



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

AREA SOCIO HUMANÍSTICA

TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

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

TRABAJO DE TITULACIÓN

Autor: Perengüez Pozo, Lorena del Pilar

Director: Salcedo Viteri, Karina Soledad, Mgtr.

CENTRO UNIVERSITARIO TULCÁN

2017



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

2017

APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN

Magister.

Karina Soledad Salcedo Viteri.

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: The influence of large classes in the English language teaching-learning process in Ecuadorian high schools, realizado por Perengüez Pozo Lorena del Pilar, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Enero del 2017

f).....

Mgtr, Karina Soledad Salcedo Vitery

DECLARACIÓN Y AUTORÍA DE CESIÓN DE DERECHOS

“Yo Perengüez Pozo Lorena del Pilar declaro ser autor(a) del presente trabajo de fin de titulación: The influence of large classes in the English language teaching-learning process in Ecuadorian high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo Salcedo Viteri Karina Soledad director(a) del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.

f).....

Autor: Perengüez Pozo Lorena del Pilar

Cédula: 0401453220

DEDICATION

I want to dedicate this study to my parents, who helped me with their patience, love, and enthusiasm to make this impossible dream a reality, to my teacher Karina who was my guide in this process, especially when I did not want to continue.

ACKNOWLEDGMENT

To my God because He is my guide and the owner of my life. My gratitude to my university, Universidad Técnica Particular de Loja, where I could complete my studies and a special thanks to my teacher Karina, my tutor.

CONTENTS

COVER.....	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGMENT.....	v
CONTENTS.....	vi
LIST OF TABLES/GRAPHS.....	vii
ABSTRACT.....	1
RESUMEN.....	2
INTRODUCTION.....	3
CHAPTER I: LIRATURE REVIEW.....	6
CHAPTER II: METHOD.....	13
CHAPTER III: RESULT AND DISCUSSION.....	15
Description, Analysis, and Interpretation of Results.....	15
CONCLUSIONS.....	40
RECOMMENDATION.....	41
REFERENCES.....	42
ANNEXES.....	44

LIST OF TABLES/GRAPHS

Graph 1. What instructional implications do large classes have on the teaching-learning process?.....	15
Graph 2. What social implications do large classes have on the teaching-learning process?.....	27
Graph 3. What psychological implications do large classes have on the teaching-learning process?.....	33

ABSTRACT

This research was about “The influence of large classes in the teaching learning process of English language in Ecuadorian high schools” the purpose was to determine whether or not large classes affect the teaching learning process of English language. The study was conducted in the city of Tulcán. The following samples were used: students from eighth, ninth, tenth grade of primary school, second and third grades of senior high school, 185 students in total whose ages ranged between 12 and 17 years old, the chosen classes had over thirty-five students each.

In the research process, the qualitative and quantitative methods were used; in the qualitative method an observation class was applied to find out results and to observe whether or not the teacher has difficulties teaching English in large classes; in the quantitative research a questionnaire of 21 questions was applied to each student, the responses were analyzed and represented in graphics.

Finally, it was found that the classroom space was not enough for the amount of students; it was difficult for both, students and teacher, to move in the classroom.

KEY WORDS: large classes, instructional, social, psychological implications, teaching-learning process.

RESUMEN

Esta investigación fue acerca de la influencia de las clases numerosas en el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios del Ecuador, el propósito fue determinar si las clases numerosas afectan o no en el proceso de enseñanza-aprendizaje del idioma inglés. El estudio fue realizado en la ciudad de Tulcán. Las siguientes muestras fueron utilizadas; estudiantes de octavo, noveno, decimo de escuela primaria, segundo y tercer grados de secundaria, 185 estudiantes en total, con edades comprendidas entre los 12 y 17 años de edad. Las aulas seleccionadas fueron las que tenían más de treinta y cinco estudiantes cada una.

En el proceso de investigación, los métodos cuantitativo y cualitativo fueron utilizados, en el método cualitativo fue aplicada la observación de clase para encontrar resultados y observar si el profesor tiene o no dificultades enseñando inglés en aulas numerosas, en la investigación cuantitativa un cuestionario de 21 preguntas fue aplicado a cada estudiante, las respuestas fueron analizadas y representadas en gráficos.

Finalmente, se encontró que el espacio en las aulas no fue suficiente para la cantidad de estudiantes; fue difícil tanto para el estudiante como para el profesor moverse en el aula.

PALABRAS CLAVES: clases numerosas, instruccional, social, implicaciones psicológicas, proceso enseñanza-aprendizaje.

INTRODUCTION

The English language has been regarded as the main language around the world for over a century. In the field of education, English communication is essential for schools and it has impact on its English language-learners around the world.

Many public and private schools have English as subject, but in many countries including Ecuador attaining proficiency has not been an easy task, a clear limitation is the fact that English often tends to be taught in large classes, and the decision made by the Ecuadorian government to improve the free public education in Ecuador, increased the population of students in these schools, which turn into large classes, in small spaces with approximately thirty-five to forty students according to the course; the main problems are the amount of students in the class, lack of students concentration, and a lot of work for teachers, among others.

This research, the influence of large classes in the teaching-learning process of the English language, seeks to provide stronger inside into teaching of English in large classes answering the following questions: What instructional implications do large classes have on the teaching-learning process? What social implications do large classes have on the teaching-learning process? What psychological implications do large classes have on the teaching-learning process?

It is very important to carry out the research because teachers and students have different perceptions if working in large classes could be a problem or not, if working in large class could be an advantage or disadvantage according to the age,

and number of students, if working in large classes could affect the attention of students etc.

Some teachers think that they could develop more activities with groups of five or six students and assessing students will be easier, but they think that giving personal attention is limited with large classes; therefore, teachers should choose the best technique to teach in large classes because each student is different.

One study conducted by Ijaiya (1999) discuss the effect of over-crowded classrooms on classroom interactions, for this study the researcher used a questionnaire using sampling technique, and the participants were 141 teachers and 250 students from secondary schools in the Metropolis of Ilorin. The results showed that the seating arrangement in over populated classes, places limitations on the quantity and quality of interactions among teachers and students as well as on the quality of teaching and learning.

Jimakom and Singhasiroi (2006) discuss the teachers' beliefs concerning large English teaching classes at university level, the researchers used questionnaires in order to access the opinions and perceptions of teachers, the participants of the research were 17 male and 58 female teachers. The results showed that Thai teachers thought that teaching in large classes was difficult in several aspects such as the students-teacher relationship, monitoring and giving feedback and assessments; however teaching management should be well planned and organized.

