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

TRABAJO DE TITULACIÓN

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DEDICATION

I dedicate this project especially to God that is the one that gives me strength to go forward because he is the only one in this world that is always with me and that never moved away from me.

To the memory of my mother, Lupe Castro, who had always prayed to God for me and would love to see me get a new achievement in my life. And to my father José Álava without their support, understanding and help, the completion of this work, the completion for this work would not have been possible.

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And to all the people who gave me their support in the good and difficult times.

<div align="right">Néstor Álava</div>

CONTENTS

ABSTRACT

This study offers insight into the influence of large classes in the English language teaching-learning process in Ecuadorian high schools. Its purpose is to determine how the instructional, social, and psychological implications hinder the English teaching-learning process in large classes.

The sample included five classrooms with 35 students or more. The sample was selected among pupils from 8th basic year to 3rd senior year who studied at different public and private high schools in the city of Chone.

A questionnaire of 21 liker-scale was applied to students, and their responses were analyzed using a quantitative approach. The data was explained, described, and analyzed through the qualitative method.

The findings of the study revealed that according to the students perception there is a positive influence of instructional implications of large classes on the teaching learning process; teachers use collaborative activities that encourage students' participation and involvement in large classes.

It was also found that students feel shy and insecure when they speak in front of their peers because of the number of students in the classroom.

Key words: class size, English teaching, learning, implications, large classes.

RESUMEN EJECUTIVO

Este estudio ofrece una visión de la influencia de las grandes clases en el proceso de enseñanza-aprendizaje de idiomas Inglés en las escuelas secundarias del Ecuador. Su propósito es determinar cómo las implicaciones educativas, sociales y psicológicas dificultan en clases numerosas el proceso de enseñanza-aprendizaje de inglés.

La muestra incluyó a cinco aulas con 35 estudiantes o más. Fue seleccionado entre los alumnos de octavo año básico a 3º año de secundaria que han estudiado en diferentes colegios públicos y privadas en la ciudad de Chone.

Un cuestionario de 21 preguntas, el cual se aplicó a estudiantes, cuyas respuestas fueron analizadas utilizando un enfoque cuantitativo. Dicha información fue explorada, explicada, descrita, y analizada mediante el método cualitativo.

Los resultados del estudio revelaron que de acuerdo a la percepción de los estudiantes hay una influencia positiva de las implicaciones educativas de las numerosas clases sobre el proceso de enseñanza-aprendizaje; los maestros usan actividades colaborativas que fomenten la participación y la implicación de los estudiantes en clases numerosas.

También se comprobó que los estudiantes se sienten tímidos e inseguros cuando hablan en frente de sus compañeros debido al número de estudiantes en el salón de clase.

Palabras clave: Tamaño de la clase, enseñanza del inglés, aplicaciones del aprendizaje. Clases numerosas.

INTRODUCTION

For a long time, large classes have been one of the major challenge of the Ecuadorian education system. According to La Hora (2013) public high schools face high demand of students at the beginning of each school year. It is common to allocate 35 or more pupils in a classroom whose capacity is only for 25 learners. Although, the number of schools has increased during last years, the problem still persists due to the demand of educational needs of the Ecuadorian population. Regarding class size some authors like Harmer (2007) and Hess (2001) agree on the fact that different factors intervene in large classes affecting positively or negatively the English teaching-learning process.

Literature on this topic evidences the research conducted on different countries in order to discover the factor that affect the English teaching-learning process in large classes. Thus Al- Hussein (2009) conducted a study aimed at finding the factors that influence teachers' perceptions of large classes. The researcher found out that the point of view of large classes varied among teachers according to the level they teach, and that they were influenced by the practices of their colleagues and students from national and international communities.

Harfit (2012) did a research to know how class size reduction might diminish the influence of psychological aspects of learning on large classes. It was found that small classes developed a great sense of support and community among students and that their fear of assessments was lower than their peers in large classes. Additionally, the level of participation was higher in small classes.

Another study conducted by Blatchford, Moriarty, & Martin (2002) attempted to investigate the possible connection between class size and teaching, specifically to

know the difference in teaching time in relation to small and large classes. The researchers found that class size was directly related to teaching style, and that it also affects the amount of feedback since students received less individual attention in large classes than their peers in small classes. In addition, class size influences negatively on the quality of teaching time because interaction between teachers and students was mainly focused on controlling behavior and on explaining instructions, rather than on teaching.

Therefore, it is worth to offer insight into the influence of large classes on the teaching of English through 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? The findings of this study will benefit educational institutions, teachers, students, and educational authorities in order to ground in research the need to implement policies to improve the English teaching-learning process.

Even though this study will bring different benefits to people who work in the educational field, there are also limitations found during the research process. One of the principle disadvantage is related to the design of the study since students' perceptions was not supported with observation classes; in this sense, it is not possible to prove the accuracy of the answers, though the results provide invaluable insights into the way how instructional, psychological implications of large classes are responsible for the success of failure of the English teaching learning process in the researched high schools.

METHOD

Setting and participants

This study was conducted in Santa Mariana de Jesus fiscomisional high schools of the city of Chone, Ecuador. Five classrooms with 35 students or more were selected. The classes were selected from 8th basic year to 3rd senior year. The total number of participants consisted of 199 teenagers whose ages range between 12 to 17 years old, students who belong to a low-medium socioeconomic class.

Procedure

This study follows a quantitative and qualitative approach to explore, explain, describe, and analyze the information gathered from students. The techniques used were the survey and note taking, and the instrument used for gathering data was a questionnaire of 21 questions that was applied to the participants of the study.

This research begins with the revision of literature about relevant theories and studies written by different authors about topics such as teaching approaches and methods; class size; managing learning; managing large classes; activities for working with large classes; seating arrangement and classroom space; and, different levels of proficiency.

Then, the information for the research was gathered by using a liker-scale questionnaire to know the students' perception of the influence of large classes in the English teaching-learning process. The questionnaire consisted of 21 questions, each item had four nominal values set as totally agree, agree, partially agree, and disagree.

After responses were tabulated according to each criterion to determine the frequency and percentages of each item in the questionnaire in order to have a better

approach of the tendency of students' perception. This information was presented in charts because a quantitative format gives an organized view of the results for the posterior analysis.

