreed on several statements, including that larger class sizes contribute to a decrease in student achievement, mode of instruction can be a factor in student achievement, larger classes have more discipline problems, smaller classes allow more time for teachers to spend on mathematics skills which can increase student achievement, language teachers have difficulties grading the large flow of students' work, including essays and papers, and smaller class sizes lead to substantially faster gains in reading due to more individualized instruction. 100% of teachers strongly disagreed or disagreed that class size reductions are too costly and should not be a possibility".

Leahy concludes that “Therefore, the answers to both research questions are as follows, most of the participants agreed with the findings on class size based on the literature and most participants agreed with the theory that smaller class sizes increase student achievement”.

Leahy recommended that class sizes should be decreased, and that the authorities should come together and implement class size reductions, having decided on an appropriate teacher-student ratio. Leahy then recommends that there is training for teachers and educators on the best way to teach with reduced class size. Once these changes have been introduced, student scores should be monitored and assessed on at least a yearly basis. Data then needs to be collated in order to give evidence that class size reductions make an impact on learning.

The next study looked at in the study was by Blatchford, Russell, Bassett, Brown, & Martin. (2007), which studied the effects of class size on teaching of pupils aged 7-11 years. The purpose of this study was to examine the connections between class size and teaching, and implications for classroom management and pedagogy.

The approach taken was a multi-method one. This included using qualitative data from teachers’ end-of-year journals and a questionnaire for all teachers. There was also data from case studies, which gave a more interpretive analysis of factors which impact on small classes. Finally there was quantitative data from observations of classes.

The results showed a number of significant points. Firstly, all of the teaching was dominated by whole class teaching. This was the case in both large and small classes, although the results showed that there was more whole class teaching in larger classes. The size of the class also made

a difference on the amount of teaching done, and teacher talking time was in small classes was more focused on the content.

There were a number of results from the study concerning teaching quality. The research showed that in smaller classes, teachers were able to spot difficulties and problems as they occurred and also that in small classes there was more feedback. In the larger groups the approach was more formal and less personalized from the teachers, whereas in the small groups teachers were able to set more personalized targets for pupils.

The results also showed that teachers enjoyed giving individual attention, which they felt was difficult to do in larger classes. The researchers talked about pupils in larger classes switching to what they call “audience mode”, when they were listening to the teacher talk to the whole class. On the other hand, students took a more active role in smaller classes.

On the other hand, pupils had a more passive role in larger classes. Teachers felt that as the classes became larger, it was much harder to maintain a good relationship with some of the pupils, particularly those who were less outgoing. Teacher also found it harder to find time for marking, planning and assessment when they had larger classes.

The recommendations from the report include teacher training and professional development should include more focus on the classroom context, including the class size. Teachers need to be flexible when faced with changing classroom contexts.

Harfitt (2012) did an interesting study in Hong Kong, which focused more on the students’ perspective. The study aimed to show how class size reduction might help to lower language

learning anxiety, which has long been seen as an obstacle to second language acquisition, particularly in an Asian context.

This study used multiple case studies in four Hong Kong secondary schools. Each case involved a teacher teaching English language to first language Chinese students in a reduced-size class (where class size was between 21 and 25 students) and a large class (where class size was between 38 and 41 students). The classes were from the same year grade, and of similar academic ability. Multiple interviews were conducted with the four teachers, and data came from group and individual interviews with 231 students. The questions for the students were focused on their perspectives and experiences of studying in large and reduced-size classes. A total of 78 lessons were also observed across the four case studies.

What the study showed is that students felt that smaller classes promoted a strong sense of security and reduced students' fears of a bad evaluation from their peers and teachers. Students stated that they felt more confident about taking part in English lessons and that these perspectives were reinforced by evidence from classroom observations.

The paper by Nye, Hedges, & Konstantopoulos. (2000) reported analyses of a 4 year, large scale experiment on the effects of class size, which was based on the project STAR in Tennessee. The aim of the STAR experiment was to compare the achievement of students in small classes (13-17 students) with that of students in larger classes (22-26 students).

The design of the STAR experiment involved the random selection of students and teachers within schools. The study was a series of experiments conducted within school using the same procedures and outcome variables.

The study showed that the average effect of small classes was significant and positive in both mathematics and reading at every grade level. Analysis was carried out to see if the effects of small classes were cumulative for those students who had been in smaller classes for more time. At every grade, the effects of small classes were seen to be greater for more years spent in small classes. The study supported the conclusion that small classes in the early grades lead to higher academic achievement. The authors concluded that these small class effects were remarkably consistent across schools, suggesting that small classes benefit students of all types in all kinds of schools.

The paper by Blatchford, Bassett, & Brown. (2008) was an extension of earlier research into small classes. It compared the effects on two main types of behaviours – pupil classroom engagement and teacher to pupil interaction. It also examined the effects of class size on classroom processes across the whole of the primary and secondary school years. The study used systematic observation data to capture effects of class size. Schools were randomly selected, and systematic observations were carried out over 2005/6 in 49 mainstream schools in the UK.

Perhaps the clearest result to emerge from this study was to show how class size was related to the amount of individual contact with pupils. This was demonstrated through two particular types of behaviour: Firstly, the times when the pupil was the focus of a teacher's attention and secondly, when they were involved in active interactions with their teachers.

The other main result from the analysis of teacher pupil interaction regarding the size of the class was that the amount of teaching, i.e., talk dealing with the main task, increased as the size of class increased.

Description, Analysis and Interpretation of Results

There were five different classes with a total of fifty two students. The largest class had 12 students and the smallest only 6. The average was 11. Class 1 had 6 students, Class 3 had 12 students, Class 2 had 12 students, Class 4 had 11 students, Class 5 had 11 students. This section includes the description, analysis and interpretation of the results gathered in the instruments (questionnaires) submitted to teachers, students and through the class observations.

The information was organized around the four questions set at the beginning of the study. The results are presented as a summary of all class results against each question separately, taking first the teachers' perspective and then the students' perspective for each of the individual questions. The observations from each of the classes are also referred to as well as the literature review.