Li and Lu (2012) conducted a research to determine the individualized instruction in large classes, the purpose of this study was to know how individualized instruction improves the outcome of students' participation. The instruments

employed in this study include data from pre-test and post-test, questionnaires and interviews. The result of this study was that individualized instructions based on the analysis of students' needs and through CALL (environments that facilitate the individualized instruction in education) could be a feasible way to improve the efficient and effectiveness of large classes in integrated English.

The results of the current study show the beneficiaries of this research are students, teachers and institutions to reinforce the quality of the class and improve it through applying the best method and activities to catch the attention and interest of the students in class.

One important limitation of this study was the lack of information from the teachers because they knew that they were going to be observed during the class which allow them to prepare didactic classes. In order to avoid this limitation, the future researchers should observe classes without a previous notice.

CHAPTER I: LITERATURE REVIEW

Nowadays teaching English is vital to the success of students; it has a great impact on their lives in order to be more competitive in our society. There are some factors that affect teaching English in large classes such as: noise, problems in seating assignments, excessive work load for teachers, and a limited attention of students, among others, were identified in large classes.

To establish a clear perception about the context of teaching English in large classes an overview of the most relevant literature is presented below, this literature review includes concepts and views of some authors about the influence of large classes in the teaching-learning process of the English language in Ecuadorian high schools.

Teaching Approaches and Methods

The grammar-translation method is a method characterized by memorization of grammar rules, Richards and Rodgers (2001) mention that the principal characteristics are the memorizing of grammar rules, the emphasis is in reading and writing instead of pronunciation and listening, these are ignored. Grammar is taught through memorization and the use of a dictionary and a textbook is very important. Bastidas (2002) mentions that teachers use the native language as a basis of translation and students are the recipients of the knowledge of the teacher, the classes are stressful and boring.

Total physical response is a method that includes physical activity, Richards and Rodgers (2001) mention that while the teacher gives commands, the students learn the instructions given in English, the teacher should use the imperative form of

the verbs, the students act first then, they start to use verbs, the principal support is how we learn our first language through mimic and gestures. Additionally, Richard and Reynanda (2007) suggest that, people have a bio-program to learn languages and brain lateralization, the function to learn languages and brain lateralization defines the function of right and left hemispheres.

Communicative language teaching is based around the knowledge of each person, Richards (2001) explains that each person learns in a different manner, we learn from the necessities, activities and objects that we can see, touch, feel, smell, or listen; for example: maps, cards, puzzle, listen address, etc. People learn according to the situation and objects that capture their attention. In addition, Nunam (1998) says that students learn using different aids for example translating, talking, drilling, dialogues each person gives the meaning to events and students learn by trial and error. In this method, there is very little intervention on the part of the teacher with the students.

The Natural Approach puts emphasis on learning through questions and answers. Lister (2007) says it is evolutionary not revolutionary, the characteristics of learning are repetition, memorization and finally learning, the aforementioned characteristics have preference because of comprehension and meaning, however Richards (2001) says, it is similar to learn the maternal language, first through commands, children reply in a physical manner and use a sequence of each learning..

Content based approach is based on learning guided by the instruction of the language study plans, Harmer (2007) says, the priority is the education of immersion as a type of instruction, the activities received in language class are specific to each

subject using reading material, target language and academic subject according to the shapes and sizes and the level of the students.

Class Size

For some teachers, it is very difficult to manage the size of the class, Harmer (2007) says teachers can manage forty, sixty or eighty students depending on the size of the classroom and number of students, teachers should to use the most appropriate technique for this kind of classrooms: for example working in groups, but it is easier to teach fourteen than eighty students, in addition Richards & Reynanda (2007) says the majority of teachers wish to teach in small classrooms and students with an equal level of proficiency, but the reality is different, they should apply adequate techniques to work in groups and carry out an optimal learning and an active participation of all students, although in large groups there could exist a great amount of creativity in activities, abilities, games, etc., because it is better to teach and explain in a group than student by student.

Managing Learning.

Wanjnryb (1992) mentions that giving instructions, timing, pace, and the language of feedback are the most important parts in class, the teacher must give students clear instructions according to age, level and the number of students, they are the ones that have the control of the class and should be careful to manage the time and pace appropriately, teachers learn to manage time according to the experience they have. Language feedback is the teacher's response to error, it can be personalized for each class, the most important thing is to motivate students to improve and help them to understand what the problem is and help to solve it.

Managing Large Classes

Managing large classes can be very productive. Harmer (2007) mentions that teaching large classes increases the interaction, since in large classes, there is a big variety of human resources and some tips to manage them, for example, it is easier to be organized, to give explanations to a group than to each student separately, to establish routines in daily work with groups. Students are ready to collaborate, they do not lose time moving around the class, and give enough time to respond to each task. In contrast with Opp- Beckman, Kinghammer & University of Oregon (2005), explain that managing large classes require good planning but generally teachers do not have the time to plan a class, they find it difficult to establish rapport with the students, to monitor students' work, and to maintain control and discipline. Students do not have the opportunity for production and practice.

Activities for Working with Large Classes

Harmer (2007) explains that there are different ways of seating arrangement such as orderly rows, hereby students and teachers can see each other and maintain eye contact, it can also be applied in grammar instructions, watching a video, power point, overhead protector and language practice. Other seating arrangements are: circle and horse shoe, which is used in small groups, for example learning by means of a computer; separate tables, used in mixed ability classes; enemy corners, used when two groups go into opposite corners of the room; back to back, used to make pairs and individual learning, this seating arrangement allows each student to work individually. Gower (2005) states that classroom furniture is very important in the learning atmosphere, you may arrange students around tables in a "café style", the

activities are necessary and helpful to learn in groups, pairs and individually. The teacher should be sure that the task is clear and invest plenty of time.

Different Levels of Proficiency

Harmer (2007) explains that the level of the students affects their motivation because the problem of a students with a low level affects students with a high level and it is very difficult for example to start a dialogue, this does not meant that they do not learn, but the teacher should find the appropriate tasks for learning and solve the problems to turn the class in a homogeneous atmosphere, fatigue is felt by teachers and students because when in class the activities are of high level, the students are of a low level and therefore cannot respond easily; the contrary happens when students of a high level receive a class of a low level, they are tired because the class is repetitive.

Finally, after mentioning the most relevant information to teaching in large classes, it is important to mention some studies about teaching in large classes

Ijaiya (1999) carried out a research in Illorin Metropolis, the methodology was quantitative and qualitative and the data was collected by surveys that included eight schools of thirty secondary classes with 250 students and 141 teachers. Ijaiya concluded that the seating arrangement is ever more populated, this places limitations on the quantity and quality of interaction between the teachers and students as well as the quality of teaching and learning, he also found that teachers have some doubt about the skills in dealing with problems.