The analysis of the results was based on the percentages which were described and interpreted to provide a general view of the participants' perception. The findings were correlated and grounded in theory to provide a more accurate discussion and analysis of results to draw the conclusion and recommendation of the research.

DISCUSSION

Literature review

This section includes a review of the main theories on the topics that ground this research in theory and constructs such as teaching approaches and methods, class size, managing learning, activities for working in class, seating arrangement and classroom space, and different levels of proficiency; as well as studies focused on the issue of large classes and its influence on English teaching-learning process.

The first topic analyzed in this section deals with approaches and methods for teaching English.

Teaching approaches and methods

One of the purposes in teaching languages is to encourage learners to use language in real situations. For this reason, the Communicative Language Teaching approach (CLT) has been mostly used by teachers during the last years. According to Richards & Rodgers (2001) the CLT approach is built on the basis of the principles of language usage, authentic communication, and fluency. Students learn to use the language for communicative purposes through the use of linguistic structures that can be applied in real contexts.

Other approach also explained by Richards & Rodgers (2001) is whole language. They mention that this approach was designed to help children to read. The main objective in using this approach is to teach reading and writing in a target language in a natural way, taking advantage of learners' previous knowledge of the mother tongue. The role of the teacher is to facilitate knowledge and to provide students a collaborative learning environment without following strictly a lesson plan. Instead, teachers and learners negotiate the content of the planning in order to use their experiences as resources to acquire the new language.

The concept of collaborative learning is also the framework of Cooperative Language Teaching. This approach, as Richards & Rodgers (2001) explain, involves the use of pair and group work to foster learners to use language communicatively; language usage may be focused on using forms or functions. The authors emphasize that such types of interaction guide learners to use the target language for communicative or pedagogical situations. In addition, the use of this approach helps students to develop their critical thinking skills because activities are planned to maximize exchange of opinions and discussion about given topics.

For Krahnke (1987) teaching content or information in the target language is another way of developing students' critical thinking skills. He argues that Content-based instruction demands a great effort, not only for students but also for teachers, because it is necessary to analyze the received information and to decide what to do with language. Therefore, students learn new content and language at the same time. According to the author this characteristic of Content-based instruction allows learners to avoid the problem of moving between language instruction and use. Finally, another positive aspect of this approach is the accuracy in the acquisition process of the target language since students learn only what they need to learn.

Task-based language teaching is also focused on teaching students what they need to know, in this particular case, explaining a task. Kraknke (1987) mentions that teachers assign students a task related to real life' needs in order to promote interaction and transfer of knowledge; learners apply language forms rather than use them only in pedagogical situations. The author emphasizes that tasks do not have instructional purposes, nor they are static. Real life situations are brought into the classrooms through manipulation of information that is a cognitive process in which students select, combine, modify, or supplement new and old knowledge.

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Nevertheless, sometimes the students' language level does not allow teachers to use methods and approaches centered on a communicative framework. In those cases Total Physical Response and Grammar Translation method are of great help.

According to Brown (1994) the characteristic of Total Physical Response is to teach the target language accompanied of physical gestures. Commands are part of language instruction for guiding learners through particular tasks such as open a book or drawing a geometrical shape. The author emphasized that this method is commonly used in beginning levels or with students who feel afraid of speaking in front of their classmates using the target language; as pupils make progress in their language learning process the use of Total Physical Response strategies and procedures loss distinctiveness.

Another method that helps students to feel confident on the use of target language is Grammar Translation method (GTM). González-Cascos (2010) explains that it was a method used for years in Europe to teach foreign languages. She mentions that GTM is prized for teaching large classes because students are passive receptors who do not participate creatively in the learning process. The teacher is the central provider of knowledge. Due to this feature, GTM hinders any communicative activity in the classroom. Moreover, as the same author describes, students do not receive feedback from their teachers because repetition drills are common practices in classes. Therefore, learners use language structures confidently without possibility of making mistakes.

After, analyzing the approaches and methods for teaching English, it is worth to write about class size.

Class size (number of students)

According to some authors class size may influence the teachers' perception of their students. One of them is Blatchford (2003) who explains that students in small classes are perceived as more salient and well behaved. Also, it is easy for teachers to detect any learning difficulty among the members of the group. Nevertheless, as the same author explains, small classes may create in students a sense of dependence in their teachers which is something that does not occur in large classes. Students in crowded classrooms tend to interact with their peers; they are independent of their teachers; and, they learn to develop social relationships through daily interaction.

Regarding large classes, Harmer (2003, p. 129) states that "humor, for example, is funnier, drama is more dramatic, a good class feeling is warmer and more enveloping". For him, teachers who are experienced in dealing with large classes are able of making classes exciting and involving. But, other teachers may find challenging to work with crowded classrooms because mobility is difficult, as well as organizing group work or dynamic activities.

In the same vein, De Matos-Ala & Hornsby (2013) support that large classes do not need to be considered as an environment full of chaos. It is possible to facilitate creative thinking and learning communities through the use of active learning and effective use of teaching resources. Moreover, good curriculum design and appropriate assessment techniques can transform a problematic large class into a place crowded of engaged students.

On the other hand, Saraswathi (2004) mentions three main negative aspects of large classes. First, discipline is something that demands great effort from teachers. Second, managing learning can be strenuous because sometimes teachers need to

shout in order to call out students' attention. Third, individual attention is almost impossible since teachers have problems to learn the names of all students. Therefore, it is not feasible to guide students using a personalized approach.

A last point of view of large classes is the one by Bentham (2002). She describes a summary of teachers' view on class size, and main disadvantages of large classes let see that teaching activities are restricted; it is difficult to work in group due to the number of students in each group; and, individual assessment is not viable. Therefore, it is worth to analyze how learning is managed in terms of instructions, feedback, discipline and timing.

Managing learning (instructions, feedback, discipline, and timing)

Managing large classes may be a challenge for teachers. Regarding this, Shamin (2012) explains that large classes require to apply student-centered strategies to give students more responsibility of their learning process. Through establishing compromises, teachers can focus on organizing class activities and provide accurate feedback. This author emphasizes that it is especially difficult to monitor students' individual needs; therefore, peer monitoring and feedback help teachers to encourage responsibility in students.