A. What are the benefits of teaching and learning English in small classes?

Table 1

Teachers' Perceptions (five teachers)

No	In small classes:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	F	%
1.	It is easier to design activities that allow students to put into practice what they have learnt	4	80	1	20	-	-	-	-	5	100
2.	The students are attentive and participate in activities done in class	5	100	-	-	-	-	-	-	5	100
3.	The classroom space allows the planned activities to be properly developed	2	40	3	60	-	-	-	-	5	100
4.	It is possible to do adequate feedback	3	60	2	40	-	-	-	-	5	100
5.	Activities are done which allow better interaction amongst the students	2	40	3	60	-	-	-	-	5	100
6.	There exists better interaction between the teacher and the student	5	100	-	-	-	-	-	-	5	100
7.	It is easy to remember the name of the students	4	80	-	-	1	20	-	-	5	100

Author: Martinez Hernandez Paulina

Source: Teachers' questionnaire

Table 2

Students' Perceptions (52 students)

No	In small classes:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
1.	The activities done allow students to practice what they have learnt	32	61.5	20	38.5	-	-	-	-	52	100
2.	The students are attentive and participate in activities done in class	17	32.8	32	61.5	3	5.7	-	-	52	100
3.	The students concentrate better because there isn't a lot of noise in the classroom	33	63.5	16	30.8	3	5.7	-	-	52	100
4.	The space in the classroom allows the activities set by the teacher to be done adequately	31	59.7	19	36.5	2	3.8	-	-	52	100
5.	The teacher gives enough feedback	30	57.7	21	40.4	1	1.9	-	-	52	100
6.	There is interaction between the students	33	63.5	16	30.8	3	5.7	-	-	52	100
7.	There is interaction between the teacher and the students	37	71.2	14	26.9	1	1.9	-	-	52	100
8	The teacher remembers the names of the students	48	93.3	3	5.8	-	-	1	1.9	52	100

Author: Martinez Hernandez Paulina

Source: Students' questionnaire

For the first question in this section four out of five teachers (80%) responded that they totally agreed that the activities in the class were designed to allow students to practice what they had learnt. One of the teachers responded that they agreed. There were no responses for either partially agree or disagree.

In the students' perspective table, thirty two students (61.5%) responded totally agreed, with 20 students saying that they agreed that activities done allowed them to practice what they had learnt. No students responded partially agree or disagree. In the observation sheets it was also clear that there was evidence of the activities used allowing students to practice what was being taught. All teachers observed used the interactive white boards to show the objectives for the lesson at the beginning and the activities were built around this in all observed classes. All the teachers observed set up activities to specifically practice what had been taught. This varied from reading practice, grammar practice of the passive to describe a process and a revision class for an upcoming test. Some of the teachers had made their own materials to specifically cover certain aspects of learning. In all the classes there were clear links between what was taught and the design of the activities.

From the observations it was possible to see that the teachers in the study were using a range of activities to help students practice what they had learnt. There was an excellent example of a gap fill text as part of a reading activity. What this showed is that the teacher was also able to bring in other skills whilst teaching another. In this case writing as well as reading. Harmer (1998) notes that reading texts can also provide good models for writing, as they can also act as a model for good writing.

Bringing in authentic texts is another good way of bringing new vocabulary into the class and this was done in one of the classes observed. It was motivating for the students. However,

Harmer (1998) offers a note of warning saying that lower level students may struggle with so much unknown language. He suggests that to allow students to practice what they have learnt, in larger texts it may be better to offer students texts which, while being like English, are written and adapted especially for their level.

A good example of ensuring that students are practicing what they have learnt is when the teacher makes their own material for the class. In one of the observed classes the teacher had designed an activity where students made their own potato chips in class in order to practice the passive tense. Moon (2005) is a strong advocate of teachers making or adapting their own materials.

For the second question that asked if the students were attentive and participated in class, all five of the teachers (100%) responded that they totally agreed. There were no responses for any of the other categories. The response from students' perspective was more varied. Seventeen students (32.8%) responded that they totally agreed, whilst thirty two students (61.5%) responded that they agreed with the statement. Three students replied that they only partially agreed (5.7%) and none replied that they disagreed.

From the observations it was clear that the students were largely attentive. The students were on task in the classes that were observed and were engaged in the activities that they were supposed to be doing. In one class, which was based on a revision game, all the students were engaged in the game. They listened clearly to instructions in all the classes. In another class they were told to look at a picture and explain what they saw in two minutes and then repeated with their partner. All the class listened to the instructions and all of them completed the task.

It was clear from the observations that Harmer (2007) was correct when he noted that working in small groups brings benefit to the teaching and learning process. The paper by

Blatchford, Basset & Brown (2008) also highlighted the positive effects on pupil classroom engagement in small classes. The students in the classes that were observed were given interesting and creative material to work with. This is an important part of ensuring that students remain attentive. As Scrivener (2005) points out, the main constraint on creative teaching is the sheer size of the class.

The teachers' perspective about the benefits of the classroom space allowing planned activities to take place showed that two teachers (40%) totally agreed, whilst three (60%) agreed. None of the teachers responded that they partially agreed or disagreed with the statement. The response from students was the reverse of the teachers with thirty three (63.5%) totally agreeing and sixteen students (30.8%) agreeing. Three students (5.7%) partially agreed with the statement.

In the classes observed at the British Council in Madrid, there was plenty of space for the teachers to move around and the furniture arrangements were flexible. Students were able to work in pairs and groups and were also able to stand up and do mingling exercises. In one class I saw a running dictation, which involved the students getting up from their chairs to read different statements, stuck around the room. Although the rooms were not very large, they were appropriate for the number of students and allowed enough space to do the planned activities.

Scott and Ytreberg (2011) stress the importance of the learning environment and highlight how young children in particular respond well to surroundings which are pleasant and familiar and where there is enough space to work. They also show the importance of the physical arrangement of the furniture so that you can do group work and pair work but still have space in the middle for more general activities. This is what happened in the observed classes in the study. Harmer (1998) also notes that it is just as important that the teacher feels comfortable with the physical environment.

Regarding the additional question in this section which says that students concentrate better because there isn't a lot of noise in the classroom, thirty three students (63.5%) totally agreed with the statement, whilst sixteen (30.8%) said that they agreed. Three students said that they partially agreed and no students said that they disagreed.

From the observations it was clear that despite the classes taking place on a Saturday, which was the busiest day for classes, there was not much distraction from noise either outside of inside the classroom. If there had been a larger class then it may have been more difficult for students to concentrate. Harmer (2007) acknowledges that large classes can be a problem and present challenges that smaller classes do not. One of these is the amount of noise that is generated and the difficulty that this presents to students being able to fully concentrate. In many schools too much noise from a class can also be seen as a problem of discipline on the part of the teacher.