Jimakom and Shinghasoroi (2006), performed a research that took place in Thailand, the purpose of this study was to investigate teacher's beliefs in terms of

perception, opinion and attitudes toward teaching English in large classes, for the assessment, a questionnaire was used. The questionnaire was distributed by the English department. They concluded that Thai teachers thought that teaching in large classes was difficult in several aspects such as relationship among teachers and students, monitoring and giving feedback assessment.

Li and Lu (2012) conducted a research to know the individualized instruction in large classes, the purpose of this study was to know how individualized instructions improve the participation of students in the learning outcomes, and how the teachers were centred, one for each lecturing model and the compared individualized instruction model, in terms of their relative popularity, in the eyes of the students. The instruments employed in this study include data from pre-test and post-test. Questionnaires and interviews were used. The questionnaire was designed to analyse the student's motivation for learning English, the perception and ability of autonomous learning opinions on teaching models. From the above mentioned research they concluded that individualized instruction based on the students, need to be analysed and through CALL (environments that facilitate the individualized instruction in education) could be a feasible way to improve the efficiency and effectiveness of large classes in integrated English.

Olayemi 2012 conducted a research in the state of Ekiti. The purpose of the study was to know what the level of productivity in primary school in Ekiti State is and what the impact of class size on teacher's productivity is. The research was conducted in public schools of the local government of Ado in Ekiti State with a questionnaire tagged with the class size and teachers' productivity validated by research experts in education management and test measurement. The test and retest

method of testing reliability was used to test the instrument and, the reliability coefficient of 0.72 was obtained for the instrument, the questionnaires were personally administered with the help of research assistants, the conclusions of the research showed that the class is a major contributing factor to ineffectiveness that is prevalent among primary school teachers in the state and the impact of large classes on teachers' productivity was unfavourable also, the relationship between class size on teachers productivity was highly significant.

Harfir (2012) investigated the perception of secondary school English language teachers of teaching large and reduced size classes of the same grade level, the differences between any of those perceptions and the subsequent practices of the same teachers when teaching in large classes and reduced size classes of compatible ability. A qualitative methodology in the collection and analysis of data stemming from this study was employed in the research. The database included 22 semi-structured interviews with experienced teachers by means of three studied cases as well as 48 class lesson observations. This study was limited in its scope but the notion of comparing the perception and practice of the same teachers, working in large classes and reduced class size, was discovered which also captures the reality and thoroughly details the classroom context from indeterminate practice zones toward the understanding and the adjustment of the determinate situations in their teaching practice.

CHAPTER II: METHOD

Setting and participants

This study attempts to show the influence of large classes in the English language teaching- learning process in Ecuadorian high schools. This research was carried out in the city of Tulcán; which is located in the province of Carchi. The field of investigation was conducted in two public high schools in Tulcán. A survey was applied for this study, and the sample included a total of 185 students from eighth, ninth and tenth years of basic school and second and third of senior year of high school.

Regarding the physical space observed, classrooms were small and unappealing. Classes were made up of more than thirty-five students, there was absence of the use of supplementary materials, projectors or any other material to teach English. The weekly schedule for English lessons is seven hours a day, students in these classes come from a middle-low social economic class, and their age range from twelve to seventeen years old.

Procedures

An extensive literature review was gathered from different resources such as books, journals, web pages, and scientific studies to include the most relevant information about teaching approach and methods, class size (number of students), activities and appropriate techniques to teach in large classes.

The strategy applied to accomplish the main objective of this research was through the use of quantitative and qualitative methods. In the quantitative method a survey was applied to each student, and in the qualitative method the class observation method was applied while the teacher was teaching the class, these

classes lasted forty minutes, time in which the teachers and students were observed to determine the influence of large classes in the teaching-learning process of the English language in Ecuadorian high schools. Students could give ideas and suggestions about the management of the English classes and how teachers could motivate them to learn English. At the end of each observed class, a questionnaire, with twenty-one questions was applied to each student.

The quantitative method was applied, through a survey with a questionnaire of twenty-one questions; students answered it individually, the questions were about their social, instructional and psychological perceptions in the teaching-learning process of the English language, including: class activities, discipline, feedback, instructions, number of students, the size of the classroom, comfort in class and learning environment. On other hand, teachers were evaluated by an observation sheet, in which it was possible to check their performance method, abilities, use of English in classroom management, and the resources that they used. Finally, some questions were asked about the seating arrangement and the ideal number of students in a class.

After the information was obtained from the surveys, a quantitative analysis was conducted in which the data was tabulated and interpreted in charts divided into four options such as very satisfactory, satisfactory, somewhat satisfactory and unsatisfactory consequently, percentages were obtained, and all the collected data was analysed. To finish the qualitative analysis was carried out to describe and analyse the observed class. In order to determine the influence of large classes in the teaching-learning process; after interpreting the results of the research the conclusions and recommendations were made.

CHAPTER III: RESULT AND DISCUSSION

Description, Analysis and Interpretation of Results

In this section of the study, the most relevant information were obtained from a survey and from an observation scheme applied to teachers and students from eighth, ninth and tenth years of basic school and from second and third years of high school.

The collected information will be examined using qualitative and quantitative analysis. The three main aspects to analyse are instructional, social and psychological implications that affect the teaching learning process of the English language.

Qualitative and Quantitative Analysis

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

Table 1

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1.	The activities done in class help to apply what students learn in class.	74	40	86	46.4	22	11.8	3	1.6	185	100
2.	The activities carried out allow the practice of, listening, speaking, reading and writing skills.	63	35	91	49	28	15	3	1	185	100
3.	The students are attentive and participate	24	12	69	37.5	71	38.3	21	11.3	185	100

	in class activities, including those sitting at the back of the classroom.										
4.	Varied class activities are used such as group, individual, pair-work activities, etc.	87	47	63	34	24	13	11	6	185	100
5.	Activities such as plays, competitions, debates, games, etc. are used in class.	34	18.4	47	25.4	67	36.2	37	20	185	100
6.	Students can cheat during the test.	10	5.4	10	5.4	36	19.4	129	69.8	185	100
7.	Students get distracted by doing assignments from other subjects.	15	8.1	14	7.5	42	22.7	114	61.7	185	100
8.	The seating arrangement facilitates the tasks that are carried out in class.	54	29.1	72	39	40	21.7	19	10.2	185	100
9.	Students cannot receive regular feedback from the teacher due to the large number of students.	28	15.1	57	30.8	56	30.2	44	23.9	185	100

Author: Perengüez Pozo Lorena del Pilar

Source: 8th, 9th, 10th of basic school and 2nd, 3rd of senior high school.