Dividing the large class into small groups is also a good strategy for Carbone (2010) because it allows teachers to personalize feedback. For instance, students could write down few aspects regarding lessons that could be exposed later to receive feedback from the teacher. Pasigna (1997, p. 2) agrees on the same strategy and she says that "The smaller the groups will be much easier to teach and will enable you to pay closer attention to individual learners".

Feedback is a way of evaluating students' progress. It is explained in UNESCO (2006) that talking with students, in-class writing exercises, and group

activities are some strategies for providing feedback in large classes. In addition, designing and giving students relevant assignments to work with will help them to attain lesson goals. Specifically, managing portfolios with samples of class work make possible for teachers to provide individualized feedback.

Giving instructions is also an important part of assigning tasks in large classes. About it, Felix (2011) remarks that teachers must indicate students the expectations in relation to the different difficulties they might experience in the classroom. Moreover, Evertson & Weinstein (2006, p. 528) say, "Activities in the classroom are no longer the sole responsibility of the teacher". Therefore, the authors consider necessary to instruct learners how to acquire social skills for working in cooperative activities and share intellectual resources.

Discipline is another difficult aspect in large classes, and Shamin (2012) considers that teachers may overcome behavior problems through defining classroom rules, routines, and seating charts. Also, the class can be divided into small groups for tutorial sessions and assigning different roles to students such as material selectors, observer, designer, etc. All those strategies develop a sense of collaboration and equity that maintains under control the discipline in large classes.

Also, time is a critical aspect in teaching large classes, as it is mentioned in UNESCO (2006), because it is not easy to assign spontaneous activities as occurs in small classes; it is necessary to plan carefully the time needed for each assignment. Some aspects such as planning weekly schedules of the things that need to be done, arriving early to class, or planning attractive activities, are some aspects that are of valuable help for managing time accurately in large classes.

Similarly, Chadha (2008) considers that managing time in large classes is something that demands great effort from teachers. He also recommends teachers to

elaborate checklists of students' daily duties to maximize the development of activities. In this point, organization is something that it is closely related to appropriate time management. Thus, students may be assigned with some responsibilities such as handing out worksheets, erasing the board, or checking attendance.

Now, a brief description of how large classes are managed is provided below.

Managing large classes

Managing learning in large classes may be problematic and troublesome for teachers if they do not use an effective approach. According to Shamin (2012) some common problems in large classes are related to low level of involvement, feedback, limited resources, and physical uneasiness. Therefore, this author recommends to apply small- class and problem-solution approach for dealing with large classes. The first approach, as it is described by the author, consisted on adapting communicative activities through dividing the class in small groups in order to facilitate individualization and monitoring of students' learning process. The second approach encourages teachers to be creative finding solutions to problems that arise in the large classroom. For instance, teachers may conduct research in order to determine the type of tasks that are viable to apply in the classes. This means that using a Task-based approach could help teachers to have a student centered classroom.

Similarly, Biggs & Tang (2011, p. 153) say that "Large classes need meticulous preparation. The larger the class, the slower things get done". For that reason, these authors suggest teachers to indicate clearly when the class has started, and then make a proper introduction using questions related to previous lessons. Also, it is important to think on how to address to the students and the type of interaction they are going to be involved in, according to the objectives of the lesson.

Another approach to manage large classes is proposed by Michaelsen (2002). He states that team-based learning promotes a learning environment enriched with interaction between students and teachers, and a high level of motivation and engagement. Teachers will take full advantage of the benefits of team-based learning as they control effectively the distribution and collection of materials, pacing team work, provide feedback, and give application- focused assignments.

Acting as if the class was small is the suggestion provided by Gleason (1986), cited by Carbone (1998). This means to practice communicative strategies used in small classes such as speaking informally with students, move around the classroom while lecturing, and answer questions during or after classes. In addition, this author remarks that learning students' names not only increases their self-confidence, but it makes interaction more effective and increments rapport in class.

For De Matos-Ala & Hornsby (2013) sometimes teachers may find it difficult to promote engagement and interaction in large classes, but they can overcome any type of problem by applying some strategies of active learning such as mini investigations, cooperative learning, or robust multiple-choice exams questions.

Some disadvantages of large classes is cheating during tests. Carbone (1998) mentions that it is a big concern for teachers because they cannot watch all students at the same time; therefore, it is almost impossible to detect any attempt of copy. The same author considers that personalized communication with students is another problem in large classes; however, there are ways of hearing students' needs. For instance, students can write a one-minute paper to express the difficulties they experience in classes or any other concern.

From a similar point of view, Svinicki & McKeachie (2014) consider important to maintain communication with students in large classes in order to help

them to solve any possible doubt about contents or exams. Furthermore, organization is a key aspect in managing large classes; careful planning gives teachers the security of avoiding undesirable situations, and it leads to maintain discipline under control. In this context, it is fundamental to know the main activities that are suitable for teaching English in large classes.

Activities for working with large classes

According to different authors lecturing has been a traditional strategy to teach large classes. Nevertheless, Gross (2009) states that learning takes place when students participate actively in class rather than being passive listeners as occurs in traditional lecturing lessons. This author presents some activities to work with large classes such as groups, pairs, or trios to start discussions or debates. Also, learning dyads are recommended by the author because students have the opportunity to prepare an assignment such as reading, problem solving, or a laboratory experiment in which they ask questions to each other. Another activity is the snowball discussion that consists on posing a question to a pair of students. They write their responses and join to other pair to form a group of four to discuss their answers. Students continue forming groups to exchange their ideas and practice speaking skills.

On the contrary, Chadha (2004) believes that lecturing is appropriate for teaching large classes, but the focus must be in the way it is carried out in the classroom. He recommends teachers to explain clearly the main point; to use an overhead projector for presenting key words or phrases; to use different words to repeat, etc. According to this author lecturing can improve students' memory, retention, motivation, and thought.

Other activities for teaching large classes are proposed by Richards & Renandya (2002). They explain that group work, projects, and individual activities can be used by teachers in crowed classes. If the physical space in the classroom makes difficult to move seats, students can work with classmates in the rows behind or besides to form groups. Also, pupils can work in projects to classify a collection of words. Finally, students can work individually to review lesson topics or conclusions after a debate session. The same author suggests other activities such as solving word puzzles, listening to tapes, or writing a letter.

Also, De Matos-Ala & Hornsby (2013) support that the success of managing learning in large classes depends on the type of activities that teachers choose for their lessons; they propose proactive use of visual aids, guest speakers, personal stories, brainstorming, short writing activities followed by discussion sessions, quizzes, etc.

Seating arrangement and classroom space (physical space – big/small rooms)

Many authors consider that seating arrangement is an important part of classroom space for the teaching process. Gower, Philips & Walters (2005) emphasize that students' attitude towards teachers and peers is determined by the type of seating arrangement of the classroom. For instance, a horseshoe format is ideal when there are over sixteen students in a class. But, individual work in rows is effective if teachers divide the class in halves slightly at angles. Moreover, the authors consider that moving seats to the corners of the classrooms promote communicative activities.

Another point of view of seating arrangement is provided by Harmer (2003) who explains that chairs organized in rows or groups bring students' great opportunities for developing independent learning. Row seating simplifies lecturing

classes because teachers are able of walking around the classroom to provide feedback; also, disruptive behavior is lessened because students do not have much opportunity to interact between them. On the other hand, group seating arrangement promotes interactivity and adds a rush or energy to the class since students work cooperatively and exchange information. However, how all this can be properly applied in classes with different levels of proficiency in numerous classroom, is something provided below.

Different levels of proficiency

Teaching students with similar levels of proficiency is a common expectation among language teachers. According to Nunan (1996) a class may have equal levels of language proficiency at the beginning of the year, but it can change with time; therefore, teachers will have a mixed-level group of students.

Also, Nunan (1996) mentions other aspects that influence students' language proficiency such as learning preferences, goals, degrees of aptitude for learning a language, etc. In this sense, a mixed-group offers teachers some advantages and disadvantages.

Among the advantages mentioned by the author above, it can be mentioned that teachers may decide the syllabus required for a language course according to students' needs. Variety of age, learning backgrounds, race, etc. also makes class interaction interesting because through those differences students gain knowledge and learn to support others as a way of evaluating their own progress.

On the other hand, Tomlinson (2001) mentions some disadvantages of mixed-level groups. Students with low language proficiency could feel inferior when teachers assigned them remedial work or encouraged them to participate in class.

Likewise, advanced learners may feel overwhelmed if they are assigned with activities beyond their language level.

Finally, both authors explain that multilevel group of students may represent a challenge to teachers because they must plan activities, games, and materials for each group of pupils to help them to improve their level at their own pace.

There is a variety of studies aimed at explaining and deepen the English language teaching and learning in large classes, some of them are presented below in order to illustrate how they relate and reinforce the topic researched in this study.

The first study was conducted by Al-Hussein (2009) to find the factors that influence teachers' perceptions of large classes. A sample of one hundred and twelve teachers from three levels of education at different high schools, and technical colleges in the Sultanate of Oman participated in this research. They answered a 6-open ended questionnaire aimed at asking the level they teach, number of students, and their perception of class size.

After analyzing the results, the researcher found that all teachers considered that a classroom of 21 and 25 learners is not a large class. But, their points of view differed according to the level they teach. High school teachers did not consider that a group of 26 to 30 pupils is a large class; however, participants of technical colleges stated the opposite. In addition, it was found that teacher's opinion is influenced by the practices of their colleagues and students from national and international communities.

As a result, the researcher concluded that the number of varied responses reinforce the theory of a relationship between teacher's perception of class size, and their experience working with large and small groups.

Therefore, the researcher recommended that through increasing the number of students and other experimental techniques it will be easy to lead with the factors mentioned by the participants.

Harfit (2012) did a research to know how class size reduction might diminish the psychological aspects of learning in large classes. The sample consisted of two hundred and thirty one students from a secondary school in Hong Kong. The researchers interviewed students and observed eight teachers in four different high schools; each teacher was assigned one large and one small class of the same grade. It was found that small classes developed in students a great sense of support and community and they fear of assessments was lower than their peers in large classes. Also, the level of participation was high in small classes. The researchers concluded that small classes helped students to lessen their levels of anxiety since they perceived a powerful network of support from their classmates. For this reason, the investigator suggested that teachers must take into consideration students' participation in the class in order to plan their lessons.

Other study was conducted by Blatchford, Moriarty, & Martin (2002) to investigate the possible connection between class size and teaching, specifically to know the difference in teaching time in relation to small and large classes. This research was designed using a longitudinal approach and it was developed in two consecutive school periods, from 1996 to 1998. In the first year, 7142 students were selected from 330 classes, and in the second year 4244 pupils were selected from 212 classes. Some important information such as data about the beginning of the school, the end of year assessments, and the students' behavior was gathered using formats. Also, classes were observed and teachers answered a questionnaire related to the aforementioned data.

The researchers found that class size was directly related to teaching style, and it also affects the amount of feedback since students received less individual attention in large classes than their peers in small classes. In addition, class size influences negatively the quality of teaching time because interaction between teachers and students was mainly focused in controlling behavior and explaining instructions; this was confirmed through researchers' direct observation.

A researchers' final conclusion stated that teaching time increases as class size diminish since it affects the amount of individual attention and feedback.

Another study was done by Thater (2005) to determine the effects of large classes on students and the attitudes that learners assume in relation to large classes. The sample of this study consisted of one thousand and two hundred students who answered a questionnaire. It was designed to gather data on three important areas such as instructional, psychological, and social factors. The results showed that students' perception of large classes in relation to class size was negative, specifically regarding instructional factors. As a result, the researchers recommended that schools must implement workshops to give teachers the opportunity of exchanging experiences and ideas in managing large classes.

Aduwa-Ogiegbaen & Iyamu (2006) conducted another important study to find out the effects of using instructional resources and methods in English teaching, and the type of learning environment where classes took place. The study was carried out with the participation of senior students from public schools in six different geopolitical zones in Nigeria. The participants answered questionnaires that were designed to find out the level of incidence of some factors such as teaching strategies, instructional resources, and the teaching-learning environment in the observed classes.

The researchers found that the learning environment was not appropriate for the students because of the overcrowded classes and poor physical conditions. In addition, lecture method was mostly used rather than communicative approaches. Moreover, the chalkboard was frequently used in all classes and other resources such as posters or workbooks.

Therefore, it was concluded that swarming learning environment result in a poor English background in addition to inappropriate methods, lack of teaching resources. The researchers recommended Nigerian high schools to improve policies to reduce the number of students in the classrooms so that it benefits students' English learning.

Description, analysis, and interpretation of results

This section contains the description analysis and interpretation of results of the answers given by students in the questionnaire; they answered 21 questions or items that were divided in instructional, social and psychological aspects. The results are presented below.

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

Table 1

In large classes:	Totally Agree		Agree		Partially Agree		Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
1. There are activities that allow students to put into practice what they have learned.	85	43%	94	47%	20	10%	0	0%	199	100%
2. There are activities that let students to practice the skills of listening, speaking, reading and writing.	126	63%	61	31%	12	6%	0	0%	199	100%
3. All the students are attentive and participate in the activities developed in the class, including the students of the last row.	25	13%	82	41%	65	33%	27	14%	199	100%
4. There are varied activities within the class; as, for example, group activities, individual activities, activities in couple, etc.	134	67%	46	23%	13	7%	6	3%	199	100%
5. There are activities in class, such as dramatization, competitions, debates, games, etc.	18	9%	65	33%	72	36%	44	22%	199	100%
6. Students can cheat during the test.	18	9%	26	13%	58	29%	97	49%	199	100%
7. Students can do task of other subjects.	6	3%	20	10%	68	34%	105	53%	199	100%
8. The space of the class allows students to develop adequately the activities assigned by the teacher.	70	35%	87	44%	38	19%	4	2%	199	100%
9. Students cannot receive a proper feedback from the teacher due to the high number of students.	15	8%	49	25%	65	33%	70	35%	199	100%

Author: Alava, Nestor

Source: Students' questionnaires

Table 1 shows the students' opinion about the instructional implications of large classes on the English teaching-learning process. Regarding the first statement, *there are activities that allow students to put into practice what they have learned,*

43% of students totally agree; 47% of pupils agree; and, 10% of learners partially agree. Therefore, the answers about the effectiveness of the activities assigned by teachers in class tend to be positive.

According to the result it seems that the types of activities developed by students in the classroom are related to what they learn; consequently, those activities help students to practice the contents taught. In this sense, there are lots of activities that teachers may assign in large classes such as those proposed by Gross (2009), who remarks that active participation in class activates students' learning; therefore, groups, pairs, or trios are appropriate to start discussions or debates. According to the students the teachers apply some of the aforementioned activities because the highest frequencies are concentrated in the positive items of the question.

De Matos-Ala & Hornsby (2013) points out that it may be difficult to promote engagement and interaction in large classes, but it is possible to overcome any type of problem by applying some strategies of active learning such as mini investigations, cooperative learning, or robust multiple-choice exams questions.

From the information presented above, it can be mentioned that students' perception is positive because teachers might be applying appropriate techniques and methods that help pupils to apply what they learn in class. Currently, the Ecuadorian Government promotes the use of communicative language teaching within the curriculum with the purpose of improving the English learning process in students.

According to Richards & Rodgers (2001) the CLT approach is built on the basis of the principles of language usage, authentic communication, and fluency. Students learn to use the language for communicative purposes through the use of linguistic structures that can be applied in real contexts.

Therefore, the use of effective and communicative techniques and methods might lead students to indicate a positive attitude to the quality of activities in large classes.

The next results show that an important group of students represented by the 63% of the participants strongly agree on the statement 2, *there are activities that let the students to practice the skills of listening, speaking, reading and writing,* with the appropriateness of activities to practice the four language skills. Also, 31% of respondents agree, while only 6% agreed partially. Therefore, the high values concentrated around positive items can be attributed to the appropriateness of the activities for practicing the four language skills. According to Shamin (2012) some common problems in large classes are related to low level of involvement, feedback, limited resources, and physical uneasiness. But, Carbone (1998) explains that communicative strategies used in small classes such as speaking informally with students, move around the classroom while lecturing, and answer questions during or after classes, are some ways in which teachers may help students to develop language skills.

Additionaly, Gross (2009) states that active participation promotes learning because they become independent listeners. Therefore, she stands in favor of groups, pairs, or trios to start discussions or debates.

Considering the results of statement 2 and the theory presented above, it seems that adequacy of the teaching activities develops in students a sense of acceptation towards the practice of the English language. Therefore, teachers not only meet the objectives of their lessons, but also those specified in the English National Curriculum.

Regarding statement 3 *the level of class participation*, 13% of students agreed totally; 41% agreed; 33% agreed partially; and, 14% of respondents disagreed. Thus, learners consider that most of them participate in class, including those who are seat at the back of the classroom.

Nevertheless, students' answers do not meet the descriptions given by some authors about interaction in large classes. Bentham (2002) explains that teaching activities are restricted, and it is difficult to work in group because the size of groups is big. Similarly, Saraswathi (2004) mentions that managing learning can be strenuous because sometimes teachers need to shout in order to call out students' attention.

On the other hand, De Matos-Ala & Hornsby (2013) affirm that large classes may be challenging for teachers, but it is not something impossible to manage. They support that active learning activities such as mini class investigations or collaborative learning can increase the levels of engagement and participation.

Being the concept of collaborating learning the framework of Cooperative Language Teaching, Richards & Rodgers (2001) support that it involves the use of pair and group work to foster learners to use language communicatively; language usage may be focused on using forms or functions.

Consequently, the benefits of collaborative activities might be one of the reasons that lead students to indicate that the level of participation is appropriate for the number of students. It is important to consider that main objective of learning a language is communication, and it seems that teachers in the selected classes are aware of this aspect.

Statement 4 was stated to determine *whether teachers plan varied activities within the class such as group, pair, or individual work.* Surprisingly, 67% of

students agreed totally; 23% of them agreed; 7% agreed partially; and, 3% disagreed. These numbers show the students' positive perception of the adequacy of activities developed in large classes.

Actually, Richards & Renandya (2002) explain that group work, projects, and individual activities can be used by teachers in crowed classes. If the physical space in the classroom makes difficult to move seats, students can work with classmates in the rows behind or besides to form groups. Also, Gross (2009) considers that groups, pairs, or trios are good ways of starting discussions or debates between students in large classes.

The results about statement 4 reinforce the previous analysis since students demonstrate good level of acceptance concerning the activities designed by the teachers for the classes. Also, the participants agree positively regarding the use of activities that encourage their participation in class and practice of the four language skills. Thus, the results of statement 4 could be evidence that teachers do not experiment any problem organizing students to work in interactive and collaborative tasks in large classes.

On the other hand, the results regarding *the use of activities such as dramatization, competitions, debates, games, etc.* did not obtain the same amount of support among students. Table 1 shows that answers tend to be negative since only 9% agreed totally in comparison to 22% of learners who disagreed. Besides, the high number of answers is almost equally divided; 33% of learners agreed while 36% agreed partially. These results might show that the aforementioned activities are not used frequently in classes.

Some reasons for teachers to avoid dramatization and competitions in large classes are explained by Biggs & Tang (2011). They support that planning for

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crowded classrooms demands from teachers to do careful preparation. It is important to think on how to speak to students and the type of interaction they are going to be involved in, according to the objectives of the lesson.

Certainly, any teacher knows that competitions demand appropriate space for students to move freely. Instead, dramatization only requires attention from those who are sit observing the activity. Therefore, it seems that physical space and discipline might affect the development of both activities.

About physical space, Gower, Philips & Walters (2005) emphasize that students' attitude towards teachers and peers is determined by the type of seating arrangement of the classroom. They recommend the use of horseshoe format when the density of the class is over sixteen. Consequently, the students in this research could be benefited if teachers arranged seats in such a way that free central space in the classroom allows students to participate in games and competitions.

Also, teachers might benefit from seating arrangement as Harmer (2003) mentions. He suggests that row seating, the traditional format, lessens disruptive behavior because students do not have much opportunity to interact between them.

In sum, collaborative activities promote the use of English language, but students need also to participate in varied activities to avoid boredom resulting from routine.

Statement 6 *was stated to seek whether students can cheat during tests*, the majority of answers were negative. In this sense, 9% of them agreed totally; 13% agreed; 29% agreed partially; and, 49% disagreed. These results are indication that teachers might be able to watch students during the development of examinations.

According to Harmer (2003) teachers may find challenging to work with crowded classrooms because mobility is difficult; however, it seems that this

description does not meet the indications given by students. Probably, teachers use some type of strategy to divide students in small groups during evaluations just as Carbone (2010) mentions.

In addition, it seems that the results above might be related to the perception that students have about discipline and their role in the classroom. Shamin (2012) stands for assigning different roles to students such as material selectors, observer, designer, etc., because those strategies develop a sense of collaboration and equity that maintains under control the discipline in large classes.

Therefore, students' negative answers might indicate that teachers use some of the strategies mentioned above, and pupils are aware that cheating is not allowed during tests.

Regarding statement 7, *students can do tasks of other subjects,* the students' answers were strongly negative. It can be seen in table 1 that only 3% agreed totally; 10% of learners agreed; 34% agreed partially; and 53% of pupils disagreed.

The results above indicate that teachers are able of controlling students' activities during classes in order to maintain their focus of attention in class. Interestingly, these findings contradict the theory provided by Chadha (2008) regarding the great effort that managing large classes demands from teachers. Maybe teachers' actions meet the description given by Shamin (2012) who considers that they may overcome behavior problems through defining classroom rules, routines, and seating charts.

The last question in this section seeks to determine *whether students receive proper feedback despite of the number of students in the classroom.* The results show that 8% of learners agreed totally; 25% agreed; 33% agreed partially; and, 35% of pupils disagreed. Although the answers are not strictly negative, they are

indication of students' support to the feedback strategies applied by teachers in large classes.

According to the descriptions given in UNESCO (2006) talking with students, in-class writing exercises, and group activities are some strategies for providing feedback in large classes. Also, designing and giving students relevant assignments to work with will help them to attain lesson goals. It was described at the beginning of this section that the type and appropriateness of class activities are appreciated by the students since their answers were positive in those survey items. Therefore, teachers might be using the aforementioned strategies to provide students adequate feedback.

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

Table 2

In large classes:	Totally Agree		Agree		Partially Agree		Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
10. There is interaction between the students and between the teacher and the students.	92	46%	81	41%	19	10%	7	4%	199	100%
11. Students have the opportunity to interact with more people.	123	62%	58	29%	16	8%	2	1%	199	100%
12. The teacher does not remember the name of all the students.	44	22%	61	31%	35	17%	59	30%	199	100%
13. The atmosphere is less tense as there is less likelihood that the professor performs constant questions at the same student.	30	15%	85	43%	59	30%	25	13%	199	100%
14. Students can use their cell phone or any other electronic device without being discovered by teacher.	12	6%	22	11%	55	28%	110	55%	199	100%

Author: Alava, Nestor

Source: Students' questionnaires

It can be seen that the results in table 2 regarding statement 10, *there is interaction between the students and between the teacher and the students,* students consider appropriate the interaction between them and their teachers. The high

frequencies and percentages are concentrated in the positive items of the survey since 46% totally agree; 41% agree; 10% of learners partially agree; and, 4% disagree.

The results of statement 10 indicate that class size does not impede interaction in the classroom. About it, Harmer (2003) explains that large classes are able of making classes exciting and involving. But, other teachers may find challenging to assign dynamic activities in crowded classrooms. In this case, the students' answers reveal that teachers might not have problems working with large classes and interaction is correctly managed by them.

About statement 11, *Students have the opportunity to interact with more people,* students' answers were mostly positive because table 2 shows that 62% of students agreed totally; 29% agreed; 8% agreed partially; and, 1% of learners disagreed with the survey item. These numbers confirm the theory provided by Harmer (2003) of the amount of fun, drama, and good class feeling in large classes. Similarly, Blatchford (2003) mentions that students in crowded classrooms tend to interact with their peers and they learn to develop social relationships through daily interaction. Thus, students might perceive that large classes make possible to exchange opinions with more people and it avoids boredom and routine in the classroom.

About statement 12, *the teacher does not remember the name of all students*, the results in table 2 indicate that 22% of participants agreed totally; 31% agreed; 17% agreed partially; and, 30% disagreed.

It can be observed that high numbers are concentrated in opposite items, showing little discrepancy regarding the question though the percentages of answers tend to be positive. This situation might be evidence of some kind of difficulty teachers may experience in large classes trying to remember students' names. But, it

was mentioned above that interaction between students and teachers is well perceived by the participants of this research. According to Gleason (1986, cited by Carbon (1998)), teachers who remember students' name help them to increase self-confidence. Therefore, it can be inferred that it is required for teachers to know their students' names to establish an appropriate interaction in the classroom. These findings do not meet the description provided by Saraswathi (2004) of large classes who argues that teachers have problems to learn all students' names.

When students were asked about, "*The atmosphere in large classes impedes teachers to ask questions to the same students*", the results show that 15% agreed totally; 43% agreed; 30% agreed partially; and, 13% disagreed. It can be seen that high numbers are distributed around positive items, giving thus a sense of acceptance towards the survey item.

The results above corroborate the information provided by Bentham (2002) and Saraswathi (2004) of the difficulties teachers have to provide individualized attention to each student in large classes. It seems that the participants of this research might feel alleviated during questioning sessions because there is less likelihood of being interrogated more than once in the same lesson.

To finish the analysis of the students' answers regarding the social implications of large classes, it is time to review the results of statement 14 s*tudents can use their cell phone or any other electronic device without being discovered by teacher*. It can be seen in table 2 that 6% of participants agreed totally on indicating that it is possible to use the device during classes. Nevertheless, the percentages start to increase from the next item and it can be observed that 11% of students agreed; 28% agreed partially; and, 55% disagreed. Therefore, the perceptions of the use of cell phones in large classes tend to be negative.

According to the results described above it seems that students are not allowed to use cell phones during classes, and it could be a clear indication that teachers are able of managing discipline in large classes. According to Shamin (2012) teachers may overcome behavior problems through defining classroom rules, routines, and seating chart. Also, Svinicki & McKeachie (2014) mentions that careful planning gives teachers the security of avoiding undesirable situations. Consequently, the information provided by the students seems to corroborate the theory supported by the aforementioned authors.

In general view, the analysis regarding the social implications of large classes in the English teaching-leaning process shows that students perceive as appropriate the interaction in the classroom. Moreover, they consider that the teachers manage large classes correctly. Also, they demonstrate awareness of classroom rules through their negative answers regarding the use of cellphones.

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

Table 3

In large classes:	Totally Agree		Agree		Partially Agree		Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
16. I feel uncomfortable at the time to speak in front of my classmates.	44	22%	68	34%	56	28%	31	16%	199	100%
17. I have less opportunity to express myself.	29	15%	75	38%	66	33%	29	15%	199	100%
18. I do not like to be involved because I am shy.	37	19%	56	28%	59	30%	47	24%	199	100%
19. The teacher does not pay attention equally to all students.	35	18%	53	27%	64	32%	47	24%	199	100%
20. I feel like I can compete healthily with other students.	75	38%	72	36%	32	16%	20	10%	199	100%
21. I feel relaxed because I can go by unnoticed.	35	18%	69	35%	63	32%	32	16%	199	100%

Author: Alava, Nestor

Source: Students' questionnaires

Table 3 indicates some possible psychological implications of large classes in the English teaching-learning process. Statement 16 *seeks to find whether students feel uncomfortable when they speak in front their peers*. It can be seen that 22% students agreed totally; 34% agreed; 28% agreed partially; and, 16% disagreed. It is clear from the results that the highest frequencies are concentrated around the central options with a slight indication of agreement.

Some possible reasons of students' answers can be related to the theory provided by Shamin (2012); he explains that some common problems in large classes are related to low level of involvement. Another possible factor that could influence the level of participation might be language proficiency. According to Tomlinson (2001) students with low levels could feel inferior when their teachers encourage them to participate. In those cases, it is necessary that teachers implement different strategies to provide students the necessary self-confidence to speak in front of their classmates. For instance, questioning or group work can help pupils to feel more relaxed during oral presentations.

About statement 17 *I have less opportunity to express myself*, 15% students totally agree; 38% agree; 33% partially agree; and, 15% disagree. These results show that though the participants are not totally convinced of their answers, the tendency is more positive than negative which means that large classes do hinder the students' possibility of expressing their opinions.

According to Shamin (2012) some common problems in large classes are related to low level of involvement, the results above corroborate this information. Therefore, it seems the interviewed students feel that crowded classes have that

features mentioned by the author and they do not feel supported each time they need to express what they think about any topic.

Nevertheless, Harmer (2003) highlights warm and enveloping climate as one positive aspect of large classes. In this sense, teachers are responsible of providing learners a confident environment and it may be done by conducting research in order to determine the type of tasks that are viable to apply in the classes, just as Shamin (2012) mentions.

Regarding statement 18 *I do not like to be involved because I am shy*, table 3 shows that 19% of students agreed totally; 28% agreed; 30% agreed partially; and, 24% disagreed. It can be observed that these results are not totally conclusive because the answers are almost equally distributed among the four options, thus giving the idea that some learners could feel shy when they have to participate in class, but others not.

As it was mentioned before, Tomlinson (2001) explained that students with low language levels may feel inferior in relation to other pupils who have advanced levels. Maybe, the respondents might feel intimidated by the high language skills of their peers and it could be the reason for which they gave those answers.

Similarly, Brown (1994) mentions that sometimes students feel afraid of speaking in front of their classmates using the target language; for this reason, he suggests that using commands and physical gestures could help teachers to guide learners through particular tasks.

Nevertheless, shyness also could be a particular feature of students' personality since they are teenagers whose ages fluctuate between 12 to 17 years old; during this period of life their main concern is the image their project to others.

Next statement in table 3 seeks to investigate the level of attention that students receive from teachers. It can be seen that 18% of participants agreed totally with the statement; 27% agreed; 32% agreed partially; and, 24% disagreed. These results tend to be slightly positive which means that teachers have difficulty to provide individual attention to their pupils.

According to Bentham (2002) main disadvantages of large classes are related to the teachers' restricted activities and lack of individual assessment. Also, Saraswathi (2004) agrees on mentioning that it is not feasible to guide students in large classes using a personalized approach.

Even though it is especially difficult for teachers to provide individual attention to the students, Shamin (2012) considers that pupils may be more responsible of their learning process if teachers applied student-centered strategies. Through the establishment of compromises it is possible to use time effectively in order to help those learners who need special attention. In this sense, teachers may assign students some activities such as passing papers, calling the list, erasing the board, etc., creating a collaborative environment that will increase teaching time.

About the level of competition between students, table 3 shows that 38% agreed totally; 36% agreed; 16% agreed partially; and, 10% of learners disagreed. It seems that the density of the classroom is perceived by students as a positive factor that increases their participation in class.

According to De Matos-Ala & Hornsby (2013) large classes can be dynamic places through the use of active learning and effective use of teaching resources. These authors propose some activities such as proactive use of visual aids, guest speakers, personal stories, brainstorming, short writing activities followed by discussion sessions, quizzes, role playing, etc. Also, Michaelsen (2002) considers

that applying a team-based approach is another way of creating classrooms enriched with interaction between teachers and students. Consequently, the participants' positive perception of the level of competition can be evidence that teachers might be applying some of the aforementioned activities.

The last statement in the psychological effects of large classes is, "*I feel relaxed because I can go by unnoticed*". About it, table 3 shows that 18% of participants agreed totally on responding that they feel relaxed because they can go unnoticed. In addition, 35% agreed; 32% agreed partially; and, 16% disagreed.

These results show that students are careful in their affirmations because the high numbers are concentrated in the options "agreed" and "partially agree".

Certainly, large classes are places featured by high levels of interaction just as Sharan & Geok (2008) mention, mainly because students tend to interact more with their peers than with teachers; therefore, their behavior distract teachers from the teaching activity. This could mean that teachers might spend more time controlling discipline rather than asking students to participate in class. As a result, this situation might lead the participants of this research to perceive that they can go unnoticed in the large classroom. In this sense, it is important that teachers consider the importance of time during classes. Chadha (2008) explains that organization is something that it is closely related to appropriate time management; he agrees with the authors above on mentioning that students may be assigned with some responsibilities in order to create a confidence classroom environment. Also, it helps teachers to involve all pupils in the teaching-learning process.

Regarding the instructional implications of large classes on the English teaching-leaning process, the results show that students perceive the interaction in the classroom as appropriate. In the social implications of large classes the teachers should not be left alone to students regarding academic communication, because one of the problems is that students feel confident in large groups, because they have the opportunity to interact with the teacher and their peers.

The analysis of the psychological implications of large classes in the teaching-learning English, the trend was positive indicating that the number of students in the classroom is an impediment to talk and to express ideas and feelings about themselves; this means that students may need more attention from their teachers because large classes have a competitive environment that allows them to go unnoticed at times in this way they are not taken into account.

CONCLUSIONS

- Regarding the psychological implications of large classes this is a problem that differ in the teaching - learning process according to the size of the classroom and the teachers do not pay attention all the students and the students do not feel in trust with the teacher and their classmates.

- Regarding the instructional implications of large classes on the English teaching learning process the results show that there is a positive perception of students in relation to the appropriateness of the teaching activities used in the classes.

- The students affirmed that the activities done in class allow them to put into practice what they have learned.

- The teachers use English methods and approaches correctly it allows as well as the four language skills together with a varied activities that imply individual, group and pair work are used in the classes, learners to apply the contents they learn in class.

- Students indicate that in large classes, the level of participation is appropriate for the number of students since they can benefit from group work, where they get involved in interactive and collaborative activities.

- Regarding social implications of large classes on the English teaching learning process, teachers do not have problems working with large classes since interaction among students is correctly managed by them.

- In large classes, the psychological implications evidence that the English teaching learning process is not only persistent, the students with low levels could feel inferior when their teachers encourage them to participate.

- Large classes do hinder the students' possibility of expressing their opinions but they do not feel supported each time they need to express what they think about any topic.

- The large classes are the major psychological obstacle that affect on the English Teaching learning process in students' self-confidence.

- The students feel shy while speaking in front of their peers which affects them level of participation in class.

- The students who participated in this study perceive that students go unnoticed in large classes, because of the number of students.

- Teachers do not pay attention to everybody because they spent more time controlling discipline rather than to involve all students in an active participation in class.

RECOMMENDATIONS

- Public institutions should not have more than 25 students in each classroom in order to improve the level of learning.

- Teachers should increase the use of collaborative activities such as those mentioned by De Matos-Ala & Hornsby (2013) like proactive use of visual aids, guest speakers, personal stories, brainstorming, or short writing activities to involve students in active learning par a in large classes.

- Even though students' perception of the discipline in large classes is not a problem, it is advisable that teachers acquire more experience in managing numerous classes.

- It is recommended that teachers implement strategies to help learners to strength their self-confidence using the target language including the communicative approach, and by implementing activities that provoke more interaction among students like dramatization or role playing.

- The teachers should use commands and physical gestures could help them to guide learners through particular tasks.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

Very satisfactory:	Totally agree
Satisfactory:	Agree
Somewhat satisfactory:	Partially agree
Unsatisfactory:	Disagree

Informative data: Please fill in the information below

Name of institution: _____

Type of institution: Public ( ) Private ( )

Year of study: 8th year. ( ) 9th year ( ) 10th year. ( )

1st senior high school . ( ) 2nd senior high school. ( ) 3rd. senior high school. ( )

City: _____

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

A. Academic issues

	In classes with a large number of students:	Very satisfactory	Satisfactory	Somewhat satisfactory	Unsatisfactory
1.	The activities done in class help to apply what students learn in class.				
2.	The activities done allow to practice listening, speaking, reading and writing skills.				
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.				

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		Very satisfactory	Satisfactory	Somewhat satisfactory	Unsatisfactory
4.	Varied class activities are used such as group, individual, pair-work activities, etc.				
5.	Activities such as plays, competitions, debates, games, etc. are used in class.				
6.	Students can cheat during the test				
7.	Students get distracted by doing assignments from other subjects.				
8.	The seating arrangement facilitates the tasks that are carried out in class.				
9.	Students cannot receive regular feedback from the teacher due to the large number of students.				

B.   Social issues

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

C.   Psychological issues:

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

Thank you for your collaboration!