The next question in this section refers to the teacher being able to give enough feedback to students. Three of the teachers (60%) said that they totally agreed that they were able to give enough feedback. Two of them (40%) responded that they agreed. None of the teachers said that they partially agreed or disagreed with the statement. From the students' perspective, thirty students (57.7%) said that they totally agreed with the statement and twenty one (40.4%) said that they agreed with it. One student (1.9%) said that they partially agreed.

Clearly this shows strong support for the statement that teachers are able to give enough feedback in smaller classes. In the observed classes one of the teachers was able to go through the correct sentences with the class both as a group and then with individual students as they needed it. In the class which focused on describing a process for the IELTS exam, the teacher was able to analyze what the students had said and give them specific feedback on particular errors.

The importance of being able to give enough feedback is reflected in the literature. Gipps

(1994) says that it is important to make any feedback specific and detailed enough. This is difficult to do in large classes as is a clear advantage of teaching smaller groups. Cameron (2001) also echoes this point by saying that feedback should be honest, relevant and, where possible, personalized. It is difficult to make feedback personalized in larger classes. The feedback that was observed in the IELTS class was also related to the examination that the students would be sitting in the next few months.

Regarding the next question on whether there is better interaction between the students, two teachers (40%) totally agreed with this statement with three teachers (60%) saying that they agreed. There were no other responses for the other categories. From the students' perspective, thirty three students (63.5%) totally agreed, whilst sixteen students (30.8%) agreed. Three students (5.7%) only partially agreed. The results clearly show that teachers feel that smaller classes encourage greater student interaction and that the majority of students think the same. These findings are supported by Allwright (1984) who argues that a key part of any interaction in classes should be managed by the learner as well as by the teacher. What he means by this is that learners should be confident enough to begin communications in English, and not simply respond when spoken to by the teacher. In the classes that were observed, the students, despite all being Spanish, kept most of their interactions in English. In the revision game that was observed, the students were very active in interacting with each other and helping to correct errors as they occurred. Byrne (1987) also emphasizes the importance of organizing class work so that that students benefit from the opportunities to interact through pair work and group work.

On the question of whether there is better interaction between the teacher and the students, all five teachers (100%) totally agreed with the statement. From the students' perspective, thirty seven totally agreed (71.2%) and fourteen (26.9%) agreed. One student partially agreed with the

statement. It is clear from these responses that the teachers overwhelmingly support the sense that there is better interaction between them and the students. The students also strongly support this statement. In the observations there were many examples of good student teacher interaction. In the class based on correcting sentences, the students were constantly asking the teacher questions about the activity that they were doing and she was giving them immediate feedback on responses. Moon (2005) discussed the importance of teachers talking in class. Although this can sometimes be criticized, she argues that this interaction with students is important for a number of factors including classroom management, giving instructions, motivating the students as well as providing language input for learning. All of these factors were present in the classes that were observed for this study. Domvei and Murphey (2003) also highlight the importance of the tasks that teachers and students are given in the class to promote greater interaction. In the classes that were observed some of the students were asked to record errors that other students made and to report these back to the group.

The final question in this section was the assumption that it is easier for the teacher to remember the names of the students in a smaller group. Four out of five teachers (80%) totally agreed with surprisingly one teacher (20%) saying that they disagreed. From the students' perspective forty eight students (93.3%) totally agreed with three (5.8%) agreeing. One student (1.9%) disagreed.

In the observations it was clear that teachers referred to the students by name throughout the class without referring to the register. The teachers all felt that it was very important to refer to the students by name and that it was not difficult to do this. The one teacher that disagreed had only recently taken over the class from another teacher, but in the observation she seemed to be able to recall all of the names of the students, apart from one where she had to ask the boy his

name. These findings were also supported by the work of Harfitt (2012) who showed that teachers in small classes used the students' names more often and also took a more individualized approach to teaching.

What the research clearly indicates is that teachers think that smaller classes have significant benefits for teaching English. The areas of strongest agreement were in supporting students in being attentive and in participating in activities and in showing that there was better interaction between the teacher and the students. After this came the strong perception that it was easier to design activities to allow students to practice what they had learnt and that it was easier to remember the names of the students.

Regarding the evidence seen in table 2, it is possible to conclude that the view of students to smaller classes is positive. The student sample was obviously much larger but was also very clearly positive about the benefits of learning English in smaller groups. In total over 60% of the answers to the eight questions indicated that students totally agreed. In contrast, only 3% responded to any of the questions with an answer from the two lower categories on the four-point scale.

The question with the highest responses of totally agree was question 8, the teacher remembers the names of the students, with 48 out of 52 (92.3%) responding that they totally agreed. The next highest question with a totally agree response was question 7, with just over 70% of the students responding that there was interaction between the teacher and the student. Questions 3 and 6, interaction between students and being able to concentrate, had the next highest responses with 63.5% totally agreeing for each of these. The lowest number of totally agree responses was for question 2, attentiveness and participation, with just under a third of students (32.8%) saying they totally agreed, although the overwhelming majority (61.5%) still

agreed with the question.

Regarding the evidence in tables 1 and 2, it is possible to conclude that there is clear agreement between the findings for teachers and students. Both groups strongly agreed that in small groups there was better interaction between teacher and student and that it was easier for teachers to remember the names of the students. This echoes the findings in Blatchford, Russell, Bassett, Brown & Martin (2007), which showed that teachers enjoyed giving individual attention in smaller groups. In the current study the teachers were more positive about the attentiveness and participation of the students in class than the students themselves. This reflects the relative importance of this to a teacher. An attentive class is a good class. The students on the other hand were more positive about the interaction between themselves. Again, this probably reflects the relative importance – for students a class with lots of interaction is an interesting one. This was also reflected in the study by Harfitt (2012) in which students felt more confident about talking part in English classes when there were smaller groups.

The evidence shows that both teachers and students' perceptions of teaching and learning in small groups was an overwhelmingly positive one and that there would be strong support from teachers and students to introduce smaller groups for teaching and learning English. This reflects the findings in the paper by Leahy (2007) which found that smaller class sizes lead to substantially faster gains due to more individualized instruction.