Statement number 1, about if the activities done in class help to apply what students learn in class, shows that from 185 students interviewed, 75 students, which corresponds to 40% of all the population, totally agreed with the statement; 86 students, which corresponds to 46.6% of all the population, agreed that the activities done in class help them to learn in class; 22 students, which corresponds to 11.8% of all the population, partially agreed with the statement and 3 students, which corresponds to 1.6% of all the population, disagreed with the statement.

The majority of the students think that the activities used by the teacher in the classroom help to apply what they learn in class; the teachers encouraged students to answer questions, they read paragraphs, they used objects of the class, realia and carried out several activities to facilitate the student's learning.

The observation showed that students listened to the information, repeated names in chorus and work individually; the teacher repeated the class several times until the students understood the topics. For example: in eighth grade the class was about the "objects in the classroom"; the teacher used several objects to teach the pronunciation of these names, using different methods; first, the teacher gave the name of the object and the students pointed out the object, then they gave the name of the object and the teacher shows the object. All the students participated in the class, and finally the teacher assignment homework to reinforce the knowledge. Referring to this topic Pulveness, Sprat and Williams (2005) argue that during the lesson the teacher needs to manage the activities and the learners in the classroom in different ways.

Statement number 2, shows that from 185 students interviewed, 91 students, which corresponds to 49% of all the population, agreed that the activities done in classroom allow to practice listening, speaking, reading and writing skills; 63 students, which corresponds to the 35% of all the population, totally agreed with the statement; 28 students, which corresponds to 15% of all the population, partially agreed with the statement and 3 students, which corresponds to 1% of all the population, disagreed with the statement. The students agreed that the activities used by the teacher to explain the class help them to practice reading, writing, speaking and listening skills but it is necessary to give importance to these four skills.

In the observed class, almost all teachers use CD, projector charts, videos and the English book as a teaching aid. A teacher said “it is very important to practice the four skills”, but in some classes they practice one or two skills reading and writing or listening and speaking. Some teachers practice listening in the classroom by using the CD, reading information from the paragraphs and speaking, through questioning, and writing skill is developed through homework.

As an example, in eighth grade, the topic was “Objects in class”, in this class, were 37 students, they were between eleven and twelve years old. The class started at 8:50 a.m., and the students were noisy. The teacher started the class very animated, she described the objects in class and asked some questions about the objects; students repeated several times the name of each object in chorus, the students participated in class. The teacher did another activity, wrote the name of the objects on the board, then, they said the name of this object out loud and the students repeated, after that, the students from the last row participated and did the same activity. The teacher repeated and corrected the names written on the board and, she gave some explanation because there were some mistakes in spelling. Then, students worked in the book, after working in the book the teacher asked some questions to the students, and they gave efficient responses, to teacher questions, finally the students compared their responses with those of their other classmates. As a homework the teacher asked the students to find ten of the objects discussed in class in magazines.

The teacher gave enough time to work in class to practice the four skills as in giving and receiving information; writing and reading from the board and from the book finally, listening to the teacher and asking questions. Gower (2006) indicates

that many drills (listen and repeat or listen and change the language in a prescribed way) are examples of controlled practice activities.

Statement number 3, indicates that 71 students, which corresponds to 38.3% of all the population, partially agreed with they are attentive and participate in class activities, including those sitting at the back of the classroom; 69 students, which corresponds to 37.5% of all the population, agreed with the statement; 24 students; which correspond to 12% of all the population, totally agreed with the statement and 21 students, which corresponds to 11.3% of all the population disagreed with the statement; 38.3% of all the population partially agreed and correspond to the majority of all the population. This result indicates that not all the students sitting at the back of the classroom participate in class.

The observed class shows that when some students seated at the front of the classroom participate in the class, the other students are talking, or doing homework from another subject. My presence made many students feel worried and stressed, the teacher mentioned that, it is very difficult to monitor to all the students. For example in eight grades, the students sitting in the front rows and those seated at the back of the class paid attention and participated in all the activities, because the teacher encourages them to answer the questions, he asked them to read or go to the board. In this case, it could not see the participation of students sitting in the middle rows of the class.

Another example is second grade of high school, the English class was at 12 o'clock, and the day was too sunny and students were very tired, students were not interested in participate in teacher's request; only five students asked questions, did

the activities, and others were talking, laughing and others were falling asleep listening to the teacher.

Statement four, indicates that 87 students, which corresponds to 47% of all the population, totally agreed that varied class activities are used such as group, individual, pair-work activities; 63 students, which corresponds to 34% of all the population, partially agreed with the statement; 24 students, which corresponds to 13 % of all the population, partially agreed with the statement and 11 students, which corresponds to 6% of all the population disagreed with the statement. The students totally agreed with the question; the teacher use varied activities to teach in class.

In the observed class, in the ninth and second grade of secondary school, teacher used pair work activities; in ninth grade, there were 38 students the students made question to their classmates and they obtained an answer. In the second grade of high school, there were 37 students, the class started at 12:40 p. m, the topic of the class was “The use of the modal verb CAN”, at that time students were tired, and they did not have the disposition to work in class and they were very anxious to get out. The teacher started the class writing the topic of the class on the board and given some explanation about the use of the modal verb CAN. Some students gave their opinions and participated in the class. The teacher used a CD player, the students listened to a dialogue, several times, and worked in groups to do the task from the book, after that which the teacher gave enough time to solve some activities in the book. They practiced listening to a dialogue; they understood the spoken messages by speaking, they gave orally examples. The students wrote sentences using the modal verb CAN on the board and in the book. They completed the paragraphs, selected the correct answer and read specific information. The teacher evaluated the

group work and asked several questions about the topic and from the dialogue that the students had listened to. Some students gave answers, and the teacher noted some mistakes in the exercise from the book, he reinforced the topic writing more examples on the board, the students participated in the class.

It is noticed that teamwork facilitates work for both, teacher and students, however the teachers mentioned that it was very difficult to work in groups in large classes because the classroom is very small and while the students moved the chairs around the classroom, the teacher loses time and cause noise. Teachers need to use all the time because the English class lasted only forty minutes. It is strongly sustained by Woodward (2001), who stated that teachers of large classes need to use pair and group work a lot in order to give students practice and use of target language.

Statement number 5, shows that 67 students partially agreed that activities such as plays, competitions, debates and games are used in class, which corresponds to 36.2% of all the population; 47 students, which corresponds to 25.4% of all the population, agreed with the statement; 37 students, which corresponds to 20% of all the population, disagreed with the statement and 34 students, which corresponds to 18.4% of all the population, totally agreed with the statement.