B. What teaching strategies and resources benefit the teaching of English in small classes?

Table 3

Teachers' Perceptions

No	In small classes it is easier to :	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
8.	Design and apply activities that allow the practice of listening skills	4	80	-	-	1	20	-	-	5	100
9.	Design and apply activities that allow the practice of speaking skills	4	80	1	20	-	-	-	-	5	100
10.	Design and apply activities that allow the practice of reading skills	3	60	2	40	-	-	-	-	5	100
11.	Design and apply activities that allow the practice of writing skills	4	80	1	20	-	-	-	-	5	100
12.	Design and apply group work	4	80	1	20	-	-	-	-	5	100
13.	Design and apply individual work	3	80	2	20	-	-	-	-	5	100
14.	Use technology in the class	4	80	1	20	-	-	-	-	5	100
15.	Use teaching materials	4	80	1	20					5	100

Author: Martinez Hernandez Paulina

Source: Teachers' questionnaire

Table 4
Students' Perceptions

No	In small classes it is easier to:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
9.	Design and apply activities that allow the practice of listening skills	33	63.5	19	36.5	-	-	-	-	52	100
10	Design and apply activities that allow the practice of speaking skills	36	69.2	14	26.9	1	1.9	1	1.9	52	100
11	Design and apply activities that allow the practice of reading skills	26	50	17	32.7	7	13.5	2	3.8	52	100
12	Design and apply activities that allow the practice of writing skills	33	63.5	18	34.6	1	1.9	-	-	52	100
13	Design and apply group work	39	75	12	23.1	1	1.9	-	-	52	100
14	Design and apply individual work	25	48.1	21	40.4	5	9.6	1	1.9	52	100
15	Use technology in the class	18	34.6	20	38.5	8	15.4	6	11.5	52	100
16	Use teaching materials	30	57.8	17	32.7	4	7.6	1	1.9	52	100

Author: Martinez Hernandez Paulina
Source: Students' questionnaire

In the first question in this section regarding if it is easier to design and apply activities that allow the practice of listening skills, four of the teachers (80%) responded that they totally agreed with the statement. One of the teachers (20%) only partially agreed. From the students' perspective, thirty three students totally agreed (63.5%) whilst nineteen (36.5%) agreed. No students responded partially agree or disagree.

In the observations it was possible to see how listening activities were used effectively with smaller groups. There was a very effective listening exercise which looked at how to make chips and which supported a later writing and speaking activity. This supports the view that Harmer (2007) highlights in how teachers can support listening. He suggests that there is a need to help students listen better, such as telling them what the listening purpose is, and give them clear instructions on how to achieve it. The teacher also needs to lead a feedback session to check that they have completed it successfully. In a small group this can be done in pairs. The teacher can also act as a prompter and get the students to listen again and highlight variety of language and other spoken factors. Hodge (2000) also highlights how listening outside the classroom is often participatory, integrating comprehension and production of speech. This participatory nature of listening is much easier to do in smaller classes.

The following question refers to the design and application of activities that allow the practice of speaking activities. In the questionnaire, four of the teachers (80%) responded that they totally agreed that it was easier to do this in small classes. One teacher (20%) partially agrees. From the students' perspective, thirty six students (69.2%) totally agree with the statement, whilst fourteen (26.9%) agree. One student partially agrees and one student disagrees (1.9%). The observations showed that there were some varied and useful speaking exercises in the different

classes. This included a discussion on the ingredients needed to make chips, a speaking activity amongst the students discussing whether a list of sentences were correct or not, and a really engaging activity in which students had to describe a picture to their partner which the other one could not see. This was a good example of an information gap activity. All of these activities were particularly effective because the class was small and the teachers were able to set the activity up well and also monitor. Harmer (2007) notes that a major reason for the reluctance of some students to speak is that they don't like having to talk in front of a big group. Byrne (1987) argues very clearly the more students that you have the more necessary it is to do speaking activities in small groups. As he says, how otherwise can they talk to one another? The advantage of small groups is that it is easier to design and apply the practice of speaking skills.

The next question in this section looks at the design and application of reading skills. From the teachers' perspective this was the skill with the lowest response with three teachers (60%) totally agreeing that it was easier to design and apply activities that allow the practice of reading skills. The response from students was twenty six students totally agreeing (50%) and seventeen (32.7%) agreeing. One student partially agreed and one student disagreed (1.9%).

In the observations there were classes which didn't have any specific reading in the class. The class that was looking at describing a process had a recipe to read and this lead on to other activities. This supports some of the ideas that Harmer (2007) states when he says that it doesn't make sense for teachers to get students to read something and then move onto to something else. The reading task should be integrated into the lesson. In other group the students were asked to read a passage from a book and this felt more like a time filler than an integral part of the lesson. One of the issues with reading is that reading is in many ways an individual task and people can control the speed that they work at and what they are looking at. It is easier to manage this

variance in smaller classes than in larger ones. Scrivener (2005) also makes the point that in order to make students better readers, we need to raise their awareness that it is not necessary to understand every word but giving them a specific and useful goal. This was seen in the observations when students were asked to guess the ingredients before reading and then to quickly skim the text to see how many words they could find.

The following question was related to the design and application of group work. Four of the teachers (80%) stated that they totally agreed that this was easier to do in smaller groups. One teacher (20%) agreed with the statement. From the students' perspective, thirty nine students (75%) totally agreed, with twelve students (23.1%) agreeing. Only one student (1.9%) partially agreed. There was clear evidence from the observations that all the teachers used group work. This was a mix of pair work and smaller group work as well as full class exercises. The lesson on describing a process was largely done in groups of three, which worked very well with the activities and ensured that there was a lot of interaction.

Much of the literature emphasizes the benefit of group work. Harmer (2007) says that group and pair work dramatically increases the amount of speaking time and means that in smaller classes there is less disruption and more time for the teacher to monitor effectively. Byrne (1987) also notes that students generally work harder in groups because they are more involved and this was certainly the evidence in the groups that were observed. He goes on to say that teachers need to organize their class work, pair work and group work so that the students really benefit from them and that teachers use a wide range of activities to fully motivate them. Hedge (2000) talks about how students in group work produced more output, were exposed to more input and that completions and corrections were more common.

The next question was regarding the design and application of individual work. Three of the teachers (60%) totally agreed that this was easier in smaller classes with two (40%), agreeing with the statement. For student the responses were as follows, twenty five students (48.1%) totally agreed, with twenty one (40.4%) agreeing. Five students (9.6%) partially agreed with one student (1.9%) disagreeing.

What was interesting from the observations is that individual work was used less often than all class or group work. In two of the classes there was significant use of individual work. In the class describing a process the students were asked individually about the pancake that they had made and the ingredients that they had used. In the class on correcting sentences, there was a part of the class when the students were working on their own. In both cases there was a lot of concentration and a good working atmosphere. It also provided a balance to some of the more active parts of the lesson. The study by Blatchford, Bassett & Brown (2008), showed that class size was related to the amount of individual contact with the pupils. Scrivener (2005) also highlights how demanding it can be to try and respond to the different range of individuals in the class and requires a greater quantity of planning.

The following question in this section was about the use of technology. Four teachers (80%) totally agreed that this was easier in smaller classes. One teacher (20%) agreed with the statement. For the students, eighteen (34.6%) totally agreed. Twenty (38.5%) agreed. Eight students (15.4%) partially agreed and six (11.5%) disagreed. Although the majority of responses were still positive, there were more responses in the negative part of the four point scale than in other answers in this section. What was interesting to not from the observations was that there was quite a lot of technology available to the teacher. All of the classrooms had interactive white boards and all of them were used by the teachers. Some of the teachers used these more than

others but all of the observed classes made use of the technology.

Stanley (2013) notes that technology can be very engaging for students and the teacher is able to provide a source of real language through using it. This can motivate students to produce more language than they might have done without it.

The final question in this section relates to the ease of using teaching materials in smaller classes. Four of the teachers (80%) totally agreed with this and one teacher (20%) stated that they agreed. For the students, thirty students (57.8%) totally agreed, whilst seventeen (32,7%) said that they agreed. Four students (7.6%) partially agreed and one student (1.9%) disagreed.

From the observations it was possible to see that a wide range of teaching materials were used. These ranged from the course book, to materials on the interactive white board, to a specially prepared game and a number of worksheets made by the teacher. Moon (2005) is a strong advocate of teachers making their own materials. She feels that smaller classes make this more practical because more of the attention is on individual learning. Hedge (2000) notes that experienced teachers take the view that a course book should be supplemented in line with learner needs. In all of the classes observed there were examples of other teaching material being used.

Table 3 shows the combined scores of all the responses from the teachers in the five classes for the questions 8 to 15. The evidence from the five classes shows that the teachers largely agreed on which strategies and resources were easier in small classes. Four out of five of the teachers totally agreed that all of the strategies and resources in the questions were easier to apply successfully in small class. The only areas that had less than four teachers totally agreeing were that it was easier for the practice of reading skills and the design and application of individual work. In both cases three out of five still agreed that it was easier in small classes. Listening skills was the only areas where a teacher only partially agreed that it was easier in small

classes.

There is clear evidence from the responses that the teachers gave to this part of the study that teachers consider all of the strategies in the four skills to be easier to design and implement in the teaching of English in small classes. Reading is the area that scores relatively lower but the consensus is still that it is easier to design and apply in small groups. Group work was strongly endorsed although individual work showed slightly lower scores with three out of five totally agreeing that it was easier in small groups. Five out of five teachers totally agreed that it was easier to use technology and the use of teaching materials in small classes.

The results for the perceptions of students regarding the strategies and resources used in small classes were more varied than those of the teachers. Regarding the evidence in table 4 it is possible to conclude that from the students' perspective, the strategies and resources used in small classes are of benefit. The area with the highest level of satisfaction was for group work with 75% totally agreeing that it was easier in a smaller group. This was closely followed by listening skills which had 100% of students rating totally agreeing (63.5%) or agreeing (36.5%) that it is easier to do this in small classes. Reading skills had 50% of respondents totally agreeing, which although still good, was the lowest out of the four skill areas. Nine students also rated it as partially agree or disagree. This reflects a similar response from the teachers. In terms of resources, teaching materials scored much higher than technology. Thirty students responded that they totally agreed that the use of teaching materials was easier in smaller classes, whereas only eighteen totally agreed that the use of technology was easier in small classes. Fourteen students partially agreed or disagreed that the use of technology was easier in smaller classes.

The evidence from tables 3 and 4 show that teachers see a wide range of strategies and resources being easier to use in the teaching of English to small classes, with a minor question

mark over reading skills and individual work. They are very satisfied with the design and application of activities that allow the practice of speaking, listening and writing. This view was also supported in the work of Blatchford (2003) in which he found that “ the overwhelming professional judgment of teachers was that smaller classes allow more effective and flexible teaching and the potential for more effective learning” (Blatchford 2003,p. 3). From the student perspective, group work and speaking skills are the two main strategies that have the highest level of satisfaction and benefit their learning in smaller classes. This supports the views of Harmer (2007) who says “ When students are working in pairs or groups we have an ideal opportunity to work with individual students whom we feel would benefit from our attention. “ (Harmer 2007,p. 171). Harfitt (2012) also showed in his research in Hong Kong that smaller classes promoted a strong sense of security for students. The evidence from the study shows that there is less agreement that technology is easier to use in smaller classes and that both teachers and students are less convinced about the benefit of using technology in small classes

C. How do students feel about learning English in small classes

Table 5
Teachers' Perceptions

No	In classes with few students the students feel:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
16.	Relaxed when speaking in front of their classmates	2	40	3	60			-	-	5	100
17.	Feel that they are taken into account because they have more chance to participate in the class	4	80	1	20	-	-	-	-	5	100
18.	Motivated to participate because there are few other students in the class	2	40	3	60	-	-	-	-	5	100
19.	Comfortable because there is healthy competition with the other students	3	60	2	40	-	-	-	-	5	100

Author: Martinez Hernandez Paulina

Source: Teachers' questionnaire

Table 6
Students' Perceptions

No	In classes with few students I feel:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
17.	Relaxed when speaking in front of my classmates	29	55.8	19	36.5	3	5.8	1	1.9	52	100
18.	Feel that they are taken into account because they have more chance to participate in the class	31	59.6	21	40.4	-	-	-	-	52	100
19.	Motivated to participate because we are few students in the class	29	55.8	20	38.5	2	3.8	1	1.9	52	100
20.	Comfortable because there is healthy competition with the other students	29	55.8	22	42.3	1	1.9	-	-	52	100

Author: Martinez Hernandez Paulina
Source: Students' questionnaire

This next section deals with how students feel about learning English in small classes. In the first question in this section two of the teachers (40%) totally agree that when there are fewer students then they feel more relaxed about speaking in front of classmates. Three teachers (60%) agree that this is the case. From the students' perspective, twenty nine students totally agree with the statement that they are more relaxed. Nineteen (36.5%) agree whilst three students (5.8%) partially agree and one student (1.9%) disagrees.