The majority of students are partially agreed with the statement, it means that, teachers sometimes use games, competitions, debates, the class is not dynamic.

In the observed classes, the teachers greeted the students and continued working with the English book and a dictionary, they gave some explanation on the board and followed the instructions from the book. Only in third grade of secondary

school, the teacher started the class with the use of a group activity about fruits, but the activity was done in Spanish. The topic of the class was “Countable nouns and uncountable nouns”. The class started at 10:40 a.m., with 35 students. The teacher played a game, describing the routine activities, and teacher use some fruits name to make this game funny, but the activity was done in Spanish (cada mañana que me levanto yo me lavo las piñas, manzanas...etc.) the students enjoyed the activity. The teacher wrote the grammar rules and the topic of the class on the board; she continued with the explanation of the use of many, much, a little, a few and some in countable and uncountable nouns. The students took notes; the teacher used graphics to give specific explanation; students participated on the board; they practiced using many, a lot of, a few, a little and some with countable and uncountable nouns; all students participated in those activities. The teacher repeated the use of qualifiers in countable and uncountable nouns. She selected a group of students to practice on the board; students worked in the book; they read and talked about the description of pictures, after, they completed the tasks.

They read their answers in row order and compared them. As a homework they have to write twenty examples of countable and non-countable nouns.

Gower (2005) indicates that many conventional games can be adapted to foreign language teaching, as with any communication activity the areas of language produced may be predictable. Games are particularly useful with younger learners but are generally popular with students of all ages.

Statement number 6, indicates that 129 students, which corresponds to 69.8% of all the population, disagreed that they can cheat during the test; 36 students, which corresponds to 19.4% of all the population, partially agreed with the statement; 10

students, which corresponds to 5.4% of all the population, agreed with the statement and equally 10 students, which corresponds to 5.4% of all the population, totally agreed with the statement. The student's answers show that it is impossible to cheat during the test.

It is important to mention that the majority of students disagreed that they can cheat during class because the teacher does not allow them to cheat during it, in the observed class, the students participated actively during the activities; these activities were done with responsibility and honesty from the teacher and from the students.

The teachers argued that it is impossible to cheat during the test because they are very demanding during the evaluation; they check each movement of the students. They also exchange seats, other teachers put the bags in front of the classroom, and students should have a pencil on the table. The results of tests are very important because is through these that, the students reflect their learning. These findings are in agreement with Wanjryb (2006) who states that the way you give instructions indicates the way you exercise control of your attitude to the group.

Statement number 7, shows that 114 students, which corresponds to 61.7% of all the population, disagreed that they get distracted by doing assignments from others subjects; 42 students, which corresponds to 22.7% of all the population, partially agreed with the statement; 15 students, which corresponds to 8.1% of all the population, totally agreed with the statement, and 14 students, which corresponds to 7.5% of all the population agreed with the statement. The answers from the students indicate that they do not get distracted by doing assignments from other subjects.

In the observed class, some students of ninth grade of high school did their math work, while the teacher was giving some indication on the board, they did not pay attention to the class, and those students were seated at the back of the classroom.

In ninth grade of elementary school, there were 38 students, between twelve and thirteen years old. The class started at 7:30 a.m., and students were noisy and spent time playing with pencils and threw objects to their classmates. The topic of the lesson was “The use of commands”. The teacher started the class very animated, the teacher gave commands to the students such as sit down please, stand up please, don’t stand up, touch your eyes, open your mouth, put your hands up, among others. The teacher gave explanation on the board about the topic, she wrote on the board some commands; she asked questions to the students about when we use commands and the students gave answers. It was observed that, the students worked actively; they used the graphics from the book and talked about it; then, they worked in groups to fill in the spaces, to write commands, and to read a paragraph.

The teacher decided to work in groups because only the students from the front of the class were paying attention, afterward while the students were working in the book, three students were observed, by the teacher, doing their mathematic homework; the teacher took their mathematics books and talked to them.

After that, the teacher asked some questions about the topic and some students gave their opinions; as a homework, they have to draw graphics on a card about when to use commands in school and at home. In activities to improve speaking skill, the students gave and received information about the use of commands; to improve writing skill, the students wrote on the board, in the book they practiced the use of

commands; to improve reading skill, the students understood the topic with the help of a text from the book, and to improve listening skill, the students listened to commands. The activities done in class helped the students to understand the topic of the class, and they cannot be distracted to do any other activity.

Statement number 8, concerning if the seating arrangement facilitates the tasks that are carried out in class, question shows that 72 students, which correspond to 39% of all the population, agreed with the statement; 54 students, which correspond to 29.1% of all the population totally agreed with the statement; 40 students, which correspond to 21.7% of all the population, partially agreed with the statement and 19 students, which correspond to 10.2% of all the population, disagreed with the statement. The answers show that the seating arrangement facilitates the work in class.

In the majority of the observed classes, the classrooms are small, the students are seated in very close rows, it is very difficult to move chairs around the class; it is also very difficult for the teacher to move around the class.

As an example of this statement, in ninth grade, the students are grouped in rows, the teacher said that there is a risk of losing time when tries to change the seating arrangement in the classroom, therefore most of the teachers prefer to work in pairs in the classroom, this method is easier to work with, and it causes less noise and loss of time.

Working in groups facilitate the learning in class because one forgets the typical teaching method where the teacher talks in front of the students, it is different when students work in groups, they present new ideas and comments, working in

group engage students intellectually and emotionally because they contribute to the group and prepare the work in class together, also do homework in groups is easier to do.

Oppbeckman & Kilinghammer (2006) argues that the physical setup of the classroom space varies according to age, room size, available resources, and the activities.

Statement number 9, indicates that 57 students, which corresponds to 30.8% of all the population, agreed that they cannot receive regular feedback from the teacher due to the large number of students; 56 students, which corresponds to 30.2% of all the population, totally agreed with the statement; 44 students, which corresponds to 23.9% of all the population, partially agreed with the statement and 28 students, which correspond to 15.1% of all the population, disagreed with the statement. The answers of the students show that students agreed with they do not receive adequate feedback in class.

The answer is contradictory because in the observed class all the teachers putted emphasis in the topic of the class, they used different resources as graphics, CD, books, examples with real objects, and they used the examples of daily life; for example in the teaching of the imperative, the teacher used commands and students did all the activities that the teacher asked them to do. When they are almost finished the class teacher asked several questions referring to the new acquired knowledge, teacher reinforce difficult themes asking students to participate actively in front of class, doing exercises on the board, despite the large number of students, it was easy for teachers to give an adequate feedback when students required it.