From the observations it is possible to see that in four of the classes the students seemed to be relaxed when asked to speak. However, in one of the classes in which the students were working with different pictures, the students seemed to find parts of the lesson to be quite difficult and challenging and as a result many of them resorted to speaking Spanish at certain times,

The results overall seem to support the findings from the study by Harfitt (2012). In his study with students in Hong Kong he found that students felt that smaller classes promoted a better sense of security and that students in the study said that they felt more confident about taking part in English lessons. Dornyei (2001) reinforces this point by stating that teachers need to create a pleasant and supportive atmosphere for students to feel comfortable when speaking. It is easier to create this atmosphere when the teacher is dealing with fewer students.

The following question related to the fact that students felt taken into account in smaller classes. Four of the teachers (80%) totally agreed with this sentiment and one teacher (20%) agreed. From the students' perspective, thirty one students (59.6%) totally agreed and twenty one (40.4%) agreed with the statement.

The observations showed that there was evidence that the students were taken into account in most of the classes. The teachers engaged with all of the students in the group and none were left out. Dornyei (2001) stresses the need for a cohesive group which is "together" and in which

there is a strong feeling of “we”. This was certainly the case in the classes that were observed.

The next question related to the motivation of the students. Two of the teachers (40%) said that they totally agreed that the students were more motivated to participate in a smaller class whilst three teachers (60%) agreed with the statement. For the students, twenty nine students (55.8%) totally agreed with twenty students (38.5%) agreeing with the statement. Two students (3.8%) partially agreed and one student (1.9%) disagreed. In the observations students looked engaged and motivated with the class. Scrivener (2005) makes the point that a frequent cause of difficulties in classes can occur when there is a mismatch in the levels of motivation. Clearly the larger the class, the more likely that this mismatch will be greater. Dornyei (2001) agrees with this view and emphasizes the importance of group dynamics in a class.

The final question in this section deals with how students feel in terms of the competition with other students. For the teachers, three of the teachers (60%) totally agreed that the students were comfortable because there is healthy competition with other students. Two of the teachers agreed with the statement. On the part of the students, twenty nine (55.8%) totally agreed, with twenty two (42.3%) agreeing and one student (1.9%) partially agreeing. The observations showed that although there was competition it was mainly seen as healthy. In one class there was a running dictation between different groups, and although it was quite competitive with all groups wanting to finish first, it was seen as motivating rather than a problem for the students. In another group there was a game to help them revise. Again, the competition element seemed to motivate the students rather than hinder them. In all the observations, although there may have been some competitive element to activities, in general these were based on cooperation amongst the students. Dornyei (2001) shows that studies around the world have are unanimous that students in cooperative environments have more positive attitudes towards learning and develop higher self-

esteem and self-confidence.

Table 5 shows that the teachers thought that the most positive aspect about how students feel in small classes was that the students would have more chance to participate. Four out of five said that they totally agreed with this. This reflects the findings in Blatchford, Russell, Bassett, Brown and Martin (2007), which found that students took a more active role in smaller classes. The next highest area was that they would be comfortable with healthy competition, with three teachers totally agreeing with this. In general there were no scores of partially agree or disagree for any of the feelings that students might have. Clearly the teachers in the study felt that small classes generally promote positive feelings amongst the students. Harmer (2007) also makes the point that it is just as important that the teacher feels comfortable in small classes.

Table 6 shows the responses across the five groups of how the students felt in smaller classes. Again this generally shows a positive response with at least 55% totally agreeing with the four statements. From the evidence in table 6 we can clearly see that the students were generally in agreement with what the teachers thought in table 5. The highest response was indeed that they felt that they have more chance to participate in smaller classes, with almost 60% saying that they totally agreed. All the other feelings scored in a very similar way with 29 students (55.8%) totally agreeing for the other feelings mentioned. These positive results were similar in the research by Harfitt (2012) in which the results showed that smaller classes promoted a strong sense of security. Students stated that they felt more confident about taking part in English lessons. There were some outlying students in the current study, who expressed that they disagreed, but the total was only 3.8% of the sample. A further 11.5% only partially agreed to the four statements with being relaxed in front of my classmates the highest response at 5.8%.

D. Are there any limitations when teaching English in small classes?

Table 7

Teachers' Perceptions

No	In classes with few students the students feel:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
20.	There is anxiety amongst the students because there is more control on the part of the teacher	2	40	1	20	2	40	-	-	5	100
21.	It is difficult to practice speaking and listening skills	2	40	1	20	1	20	1	20	5	100

Author: Martinez Hernandez Paulina

Source: Teachers' questionnaire

Table 8

Students' Perceptions

No	In classes with few students the students feel:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
21.	There is anxiety amongst the students because there is more control on the part of the teacher	13	25	18	34.6	15	28.8	6	11.6	52	100
22.	It is difficult to practice speaking and listening skills	14	27	15	28.7	14	27	9	17.3	52	100

Author: Martinez Hernandez Paulina

Source: Students' questionnaire

The final question in the research focuses on whether there are any limitations when teaching English in small classes.

In the first question, that there is anxiety because there is more control on the part of the teacher, two teachers totally agreed (40%), one teacher (20%) agreed and two teachers (40%) partially agreed. For the students, thirteen students totally agreed (25%) eighteen (34.6%) agreed, fifteen (28.8%) partially agreed, and six (11.6%) disagreed. These findings were not really seen in the observations. In all of the observed classes it was noted that the students seemed relaxed and happy that the teacher was in control and that it was easy for the teacher to be aware of them. All of the students seemed keen to participate. The importance of learner autonomy is a widely held view in EFL, and far from the teacher being seen to be the only element of control in a class, students are actively encouraged to take responsibility for their own learning. Hedge (2000) states how learners are capable of self-direction and able to organize and undertake language learning with self-reliance. Smaller groups however, seem to make the students feel that the teacher is more in control and maybe on their case more. This can cause anxieties for some.

The final question in the study asked if students felt that it was difficult to practice speaking and listening where there are fewer students. Of the teachers, two totally agreed (40%), one agreed, (20%), one partially agreed (20%) and one disagreed (20%). For the students, fourteen (27%) totally agreed, 15 (28.7%) agreed, fourteen (27%) partially agreed and nine (17.3%) disagreed. In the observations there was no evidence that students found it difficult to practice speaking and listening. Most commentators would argue that smaller classes make it easier to practice speaking and listening in particular. Certainly where there is more group work, Harmer (2007) would argue that there is a dramatic increase in the number of talking opportunities for individual students.

The results shown in table 7 are more mixed and the responses are much more evenly spread than in the rest of the study. However, three out of the five teachers totally agreed or agreed that there is anxiety on the part of the students in a smaller group and that it can be difficult to practice speaking and listening. This somewhat contradicts the responses on some of the benefits, for example question 9 when 80% of the teachers said that it was easier to design and implement activities to practice speaking. It also contradicts some of the views expressed in the literature. Harmer (2007, p. 164) states that. “ Pairwork dramatically increases the amount of speaking time any one student gets and in smaller classes there is less disruption and the teacher is able to monitor more effectively”. This last point may explain why teachers feel that there is more anxiety, as the teacher is able to pay more attention in a smaller group.

Again we can see in table 8 that the answers are much more evenly spread across the four-point scale than in previous questions and with more responses supporting some of the limitations, with almost 60% saying there is anxiety. As with the responses from teachers, the students in this question agreed that there were limitations in smaller groups. However, these responses in some way contradict the earlier responses. In question 10 almost 70 % said that it was easier to design and practice speaking in smaller classes. Also 92% totally agreed (69.2%) or agreed (26.9%) that they were relaxed when speaking in front of my classmates. Although this isn't directly related to the question of greater control, it does not imply that there is greater anxiety in smaller classes. The results to this question also do not match some of the findings in other reports on the impact of smaller classes. Harfitt (2012) in his study found that smaller classes promoted a strong sense of security and reduced students' fears of a bad evaluation from their teachers.

Looking at the results we need to conclude that there are some concerns about the two

limitations referred to in the statements about anxiety and difficult to practice speaking and listening. Almost 60% totally agreed or agreed that there was anxiety amongst the students and 55.7% totally agreeing or agreeing that it was difficult to practice speaking and listening. However, caution should be exercised as there is some contradiction to these findings in earlier questions and previous studies have not shown this. There was some indication on the forms that both the teachers and the students were not always sure which was a positive response to the question on the scale.

CONCLUSIONS

There is an overwhelmingly positive perception to learning English in small classes. Only one answer from all five teachers across all seven questions on the benefits of teaching in small classes was in the negative part of the four-point scale. For students only 3.3% of the answers were in the negative part of the four-point scale, with over 60% saying they totally agreed or agreed.

There was very clear agreement in what the benefits of small classes were. There was strong agreement from both teachers and students that there was better interaction between teacher and student and that it was easier for teachers to remember the names of the students. The teachers were very positive about the attentiveness and participation of the students in small classes, The students placed more emphasis on the fact that interaction between students was better in small classes. They felt that they had more chance to participate and that they felt comfortable in small groups.

The research demonstrates that teachers see a wide range of strategies and resources being of benefit to the teaching of English in small classes, including group work, speaking and listening activities. Four out of five of the teachers totally agreed that all of the strategies and resources were easier in smaller classes, apart from the practice of reading skills and the design and application of individual work, which nonetheless three out of five totally agreed were easier (see table 3) .

The two areas that were slightly less positive were reading and individual work, although there was some evidence of both in the observations. From the students' perspective, group work and speaking skills are the most prominent strategies that benefit learning in small classes. The

students were surprisingly less positive about the use of technology, with 14 students (27%) only partially agreeing that it was easier to use in a small class (see question 15 in table 4)

The research demonstrated that there was a significant group that found that there were some limitations when teaching in smaller groups. However, there was some evidence from the observations that students may have confused the marking scale in these questions. This was also shown in some contradictions with earlier questions and against previous studies. Therefore it is difficult to draw firm conclusions in this area and it would be important to re-evaluate this question.

The research showed very strong consistency between both teachers and students and across the five classes regarding the four main questions. This implies that the findings are valid and take into account the variance of a different teacher and different lesson topic. This is very strong evidence that both teachers and students have a very positive view of teaching and learning in English in smaller groups.

The research shows that students may make better progress in smaller groups because they have a much more positive attitude to learning English in this context. There was very clear evidence that they felt relaxed and comfortable, even when made to speak in front of the class, Although the study did not cover progress made by the students in small classes, the implication is that with a positive attitude the students have a better chance of progressing

RECOMMENDATIONS

It is recommended that class sizes for English classes should be reduced in the light of the positive views of both teachers and students.

The average class size in this study was 11 and it is recommended that the authorities look at what the most realistic and cost effective teacher-student ratio is.

Although views on training were not covered in the study, it is recommended that there is teacher training for teachers on the most effective ways to teach in reduced classes.

It is recommended that there should be a baseline evaluation of the level of English in classes now, using an internationally recognized exam such as IELTS or Aptis and that this is repeated in two years after the introduction of smaller classes, to measure any difference in level and to demonstrate the effectiveness of teaching English in smaller classes.

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ANNEXES

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 su opinión en cuanto a la enseñanza del Inglés en clases con grupos de 20 estudiantes o menos.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos:

Nombre de la institución:			
Tipo de institución:	Pública () Privada ()		
	Escuela ()	Colegio ()	Instituto ()
Ciudad:			

Instrucción: Marque con una X según su criterio.

Estrategia: Luego de leer cada ítem, le rogamos contestar de acuerdo a la siguiente escala de referencia.

Muy Satisfactorio
Satisfactorio
Poco satisfactorio
Nada satisfactorio

A. Beneficios de enseñar y aprender Inglés en clases con pocos estudiantes.

		Muy Satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
	En clases con pocos estudiantes:				
1.	Las actividades que se realizan permiten practicar lo aprendido.				
2.	Los estudiantes están atentos y participan en las actividades desarrolladas en clase.				
3.	Los estudiantes se concentran mejor porque no hay mucho ruido en el salón de clase.				
4.	El espacio de la clase permite desarrollar adecuadamente las actividades asignadas por el profesor.				
5.	El profesor brinda una retroalimentación adecuada				
6.	Existe interacción entre los estudiantes.				