Opp-Beckman & Kilnhammer (2006) argues that the feedback can be positive or negative; negative is a direct correction of errors or drawing attention to the error and positive feedback can be an affective gesture and a reward for communicating correctly or successfully, it provides the opportunity of self-correction.

The results obtained in relation to instructional implications that large classes have on the teaching-learning process, show that in large classes, it is difficult to work with groups, and the seating arrangement difficulties the tasks that teacher carried out in class. In the observed classes the space was not enough, the movement in class was almost impossible, students sat very close to each other, the teacher had only one meter to move in front of the class, it was difficult to work in groups, to do games and competition activities; students were located in rows. Meanwhile in activities such as listening, speaking, attention, participation and feedback, large classes are not a problem in the teaching learning process.

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

Table 2

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	f	%	f	%	f	%
10.	There is a proper balance of student-student and teacher-student interaction.	70	37.9	76	41	33	17.8	6	3.3	185	100

11.	Students have the opportunity to build relationships with their classmates.	76	41	82	44.3	22	11.9	5	2.8	185	100
12.	The teacher has problems remembering all the students names	34	18.3	62	33.5	55	29.9	34	18.3	185	100
13.	The atmosphere is less stressful since the teacher does not ask several questions to the same students.	43	23.3	67	36.3	59	31.8	16	8.6	185	100
14.	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.	9	4.8	19	10.2	40	21.6	117	63.4	185	100

Author: Perengüez Pozo Lorena del Pilar

Source: 8th, 9th, 10th of basic education and 2nd, 3rd of senior high school.

Statement number 10, where 185 students were interviewed; 76 students, which corresponds to 41% of all the population, agreed that there is a proper balance of student-student and teacher-student interaction; 70 students, which corresponds to 37.9% of all the population, totally agreed with the statement; 33 students, which corresponds to 17.8% of all the population, partially agreed with the statement and 6 students, which correspond to 3.3% of all the population disagreed with the statement. According to this, there is a proper balance between students-students and teacher -student interaction.

In the majority of observed classes, the teacher interacted with the students, the teacher gave the instruction, and the students participated and answered the questions. The interaction among teacher and students was very important because it facilitated the learning environment, and the interaction among students-students was not affected by large classes, unlike the work in class was more dynamic and less boring, especially when students worked in pairs.

It can be seen that there was a good balance of student-student and teacher-student interaction, the teacher listened carefully to all the opinions the students gave; the teacher wrote on the board, and the students completed the activities in the book such as fill in the blanks, complete the paragraphs, and repeating out loud as a group what the teacher said. The students had a good relationship among them because they helped each other with pronunciation or with any written problems. The results have a strong support with Harmer (2007) who indicates that in large classes there are enough students to get the interaction going and there is a great variety of human resources for the teacher and the students will never get bored because the challenge is great.

Statement number 11 which aims to know if students have the opportunity to build relationships with their classmates, shows that 82 students, which corresponds to 44.3% of all the population, agreed that they have the opportunity to build relationships with their classmates; 76 students totally agreed with the statement, which corresponds to 41% of all the population; 22 students, which corresponds to 11.9% of all the population, partially agreed with the statement and 5 students which corresponds to 2.8% of all the population disagreed with the statement, which means that students have the opportunity of building a relationship with their classmates.

In the observed classes, it would evidence that teacher and students try to create a good relationship, it is also important to mention that it was observed in class, a relationship based on the respect, trust, honesty and discipline among students and teachers. An example of this interaction is the work in groups, because students were engaged, and they worked emotionally, they contributed with ideas, searched for information, talked with their classmates and they prepared a presentation with the activities from the book finally, they practiced the examples learned. According to Pulveness, Spratt & Williams (2005) they mentions that the relationships between students and how students behave toward each other are essential in the groups of the class.

Statement number 12, wich aims is to know if the teacher has problems remembering all students' names, indicates that 62 students, which corresponds to 33.5% of all the population, agreed the teacher has problems remembering all students' names; 55 students, which corresponds to 29.9% of all the population, partially agreed with the statement; 34 students, which corresponds to 18.3% of all the population totally agreed with the statement, and 34 students, which corresponds to 18.3% of all the population disagreed with the statement. It means that it is difficult for teachers to remember all the students' names in large classes.

The teacher had several problems remembering the names of students especially at the beginning of the school year. This problem arises because of the number of students in each class: the English teachers have six or seven groups a day and remember the name of each student is difficult. The teacher used some resources, for example the students put their name on a sheet of paper and put it on their desks

or, the teacher indicates with the finger or marker to draw the attention of the students.

Gower (2005) states that it is important to make sure you know everyone's name and that they know both yours and each other's as quickly as possible. In the same way Woodward (2006) argues that there are scores of activities in the course books and teachers' resource books encouraging teachers and students to learn each other's names.

Statement number 13, indicates that 67 students, which corresponds to 36.3% of all the population, agree that the atmosphere is less stressful since the teacher does not ask several questions to the same student; 59 students, which corresponds to 31.8% of all the population, partially agree with the statement; 43 students, which corresponds to 23.3% of all the population, totally agree with the statement and 16 students, which correspond to 8.6% of all the population disagree with the statement.

The students agreed with the question because it was very stressful when teacher asked direct questions to the same student, the reason is that, the student did not pay attention in class or they were distracted with other activities of other subjects. In the observed classes the teacher asked questions to the whole class, and the majority of students putted up their hands including those in the back of the classrooms. Sometimes, it was notorious the difficulty for the teacher to understand all the answers from the students; it was also observed that students were too tired to learn, some students ignored the orders given by the teacher, they did not do the activities in class, and they did an inefficient work. The teacher had to raise his voice in an effort to catch the student's attention. He used a CD player and asked students to work in a group in order to change the atmosphere in the classroom, this activity

engaged the students to work and participate in class. According to Nunan (1998), says that unfortunately in too many classrooms, discussions are parrot like sessions, with teachers asking questions and getting a student response, asking a question of a new student and so on, such discussions are boring.

Statement number 14, shows that 117 students, which corresponds to 63.4% of all the population, disagreed with the statement that they use cell phones in class; 40 students, which corresponds to 21.6% of all the population, partially agreed with the statement; 19 students, which corresponds to 10.2% of all the population, agreed with the statement and 9 students, which corresponds to 4.8% of all the population, totally agreed with the statement. The answers show that students do not use cell-phone or any other mobile device without being seen by teacher.

In the observed class, students did not use the cell phone during class, only in one class, a few students were caught using the phone, but they said that they use the cell phone because they have an English dictionary on it. The students of eight grade of primary school do not use the cell phone, first because they do not have one and the use of cell phones are prohibited in class.

The Ministerial agreement on April 17th, give an adjustment to the use of cell phones in Educative Institutions with the purpose to improve the use of new technologies in class; the agreement states that the teacher is responsible to authorize the use of cell phone in class to achieve a pedagogical goal such as interviews, timetable, talking book, work in network, etc.

After the analysis of the results, it can say, that there is a good interaction and relationship between students and teacher. In the observed class, teachers were able

to catch the attention of their students, help them, and lead the way in which their students must speak; in spite of students' number, teachers maintained the discipline in class, the students could look and listen the teacher instructions, also they had access to learning material.

On the other hand, the teachers recognized their problem remembering students' names, and the use of cellular phone was prohibited in the classroom.

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

Table 3

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15.	The atmosphere is stressful	27	14.6	54	29.2	62	33.5	42	22.7	185	100
16.	Students feel inhibited when speaking in front of the rest.	31	16.7	57	30.8	62	33.5	35	19	185	100
17.	Students do not have the opportunity to express their opinions.	24	13	66	35.6	60	32.4	35	19	185	100
18.	Students do not like participate because they feel afraid.	24	13	52	28.1	45	24.3	64	34.6	185	100
19.	The teacher does not pay equal attention to all his/her students.	46	24.8	52	28.1	44	23.8	43	23.3	185	100

20.	Students feel they can act competitively with other students.	76	41	57	30.9	36	19.4	16	8.7	185	100
21.	Students feel relaxed because they can go unnoticed.	31	16.8	63	34	44	23.8	47	25.4	185	100

Author: Perengüez Pozo Lorena del Pilar

Source: 8th, 9th, 10th of basic education and 2nd, 3rd of senior high school

Statement number 15, which aims is to know if the atmosphere is stressful, indicates that 62 students, which corresponds to 33.5% of all the population, partially agreed with the statement; 54 students, which corresponds to 29.2% of all the population, agreed with the statement; 42 students, which corresponds to 22.7% of all the population, disagreed with the statement and 27 students, which correspond to 14.6% of all the population, totally agreed with the statement.

The atmosphere is not stressful in large classes, according to the answers, but in the observed class, it was stressful for the students also for the teacher and the observer too. In ninth and tenth grade of elementary school, the students were very noisy, while the students of second grade of secondary school were not willing to work, they were tired and sleepy because the class was not interesting for them, and the class was too hot. In class tenth of primary, all students talked at the same time, for this reason, it was very difficult to understand all the students; the teachers had to raise their voice, it was very difficult to manage too many students.

Blatchford (2009) indicates that noise in large classes cause distracts the students, in other way Nunan (1998) mentions that the manner as teacher talks is important not only for the organisation of classroom, it is also important for learning

acquisition. The organization and management of the classroom, is also influential because the teacher is who guides students' succeed or fail in classroom.

Statement number 16, shows that, 62 students, which corresponds to 33.5% of all the population, partially agreed that they feel inhibited when speaking in front of the rest; 57 students, which corresponds to 30.8% of all the population, agreed with the statement; 35 students, which corresponds to 19% of all the population, disagreed with the statement and 31 students, which correspond to 16.7% of all the population, totally agreed with the statement.

The answers showed that, in some cases the students felt inhibited, it could be because they did not review the English book. Some of students did not like to participate in class, maybe, because they did not pay attention in class, or they were new students and were not familiarized to their classmates, but in the observed class, the majority of students were not inhibited to speak English because they were classmates for years. It could observe that, the atmosphere facilitated that all students participated in class and gave examples, they were not afraid to talk in front of their classmates, their classmates and teachers helped them, in writing or speaking activities. The teacher acted as an observer to give a good feedback. The teacher said that "although it is difficult to give attention to the questions of all the students, nobody is unnoticed in class; there is a confidence environment among the teacher and the students". Therefore, Woodward (2009) mentioned that students draw on their own interest, jobs and projects, they express things they really want to say, and find out real things about each other.

Statement number 17, indicates that 66 students, which corresponds to 35.6% of all the population, agreed with that they do not have the opportunity to express

their opinions; 60 students, which corresponds to 32.4% of all the population, partially agreed with the statement; 35 students, which corresponds to 19% of all the population, disagreed with the statement and 24 students which corresponds to 13% of all the population totally agreed with the statement this result indicates that students cannot express their opinion in class

In the observed classes, the teacher tried to answer most of the questions from the students, the principal factor was the lack of time and the noise that students made; when one student talked, all the students wanted to talk at the same time; the students gave their opinions about the class in an upbeat way. It is very important to mention that the exchange of opinions and ideas in class let students and teachers to learn from each other, and it is a great opportunity for the teacher to check if the class topic was understood by students. Blatchford (2011) considers that larger classes can lead to pupils having a passive role in class.

Statement number 18, shows that 64 students, which corresponds to 34.6% of all the population, disagreed with they do not like to participate because they feel afraid; 52 students, which corresponds to 28.1% of all the population, agreed with the statement; 45 students, which corresponds to 24.3% of all the population, partially agreed with the statement and 24 students, which corresponds to 13% of all the population, totally agreed with the statement. These results reveal that students do not feel afraid of participating in class.

In the observed classes, the students were not afraid to talk in front of their classmates. Class participation is very important for students because in the English subject it is assigned a score. According with the teacher, there are some issues that influence the participation of students in class, among them: the way students talk

and comment in class, the bad use of technological tools, and finally the most important factor is the fear to speak English in class, it is because the students maybe fear of judgment for their classmates or their teacher. These findings are in agreement with Gower (2005) who explains that students are sensitive about making mistakes in class. The teacher never should laughs at a student's mistake or allows other students to do so.

Statement number 19, indicates that 52 students, which corresponds to 28.1% of all the population, agreed with that the teacher does not pay equal attention to all his/her students; 46 students, which corresponds to 24.8% of all the population, totally agreed with the statement; 44 students, which corresponds to 23.8% of all the population, partially agreed with the statement; 43 students which corresponds to 23.3% of all the population, disagreed with the statement.

It is very difficult to pay equal attention to all his/her students, the most important reason is because there are a lot students in the class, especially when all students put their hands up and ask different question, in these cases, according to the teacher, it is easier to work in groups to handle the majority of the questions from the students. Harmer (2007), states that some students may feel that they are being excluded or ignored in class, as a result, they become in demotivated students, teacher should try to draw all students into the lesson and engage everyone in the task avoiding that students feel excluded.

Statement number 20, about if students feel they can act competitively with other students, shows that 76 students, which corresponds to 41% of all the population, totally agreed; 57 students, which corresponds to 30.9% of all the population, agreed with the statement; 36 students which corresponds to 19.4% of all

the population, partially agreed with the statement, and 16 students which corresponds to 8.7% of all the population disagreed with the statement. The answers show that students can act competitively in class.

In the observed class, the students were very active and participated very well, they were very interested to learn, they acted competitively among each other and students volunteered giving some examples. In third year of high school, the teacher used a good teaching technique, the graphics to introduce the topic of lesson; these graphics facilitated the visual perception, retention and learning from the students. All the information was legible and clear, students wrote examples on the board without being afraid to make mistakes, the teacher gave attention to all the questions from the students; they acted competitively and helped each other, the class was easy for both, the teacher and the students. According to Harmer (2007) he argues that large groups are good because they provide more people for doing big tasks, increase the variety of people in terms of skills, personalities and backgrounds.

Statement number 21, shows the following results: 63 students, which corresponds to 34% of all the population, agreed with they feel relaxed because they can go unnoticed; 47 students, which correspond to 25.4% of all the population, disagreed with the statement; 44 students, which correspond to 23.8% of all the population, partially agreed with the statement and 31 students, which corresponds to 16.8% of all the population totally agreed with the same statement. The answers indicate that students agree that they feel relaxed because they can go unnoticed

In the observed class, there were some unnoticed students, especially they sitting at the middle part of the class; other students did not participate voluntarily. The reason is the large number of students for this reason teacher cannot note every

student's movement. In all the observed classes, some students needed personalized attention, and it was noticed some behavioural problems with some students. In those cases, the teacher gave more importance to disruptive students, while others students were relaxed in class. It also could observe that teachers were always alert to every sound or movement from students. Galton (2011) considers that in the observation student was the focus of the teacher's attention in large classes.

After analysed all the data, it can mention that large classes are not a problem according to the psychological implications. Students do not have problems expressing their ideas, and they do not feel inhibited, according to their answers; they are not afraid to talk in front of other students because the atmosphere is not stressful. The students participate, act competitively and express their opinions, meanwhile the teacher states that he cannot pay equal attention to all the students, and some students can go unnoticed.

CONCLUSIONS

1. In large classes the students cooperate among them doing the activities that the teacher carries out in the classroom such as writing, reading, speaking and listening.
2. In large classes, there was a good relationship among teachers and students; there was which teacher-students and student-student interaction, it allowed students to increase their participation.
3. The students cannot concentrate in large classes because there was a lot of noise in the classroom, therefore, there were more distraction for them.
4. In the psychological implications most of the students feel in confidence to talk and participate competitively and demonstrate their level of proficiency, especially in the higher grades.
5. In large classes most of teachers apply group work activities which allow them to work together, share experiences and help among them; this permit teachers provide students support.
6. The classroom space was not enough for the amount of students, it difficulted both students and teacher movement in the classroom because the students were seat too closed each other.

RECOMMENDATIONS

- Teachers should improve their teaching methodologies using interactive materials, in large classes, such as online exercises, you tube songs, online worksheets, videos, because they facilitate the teaching and learning of English.
- Teachers should use appropriate seating arrangement in large classes to improve a positive learning environment.
- The group work techniques should be improved by teachers in large classes, to facilitate the work of students and teacher in the class, because the group work links practice and analysis of each class theme.
- Educational Authorities should give more importance to teacher difficulties when teach English in large groups, because teacher in class devotes much time, correcting mistakes, arranging seats, etc., so English class becomes completely reduced.
- Teachers should improve their skills, in handling large classes through regular seminars.

REFERENCES

- Bastidas, J. A. (2002). *Teoría y práctica de la enseñanza de Inglés*. Tunja: Ediciones Jabas.
- Espinosa, A. (2014). *Regulaciones para el uso de teléfonos celulares en las Instituciones educativas*. Retrieved from [http:// educación,gob.ec/w-content/uploads/downloads/2014/05/ACUERDO_070_14.pdf](http://educación.gob.ec/w-content/uploads/downloads/2014/05/ACUERDO_070_14.pdf).
- Gower, R., Philips, D., & Walters, S. (2005). *Teaching practice: A handbook for teachers in training*. Thailand. Macmillan Education.
- Harfitt. G.(2012). An examination of teacher's perceptions and practice when teaching large and reduced-size classes: Do teachers really teach them in the same way *Teaching and Teacher Education*.28,132-140.
- Harmer, J. (2007). *The practice of English language teaching* (4 ed.). Harlow, UK: Pearson Longman.
- Ijaya. Y. (1999). Effects of over-crowded classrooms on teachers-students interaction *Illorin Journal of Education*.19, 5-13.
- Jimakom, P., & Singhasiroi, W. (2006). Teachers beliefs concerning large classes English teaching at the university level. *KMMUT Journal of Language Education* 9,13-23.
- Li, P., & Lu, Z. (2012). Individualized instruction in large classes of integrated English CALL environments. *Academy Publisher*,2,11,2291-2301.
- Lister, R. (2007). *Learning and teaching languages through content: A counter Balanced approach*. Philadelphia: John Benjamin Publishing Company.
- Nunan, D. (1998). *Language teaching methodology. A textbook for teachers*. Great Britain: Prentice Hall.
- Olayemi, A. (2012). Class size and teachers' productive in primary schools in Ekiti State

Journal of Educational and Social Research, 2, 177-182.

Opp-Beckman, L., Klingharmmer, S., & University of Oregon. (2005). *Shaping the Way we teach English: Successful practices around the world*. Washington: Bureau of Educational and Cultural Affairs.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2 ed.). Cambridge: Cambridge University Press.

Richards, J. C., & Reynanda, W. A. (2007). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.

Spratt, M., Pulveness, A., & Williams, M. (2005). *The TKT teaching knowledge test Course*. Cambridge: Cambridge University Press.

Wajnryb, R. (1992). *Classroom observation task: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.

Woodward, T. (2001). *Planning lessons and courses*. Cambridge: Cambridge University Press.

ANEXXES

INSTRUMENTOS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Estimado estudiante:

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

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

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

Datos Informativos:

Nombre de la institución: _____

Tipo de institución:

Pública ()

Privada ()

Curso:

8vo. ()

9no. ()

10mo. ()

1ro. Bach. ()

2do. Bach. ()

3ro. Bach. ()

Ciudad: _____

Instrucción: Marque con una X según su criterio.

A. Aspectos académicos

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

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

3. Aspectos sociales

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

C. Aspectos psicológicos

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

¡Gracias por su colaboración!