7.	Existe interacción entre el profesor y los estudiantes.				
8.	El profesor recuerda el nombre de los estudiantes.				

B. Estrategias y recursos que favorecen la enseñanza del Inglés en clases con pocos estudiantes.

Nº	En clases con pocos estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
9.	Se realizan actividades que permiten practicar las habilidades de escucha .				
10.	Se realizan actividades que permiten practicar las habilidades habla .				
11.	Se realizan actividades que permiten practicar las habilidades de lectura .				
12.	Se realizan actividades que permiten practicar las habilidades de escritura .				
13.	Se utilizan actividades grupales .				
14.	Se utilizan actividades individuales .				
15.	Se utilizan recursos tecnológicos.				
16.	Se utilizan materiales didácticos.				

C. Opinión acerca de cómo se siente al aprender Inglés en una clase donde hay pocos estudiantes.

Nº	En clases con pocos estudiantes me siento:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
17.	relajado al momento de hablar frente a mis compañeros.				
18.	tomado en cuenta porque tengo mayor oportunidad de participar en la clase.				
19.	motivado a participar porque somos pocos compañeros en la clase.				
20.	a gusto porque puedo competir sanamente con otros estudiantes.				

D. Limitaciones al aprender Inglés en clases con pocos estudiantes.

	En clases con pocos estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
21.	Existe ansiedad entre los estudiantes debido a que hay mayor control por parte del profesor.				
22.	Se dificulta practicar las habilidades de habla y escucha.				

¡Gracias por su colaboración!



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 su opinión en cuanto a la enseñanza del Inglés en clases con grupos de 20 estudiantes o menos.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos

Nombre de la institución:			
Tipo de institución:	Pública () Privada ()		
	Escuela ()	Colegio ()	Instituto ()
Ciudad:			

Instrucción: Marque con una X según su criterio.

Estrategia: Luego de leer cada ítem, le rogamos contestar de acuerdo a la siguiente escala de referencia.

Muy Satisfactorio
Satisfactorio
Poco satisfactorio
Nada satisfactorio

A. Beneficios de enseñar y aprender Inglés en clases con pocos estudiantes.

	En clases con pocos estudiantes:	Muy Satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1.	Las actividades que se realizan permiten practicar lo aprendido.				
2.	Los estudiantes están atentos y participan en las actividades desarrolladas en clase.				
3.	Los estudiantes se concentran mejor porque no hay mucho ruido en el salón de clase.				
4.	El espacio de la clase permite desarrollar adecuadamente las actividades asignadas por el profesor.				
5.	El profesor brinda una retroalimentación adecuada				
6.	Existe interacción entre los estudiantes.				

INSTRUMENTOS



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

Estimado docente:

Este cuestionario tiene como objetivo conocer su opinión en cuanto a la enseñanza del Inglés en clases con grupos de 20 estudiantes o menos.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos

Nombre de la institución:			
Tipo de institución:	Pública () Privada ()		
	Escuela ()	Colegio ()	Instituto ()
Ciudad:			

Instrucción: Marque con una X según su criterio.

Estrategia: Luego de leer cada ítem, le rogamos contestar de acuerdo a la siguiente escala de referencia.

Muy Satisfactorio
Satisfactorio
Poco satisfactorio
Nada satisfactorio

A. Beneficios de enseñar y aprender Inglés en clases con pocos estudiantes.

	En clases con pocos estudiantes	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1.	Se facilita diseñar actividades que permitan al estudiante poner en práctica lo aprendido.				
2.	Los estudiantes están atentos y participan en las actividades desarrolladas en clase.				
3.	El espacio de la clase permite que las actividades diseñadas por usted se desarrollen adecuadamente.				
4.	Se puede brindar una retroalimentación adecuada.				
5.	Se realizan actividades que permitan mayor interacción entre los estudiantes.				
6.	Existe mayor interacción entre el profesor y los estudiantes.				
7.	Es fácil para usted recordar el nombre de los estudiantes.				



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

HOJA DE OBSERVACIÓN

INSTITUCIÓN EDUCATIVA:	
FECHA:	
CURSO/NIVEL:	

1. Se realizan actividades que permiten poner en práctica lo aprendido.

SI () *NO* ()

Notas:

2. Todos los estudiantes están atentos y participan en las actividades desarrolladas en clase.

SI () *NO* ()

Notas:

3. El espacio de la clase permite desarrollar adecuadamente las actividades asignadas por el profesor.

SI () *NO* ()

Notas:

4. El profesor brinda una retroalimentación adecuada debido al poco número de estudiantes en la clase.

SI () *NO* ()

Notas:

5. Existe interacción entre los estudiantes.

SI () *NO* ()

Notas:

6. Existe interacción entre el profesor y los estudiantes.

SI () *NO* ()

Notas:

7. El profesor recuerda el nombre de los estudiantes.

SI () *NO* ()

Notas:

8. Se realizan actividades que permiten practicar la habilidad de **escucha**.

SI () *NO* ()

Notas:

9. Se realizan actividades que permiten practicar la habilidad de **habla**.

SI () *NO* ()

Notas:

10. Se realizan actividades que permiten practicar la habilidad de **lectura**.

SI () *NO* ()

Notas:

11. Se realizan actividades que permiten practicar la habilidad de **escritura**.

SI () *NO* ()

Notas:

12. Se utilizan actividades **grupales**.

SI () *NO* ()

Notas:

13. Se utilizan actividades **individuales**.

SI () *NO* ()

Notas:

14. Se utilizan recursos tecnológicos.

SI () *NO* ()

Notas:

15. Se utilizan materiales didácticos.

SI () *NO* ()

Notas:

16. Los estudiantes se muestran relajados al momento de hablar frente a sus compañeros.

SI () *NO* ()

Notas:

17. Los estudiantes tienen mayor oportunidad de expresarse.

SI () *NO* ()

Notas:

18. Los estudiantes se muestran interesados en participar en las actividades realizadas en clase.

SI () *NO* ()

Notas:

19. Los estudiantes pueden competir sanamente con sus compañeros.

SI () *NO* ()

Notas:

20. Los estudiantes se muestran relajados porque no hay mucho ruido en el salón de clase.

SI () *NO* ()

Notas:

21. Los estudiantes se muestran tensos debido a que existe mayor control por parte del profesor.

SI () *NO* ()

Notas:

22. Se dificulta realizar habilidades de habla y escucha.

SI () *NO* ()

Notas:

