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

Trabajo de fin de titulación.

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DEDICATION

I would like to dedicate this thesis to my family but in a special way to my wife and my mother who were constantly supporting me from the beginning of my studies until this final step of this important achievement in my life.

Iván Darío Espinoza Posso

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Abstract

The influence of large classes in the English language teaching-learning process in Ecuadorian high schools is the theme of this research and the purpose is to determine if large classes influence the learning-teaching process.

The data for this research was collected in one public high school in Atuntaqui, Ecuador. Students from eight grade to the third year of senior high school were part of this research. Students' age were from 13 to 18 years old and each class had no less than 35 students.

For this research work, the qualitative and the quantitative research were used. The qualitative research was used for exploring and understanding the central phenomenon concerning instructional, social, and psychological implications that large classes have. The quantitative research was used for describing the numerical data.

One main factor that affects the quality of English in language teaching-learning process in Ecuadorian high schools is the large number of students influenced by the ability from the teacher to transfer the knowledge, resources, classroom space and economic differences among high schools.

KEYWORDS: English language teaching-learning process, influence-large classes.

Resumen

La influencia de las clases numerosas en el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios Ecuatorianos, es el tema de esta investigación, y el propósito es determinar si las clases numerosas tienen influencia en el proceso de enseñanza-aprendizaje.

La información para esta investigación fue recolectada en un colegio público en Atuntaqui, Ecuador. Estudiantes desde el octavo grado hasta el tercer año de bachillerato fueron parte de esta investigación. La edad de los estudiantes comprendía entre los 13 y 18 años de edad, y cada clase no tenía menos de 35 alumnos.

Para este trabajo de investigación, se usó tanto investigación cualitativa como cuantitativa. La investigación cualitativa fue usada para explorar y entender el fenómeno central concerniente a las implicaciones de instrucción, sociales y psicológicas, que poseen las clases numerosas. La investigación cuantitativa fue usada para describir los datos numéricos.

Un factor principal que afecta la calidad de la enseñanza-aprendizaje del idioma Inglés en los colegios Ecuatorianos es la gran cantidad de estudiantes, influenciado por la habilidad del profesor en transferir el conocimiento, recursos, espacio y diferencias económicas entre colegios.

PALABRAS CLAVES: Proceso enseñanza-aprendizaje idioma Inglés, influencia clases numerosas.

Introduction

The use of English Language emerged as a dominant mean of international commerce throughout the continents. Its influence started by the end of the 19th century when the French language was losing ground as new growing powers were taking over. However according to most scholars the rising of English language resides on its easiness to be perceived and learned because of its simple grammar structure and the few forms of each verb tense compared to other languages.

The purpose of the following research is to study the influence of large classes in the English language teaching-learning process in Ecuadorian High Schools. The way to achieve this is by retrieving data on factors that affect the learning experience in crowded classes. Among these factors we have physical and methodology settings. After the data is retrieved, an analysis and comparison with other five studies will be conducted.

The first study done by Khati (2010) explores the students' expectations in multilevel English classes. This study depicts the preference of the majority of students regarding former goals. To achieve this, a questionnaire with nineteen questions was provided to the students. The results show the students' preference to standard rules since the very beginning. It also indicates that students expect diversity in the teaching process and enhanced collaboration with colleagues and instructors. The limitation in this study suggests that it is difficult to obtain the same achievement in all the students because it is hard to maintain control of all the students' performance.

The second study done by Harfitt (2012) examines the students' perspective regarding class size and language learning in Hong Kong. This study was conducted as a

contingency plan by the government to find out if a smaller class can alleviate the stress suspected from crowded classes. The data was retrieved by individual interviews performed to teachers and students. The result of the study in less crowded classes highly differs from the one obtained in crowded classes. For example in less crowded classes there is more confidence and support from peers while presenting ideas. However feedback in crowded classes is much more effective and has a neutral perspective compared to less crowded classes where most students were less reluctant to have a different point of view in fear of retaliation from their peers. The limitation of this study lies in the cultural barriers that the different societies might have, for example western cultures emphasize individuality while eastern cultures greatly prefer group work.

The third study done by Rocha (2005) studies oral interactions in crowded classes through task-based learning. The study took place in a High School in Colombia where the data was collected by observation conducted by undercover teachers and by two questionnaires at the beginning and at the end of the class. The result indicates that students prefer to answer with short answers usually by copying their peers' previous answers. The study also shows the students' preference for group works and pair works as the teacher pays individual attention to each student under those settings. The limitation of this study resides in the difficulty to maintain and improve a long-term process of task-based learning which most institutions are not willing to follow in the long run.

The fourth study done by Choudhury and Shaila (2011) explains teaching speaking in large classes by crossing the barriers. The data was obtained by a worldwide survey where language teachers were the subjects. The survey asked about the biggest

weakness the students have while learning English and most of the teachers agree that speaking is the students' Achilles Heel. The reason is because in large classes the students tend to act perfectly in order to avoid laughter and rejection by their peers. This negative trend must be considered as a challenge rather than as a dilemma. The limitation of this study is the lack of innovation in the methodology which has a blind eye for the students' needs and does not guarantee everybody's participation.

The fifth study done by Azhar (2004) analyzes management of crowded English teaching classes. The research took place in a High School in Pakistan where the data was collected by questionnaires, and the subjects were randomly chosen such as a hundred teachers, students, and some principals and administrators. The answers reveal the teachers' need for special training to deal with big classes, the difficulty when imparting discipline is higher in big classes and usually require the administrators' assistance. The administrators showed the lack of agreement in the meetings with students' parents, also their lack of knowledge in English Subject which reflects the lack of investment in innovation. The students' answers indicate their frustration while having a visual didactic material; they express their need of English subtitles in all the visual materials.

The limitation of this study lies in the lack of finding from the administrators who are supposed to be the masterminds behind the learning English scheme.

The result of the study will be beneficial to prove the need for better communication and mutual understanding, also some students have low self-esteem expressed in their lack of confidence to share their ideas openly. The limitation of the study resides in the low degree of honesty among the subjects while answering the survey and the implementation of a much bigger sample than only one high school.

Method

Setting and participants.

One public high school in Atuntaqui, Imbabura, Ecuador was selected to carry out this research. The participants were three English teachers and students from six different English classes. Each course had at least 35 students who answered a survey about their feelings towards 3 main different aspects during English classes. Students took five hours of English as a subject per week and their age vary from 13 to 18 years old. Their economic background varied from low to mid class.

Procedure.

The methods taken into consideration in this research were qualitative and quantitative. The quantitative research was used to calculate the percentages and variables in the questionnaires given to the students. The qualitative research has been applied to provide the explanation to the instructional, social, and psychological implications.

The technique applied for this research was a survey and consisted of 21 questions regarding personal information about their thoughts and personal feelings towards the English teaching-learning process.

A total of 215 students responded to the survey and three main aspects were considered in order to fulfill a valid interpretation of the results and these are instructional, social, and psychological that large classes have on the teaching-learning process.

The information was collected in their school and each question was analyzed separately using a worksheet to summarize the percentages for each answer taking in consideration four main aspects which are: totally agree, agree, partially agree and disagree. It was tabulated and presented according to the questions included in the questionnaire inserting two different graphs for each question from Microsoft word 2013.

Additionally, a theoretical background was collected from books, internet and the didactic guide, which was the first step in this research. Once this information was complete, the literature review could be fulfilled and obtain the valid theoretical support for this research study.

Discussion

Literature Review

English has become the most widespread language worldwide and Ecuador is not the exception, for a long time the Ecuadorian government has tried to implement new policies and strategies to achieve this goal and it seems to be really hard to achieve. Despite all the efforts implemented in the curriculum by the Ministerio de Educación there are still many aspects to be considered while teaching crowded classes such as teaching methods, class size, materials, physical settings, and the different levels of proficiency among the students.

Teaching approaches and methods

There are many approaches and methods that help in teaching English as a foreign language.

One of this approaches is communicative language teaching, Richards & Rodgers (2001) states that language is learned by a meaningful way to communicate and it should be used in the classroom. Trial and error achieves fluency through the integration of different language skills.

Harmer (2007) takes two principles in consideration, the first principle integrates the language skills but also adds appropriateness and how the language is used. The second principle claims that language must be learned by getting enough exposure and opportunities to use it.

A second approach by Richards & Rodgers (2001), suggest that total physical response points out the importance of learners to listen and respond, recognize and act

to novel combinations and produce some of their own. Learners speak when they feel ready to do it and they evaluate their own progress.

On the other hand, Asher (1969) explains that total physical response seeks to help students in the learning process with the least amount of stress. This method can be the most expressive of all since under this method the instructors use a lot of non-verbal language as a channel to teach the foreign language using the least amount of translation. In this method the teachers use the very first commands as the little kids do when they learn their native language by using graphic dynamics. The use of body language easily steals the show in the process as a didactic tool for example while teaching about the prepositions of space, possessive adjectives, and possessive pronouns, the instructor can play several stances and characters that resemble the topics imparted. However the excessive use of body language can be like a double edge sword because it can make the learners just to wish for entertainment and not specialize on the subject.

The third approach by Richards & Rodgers (2001) shows that content based instruction has been used from the 80's in which the learning tasks were strictly related to the subject taught stimulating the students to emphasize more in the learning goal thus providing the instructors with a vast variety of material to use at their disposal. This approach was more knowledge-directed than improvising-directed activities and it also integrates the four language skills. In addition, Larsen-Freeman (2000) mention that this method also integrates learning a language with the learning of some other content often academic besides the target language, of course students will need a lot of assistance in order to understand the desired objective in the language learning process.

The fourth approach by Richards & Rodgers (2001) about task based language teaching affirm the value of using tasks as a method to promote communication and authentic language use of the target language in the classroom and the primary source for pedagogical input. Tasks have also been a main part of the mainstream repertoire for teaching English.

On the other hand, Harmer (2007) emphasizes real life assignments such as retrieving data from timetables, doing face to face surveys, and unexpected oral presentations. After the assignment was done, corrections take place. This method incentives the students to lose the fear to speak by giving them the opportunity to commit random mistakes as they are suddenly given the task to share their opinion regarding the current subject. This method does not have a set of rules to follow, it simply has a main purpose and its steps appear as the students advance on the task thus the syllabus is not the ruling guideline.

The fifth approach is about grammar translation, Harmer (2007) states that grammar translation method was a reform in the German schools. Its strength resides in the ability to compare the two languages and adapt the new grammar to the learners' mindset. The weakness of this method is the lack of innovation derived from only concentrating in theory rather than letting the learners the chance to be performers in the learning process as well and communicate effectively. Larsen-Freeman (2000) propose that this method focuses on reading literature in the target language and the students learn grammar rules and vocabulary also. This method seeks to achieve reading and writing but there is little attention to speaking and listening skills.

Class size.

Harmer (2000) states that one to one teaching is preferred commonly but it is also very usual to have classes of over one hundred students and it brings difficulties to teachers and students, making it almost impossible to perform dynamic lessons and grab individual attention or get in contact with some students, It indicates that teachers need better strategies and techniques to transfer the knowledge.

On the other hand, Hess (2001) indicates that there are several benefits and challenges when teaching a large class but at the same time teaching a small group of students can become tedious and after a while students' get tired on one another's company. The benefits from a larger class in his own experience represented an increase in the energy level, interest and linguistic output of the entire group.

Managing learning.

How to manage learning is a very important part of the teaching process and experience from the teacher, however it is of a big importance the way teachers give instructions, provide feedback, maintain discipline and organize timing during the class.

Feedback is a valuable tool to manage learning, Harmer (2007) considers that evaluating lessons and activities is a one kind of feedback from students, there are simple ways to do it by simply asking to the students if they liked the exercise or if they found it useful, another way is to ask them to write their answers down when the students are reluctant to speak. Another way is to ask the students to write a couple of questions about what they like and dislike. The answers we get may help us organize a

good discussion and is a great way to obtain real feedback from the class. These little changes will help us manage the class in a better way.

In addition, Gower, Phillips & Walters (1995) state that feedback can be given soon after teaching or some time later. Even teachers should keep written notes of their own lessons so they can criticize their own work.

Another important tool for managing learning is timing, Harmer (2007) suggests to considerate several variables and use our own experience and knowledge of the class when it comes to estimate the real amount of time for each activity. Students are often irritated when the teacher runs on after the bell has gone or are unconfident of the teacher if they never finish the activity assigned.

Maintaining discipline is another tool used in managing learning, Gower, Phillips & Walters (1995) argue that the discipline in class depends on a number of factors such as the age of students, children need more discipline than adults but generally young teenagers tend to be the most difficult group. Motivation and reasons for learning. The size of the class because larger classes are more difficult to keep in order than smaller ones. The atmosphere and ethos of the institution towards students' behavior. The respect the students show for the teachers.

Giving instructions is also a part of manage learning. Regarding this topic, Gower, Phillips & Walters (1995) propose that the best way to give instructions is by attracting students' attention. Make sure everybody is listening and watching. Use simple language and expressions considering to use a lower level of language than the one being taught. The use of short instructions at this part should be appropriate when the students accept your authority. Also students usually understand that a firm directive

is sometimes necessary for a better and efficient practice of the language and avoid confusion.

Managing Large Classes

Hess (2001) refers to one of the main obstacles a teacher must overcome as classroom management before even thinking about real teaching. Control refers to the classroom ambiance we require to teach the language. While some teachers require a perfect silence, others feel confident in some kind of chaotic environment. He also states that good organization promotes control and it also helps students to know what is expected from them. Making a right use of the board and establishing special places to assign the first activity as well as scheduled activities for the day help to maintain good class control.

Sometimes large classes makes us feel trapped in the problems of management, however daily routines such us collecting homework, presentation of different activities, dictation, conversation groups and assigning a determined day for each one of them should be of great help. Even rewarding the students with points in different ways for accomplishing simple tasks like sitting at the right time and sign in their name at the time of arrival can promote students' responsibility and make our work easier.

In addition, Gower, Phillips & Walters (1995) state that a class no matter how long it is, is made on individuals, and students should ideally be given the opportunity to repeat any language, have their errors corrected, have individualized tasks if necessary and feel that they contribute to the class.

Teachers should use eye contact, gesture and voice to grab student's attention. Moreover chorus repetition should ensure that at least everyone repeats new language though there is no possible individual attention.

Activities for working with large classes.

Large class activities is another issue when teaching, Hess (2001) claims that variety is important in all teaching but particularly relevant to large multilevel classes. A variety of activities and techniques are essential because a variety of tasks can accommodate different levels in our class. It is very important to notice that students cannot concentrate on one activity for more than a limited length of time. Variety is extremely important in provoking interest within large group of students therefore if a student is not interested in one activity can go on to the next. It does not mean that the pursued subject cannot be extended for over an hour, but we must change the way things are done. Variety is also a principle which help us to maintain control and activate quiet students.

In addition, Harmer (2007) suggests to use worksheets to hand out in order to perform all the activities and when the feedback stage is reached, teachers can go through the worksheets with the whole group and all the students get the benefit, also chorus repetition might be used. Teachers can be encouraged to use group leaders to hand out the copies and, check for instructions in their group, plus also collect work and give feedback.

There are some advantages for big groups such as humor or drama. Teachers should use the class size to their advantage and experienced teachers use this potential to organize exciting and involving classes.

Classroom space and seating arrangement

This is another aspect to be considered while teaching, Harmer (2001) claims that whatever the seating arrangement in a classroom, students can be organized in different ways to perform an activity, The students can be can work as a whole class, in groups, in pairs or individually and it does not mean that they have to be sited in orderly rows, however they must be focused on the teacher and the task in their hand.

Consequently, Gower, Phillips & Walters (1995) consider the way teachers should change the arrangement to fit the activity. During teaching one may be restricted by the types of chairs, tables or desks in the classroom, and this furniture affects the quality of teaching. It is always out of our control but the teacher has to work within the constraints of the institution. The teacher can always ask for help from the students to move the furniture but considering a clear explanation and the appropriate time it should take to organize it so it can be made quickly and efficiently. Also, always return the classroom to the original arrangement.

These authors also suggest that a whole class interaction might be used but under control from the teacher, when students talk across the classroom, there is no need to change position of the seats. On the other hand how the seats are arranged depends on the size of the class, the size of the groups and the type of activity or style of the furniture. Anyways at all cost teacher should avoid to seat a group on one side of the table because they need to face each other or separating the members of the group to far, making it too difficult to talk to each other.

Different levels of proficiency.

Harmer (2007) states that different levels of proficiency among the students is one of the biggest problems teachers face in class. Teachers face mixed-ability groups where different individuals have different levels and or abilities. There are two ways to deal with this problem, one is to ignore the problem by letting the students find their own level, however the risk of this position is that students with a higher level get bored by the slowness of their mates and also frustrated by their inability to keep up to their learning speed. The second way is to use the students to peer help so that better students can help weaker ones. At all times teacher has to be cautious so that students do not feel oppressed by their over-knowledgeable peers or oppressed by their obligatory teaching role.

In addition, Hess (2001) offers a different concept about a large multilevel class, pointing out that there are different notions about what constitutes a large class. Moreover he claims that in different places a class consisting of 20 students is considered a large class, while in different countries and places a class constitutes of a hundred or even more students. Therefore there is not an exact definition of what constitutes a large multilevel class. Since attitude toward language, language proficiency, language aptitude and styles are different from one person to another. Yet there are other aspects that need to be considered such as gender, maturity, occupations, ethnicities, cultural background as well as personalities. In conclusion a large multilevel class is not a matter of a class size but of perception.

Another important matter to be taken in consideration are previous studies which will help to support the information analyzed and concerning other aspects that may influence large classes.

There are some trends in the learning experience on the students' perspective in big classes regarding the study of English. For example the tendency to prefer writing over speaking, the willingness to use colorful material during based-tasks processes, the need of subtitles, etc.

However, in order to have a better understanding of the teaching effect in crowded classes, an analysis and comparison among five studies was necessary thus new strengths and weaknesses were identified. These characteristics include physical and academic factors that affect the way the students perceive the new language in big classes. The results might differ among the different cultural backgrounds. Each study brings to light unseen points of view that usually are not expressed.

On the first study, Khati (2010) researched the expectations from students in big English classes. The goals of the research included the findings on what the students really expect while learning English regarding the different paces and class size. The other goal consists of identifying the effects of class management, collaboration establishment, variety in tasks, feedback exchange, classroom settings, and home assignments.

The subjects of this study are students from two high schools in Kathmandu, Nepal. The method to gather data was by using a well-structured survey with nineteen questions. The results in class management suggest that over 50% of the students highly expect excelling results with fixed guidelines from the start of the academic period while the other percent denotes a normal expectation for the standard rules from the very beginning.

The study conclusion states that the study reveals the easiness when memorizing the students' names, or nicknames by the teachers. However most of the students prefer to be called by their first names. The study also shows how the atmosphere can improve when the teacher decides to keep closer contact with his/her students. The study also reveals that students feel frustrated with monotony methodologies.

On the second study, Harfitt (2012) researches the students' perspective regarding class size and language learning. The goal of the study is to determine if class size reduction can relieve learning stress which has been a burden in ESL (English as a second language) classes in Hong Kong.

The subjects of the study are four high schools in Hong Kong. The method to gather data was by performing interviews with four teachers, each teacher was in charge of interviewing a group of students. A total of 231 students were interviewed.

The results of the study are located in the interview findings. This explains that most students agreed that in less crowded classes there is more confidence while presenting and therefore more unity. On the other hand students agreed that feedback in big classes is faster and more efficient than in smaller classes because the arbitrary and neutrality of crowded classes which is a pitfall in less crowded classes due to the fear of retaliation in smaller groups while opposing certain view sides. Overall, students prefer reduced-size classes over big classes because of the higher support received from their peers rather than the laughter they perceived in big classes.

The study conclusion states that reduction in class size greatly closes the gap between methodology and synergy. However, the study also suggests that big classes can be the best learning scenario if trust and respect are the common denominator

because cheering, recognition, and encouraging are very powerful in big classes. It's up to the teacher to turn the burden into an advantage.

On the third study, Rocha (2005) examines promoting oral communications in crowded classes through task-based learning. The goal of the study is to identify the reasons behind the lack of oral interaction in ESL classes and find a solution to counter this burden in big classes.

The subjects of this study were five teachers in a high school in Bogota, Colombia who taught and observed the tasks with 52 students. The method to gather data was by using two questionnaires, undercover observation done by two teachers while one teacher was delivering the knowledge, class recording to prove real findings, and a final oral test.

The study conclusion suggests that task-based enhances oral interactions as a gradual method. The teachers must create more opportunities for the students to speak English freely. The teachers also have to be innovative in their methodologies by using diversified didactic material in order to keep the students motivated and attentive. Last but not least, the promoting of healthy competition among the students during games accelerates the students' learning speed.

On the fourth study, Chowdhury and Shaila (2011) analyze teaching speaking in big classes by crossing the obstacles. The goal of this study was to identify the teachers' performing settings such as the number of classes they teach, the physical settings of the teaching experience, the students' strengths and weaknesses, the class duration, and the daily challenges the teachers face.

The subjects of the study were 52 English teachers, the location of the test was at universities in Bangladesh. The method to gather data was by conducting a survey.

The study conclusion is that teaching speaking in large classes can be really overwhelming. In order to yield burdens into challenges the instructors need to identify the students' needs and a way to meet them. A way to achieve this is by making sure all the students participate in the oral evaluations. A healthy discrimination can also be a solution where the teacher pays more attention to the weaker and less participative students rather than the team players. The main mission is to increase the students' confidence and morale levels. Time consuming while speaking is a disadvantage; therefore the teachers must carefully plan the duration of each oral evaluation in order to assure total participation from the students.

On the fifth study, Azhar (2004) analyzes management of big English classes at a high school in Pakistan. The goal of the study is to identify how to handle daily classroom settings and the elements' behavior.

The subjects of the study were 100 English teachers, 300 students, and 70 administrators. The method used to gather data was by performing questionnaires with intriguing questions regarding managing to have special training to deal with large classes.

Regarding imparting discipline in crowded classes the study shows that it is difficult to maintain discipline in crowded classes because of the difficulty to pay individual attention.

The results regarding the students' responses affirm that the didactic material available is insufficient, and classes are too overcrowded with more than 40 students on

each class. The least chances to speak with English native speakers, and the lack of understanding while watching a movie in English.

The results regarding the administrators' responses affirm that large classes are a problem, as well as parents-teachers meetings, they also affirm that funding is not available for their institutions. They affirm that syllabus help in listening and in writing processes but not in speaking ones. The study conclusion states that managing in large classes is a constant dilemma in Pakistan where the resources are limited. Also the teachers need urgent capacitation to deal with overcrowded classes.

Description, Analysis, and Interpretation of Results

In this part of this research, the data will be analyzed in three different trends such as instructional implications, social implications, and psychological implications that large classes have on the teaching-learning process. Each trend has a set of questions that request information about factors that affect the teaching and learning experience from the students' perspective. The first trend to be analyzed are the instructional implications that consists of nine questions. The second trend to be considered are the social implications which consists of a set of five questions, and finally the third aspect to be analyzed is the psychological implications with a number of seven questions.

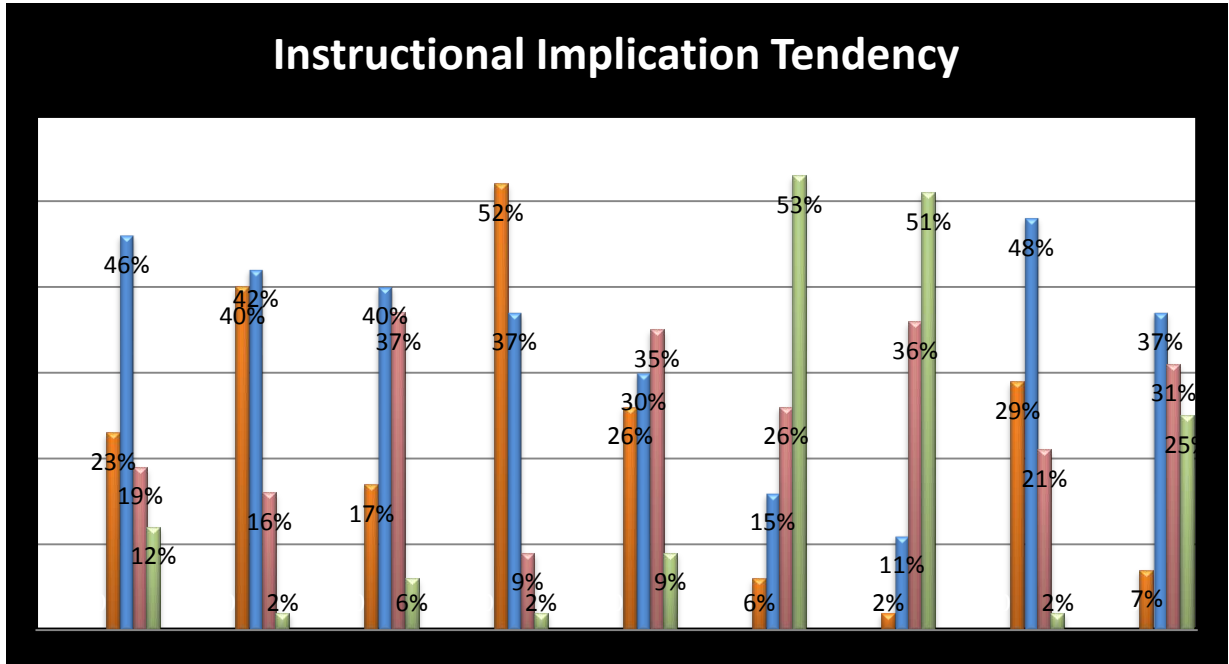
As a result, this section of this research shows the results from this investigation and provides the students' point of view.

Quantitative Analysis

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

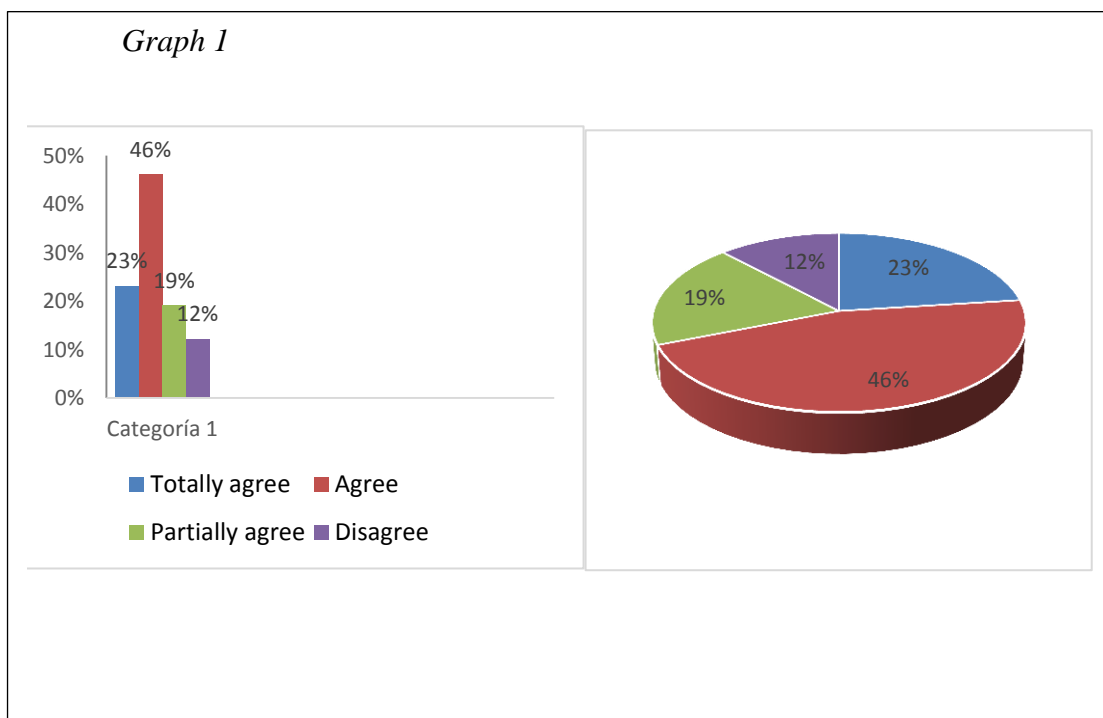
N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1.	The activities done in class help to apply what students learn in class.	66	23	110	46	35	19	2	12	213	100
2.	The activities done allow to practice listening, speaking, reading and writing skills.	85	40	91	42	34	16	4	2	214	100
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	30	17	89	40	85	37	9	6	213	100
4.	Varied class activities are used such as group, individual, pair-work activities, etc.	112	52	75	37	22	9	6	2	215	100
5.	Activities such as plays, competitions, debates, games, etc. are used in class.	48	26	59	30	65	35	41	9	213	100
6.	Students can cheat during the test.	9	6	25	15	52	26	122	53	208	100
7.	Students get distracted by doing assignments from other subjects.	4	2	23	11	75	36	110	51	212	100
8.	The seating arrangement facilitates the tasks that are carried out in class.	61	29	102	48	43	21	4	2	210	100

9.	Students cannot receive regular feedback from the teacher due to the large number of students.	18	7	75	37	69	31	48	25	210	100
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Instructional implications

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



Author: Iván Espinoza

Source: Instructional implications

In the first question regarding influencing tasks that help the students turn to practical the theoretical framework learned in class, graph 1 shows that most of the students exhibit their satisfaction which indicates the efficiency in methodology from the instructors that emphasize real-life application of the material. This question's aftermath depicts the following results: Forty six per cent of the students agree, 23 % of the students totally agree, 19% of the students partially agree, and 12% of the students disagree.

The first percentage reflects an average satisfaction with the transitional didactic material from the teacher's methodology source. The second percentage represents a

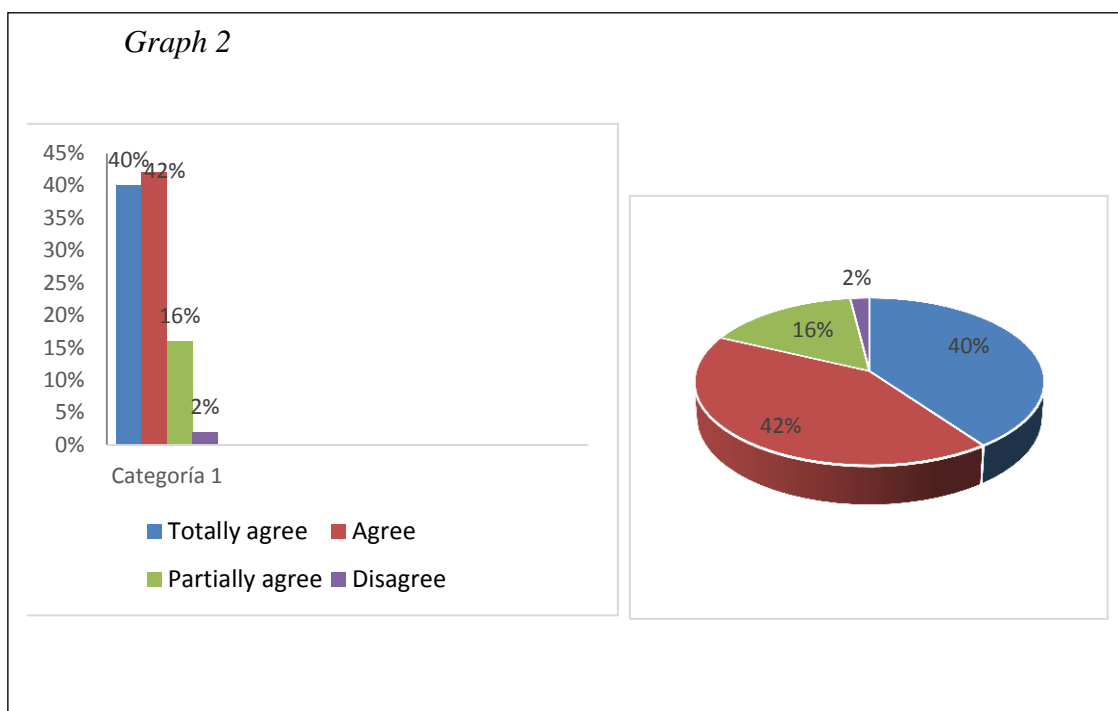
quarter of the whole number of students surveyed which are very satisfied with these influencing tasks. The third percentage is slightly lower than the second percentage, these students feel somehow satisfied; such impression might be the result of apathy, and lack of engagement in the learning experience. The fourth percentage suggests that these students have a hard time trying to evolve into the practical stage maybe because of their low motivation, self-esteem, or slower learning ability.

Regarding activities done in class, Hess (2001) points out that a variety of activities and techniques is important in all learning situations but particularly in a large multilevel class because it can accommodate different levels and learning styles in our class.

According to graph 1, another alarming reason behind a diminishing interest and failure to apply activities can be identified as the lack of vision from the teacher, for example when the instructor fails to assess who is a team player, and who is a freelancer. Concerning interest of the students, Harmer (2007) states that teachers should adopt the strategy to use the better students to help the weaker ones and if students get enough exposure to language and opportunities to use it, then language learning will take care of itself.

Therefore, students must be motivated and the activities practiced in class should help to apply what students learn in class. Teachers should have enough resources to involve the students in an active and proactive class.

The activities done allow to practice listening, speaking, reading and writing skills.



Author: Iván Espinoza

Source: Instructional implications

In the second question regarding how to improve the four skills in the acquisition of a foreign language such as English, graph 2 afterwards depicts the following results: Forty two per cent of the students agree, 40% of the students totally agree, 16% of the students partially agree, and only 2% of the students disagree.

This question brings to light activities that allow the enhancement of learning skill such as listening, writing, reading, and speaking. The students show their satisfaction in the teaching process that demonstrates the diversity in the didactic from the staff's resource center.

Regarding activities done in class that allow to practice the four skills, Hess (2001) argues that students cannot concentrate on an activity for more than a limited

length of time. When the instructor frequently switches from one activity to another, he/she creates an environment of uncertainty that greatly turns on the students' imagination and expectations.

In addition, Harmer (2007) suggests that students can be organized in different ways such as a whole class, in groups, in pairs and individually. Pair works can come in handy if the students are shy or too conservative since the other team can provide what the other lacks. Group dialogs is an excellent tool to increase the students' critical thinking level because each team discusses the alternatives to solve an issue given by the instructor, then the team chooses a speaker to deliver the solution. Then the teacher makes a conclusion based on the students' solution with a variety of alternatives given in order to show neutrality. In the case of visual aids, the teacher can decide whether to provide the material or to designate each presenting team to bring their own material. Some teachers have an interesting approach at this point, for example some teachers demand new ways of presenting with the warning of penalty if not complied. Under this situation, the students are compromised to use brainstorming, star bursting and other forms of creative data gathering. If the students properly do their research then innovation reaches a new level. With these tools the students can even imitate the sketches and tactics of TV shows in an effort to give an outstanding impression.

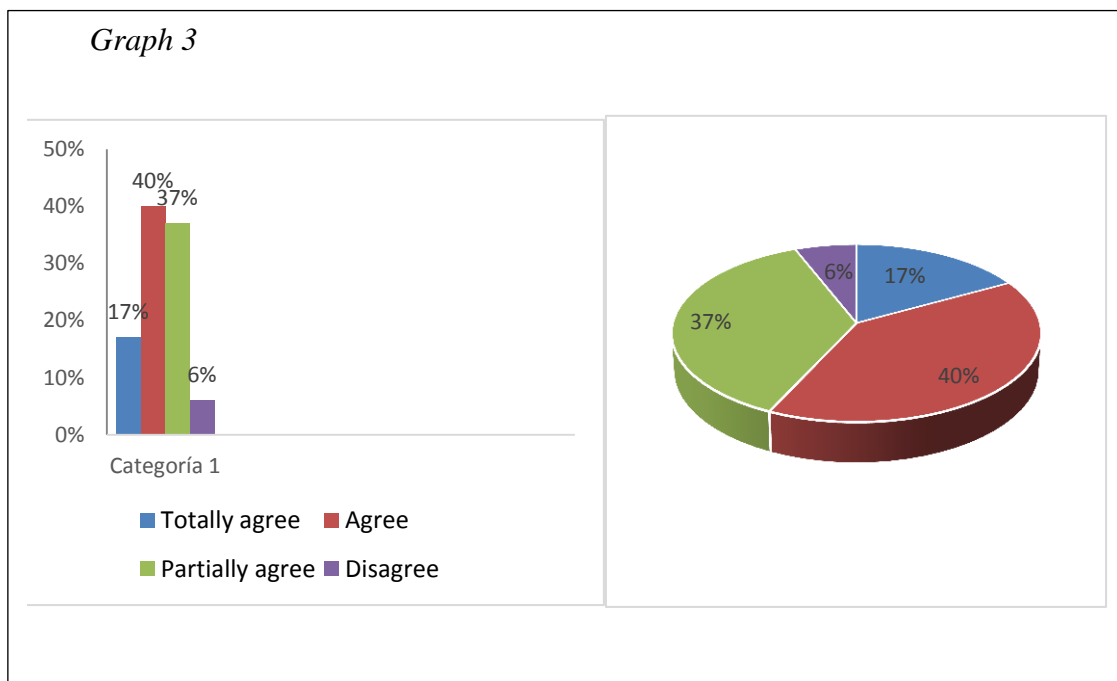
Even the hardest skill to learn which is speaking can be surprisingly improved if the requiring steps are taken. From the students' point of view there is a fear of an unwanted reaction from the teacher and peers if mistakes are done. However, the instant positive feedback from the teacher and support from their classmates are proven to outclass any hesitation. Harmer (2007), promotes that a kind of data which will help

teachers evaluate a lesson or activity is feedback from students. Just use simple questions such as “Did you like that exercise?”

The low degree of un-satisfaction proves that only few of students are left behind in terms of learning skill advancement. It is up to the teachers’ dynamic method to ensure that everybody stays in the same boat by creating team charters in which the students can address team mates’ strengths and weaknesses thus collaboration can become a turning point at the time of helping a dragging mate.

Finally, Harmer (2007), suggests to select group leaders so that better students can help weaker ones and provide good models of language performance in speaking and writing.

The students are attentive and participate in class activities, including those sitting at the back of the classroom.



Author: Iván Espinoza

Source: Instructional implications

The next question brings new data that explains the levels of student attention and their enrollment with daily activities within the English class. Graph 3 shows the following results: Forty per cent of the students agree, 17% of the students totally agree, 37% of the students partially agree, and 6% of the students disagree.

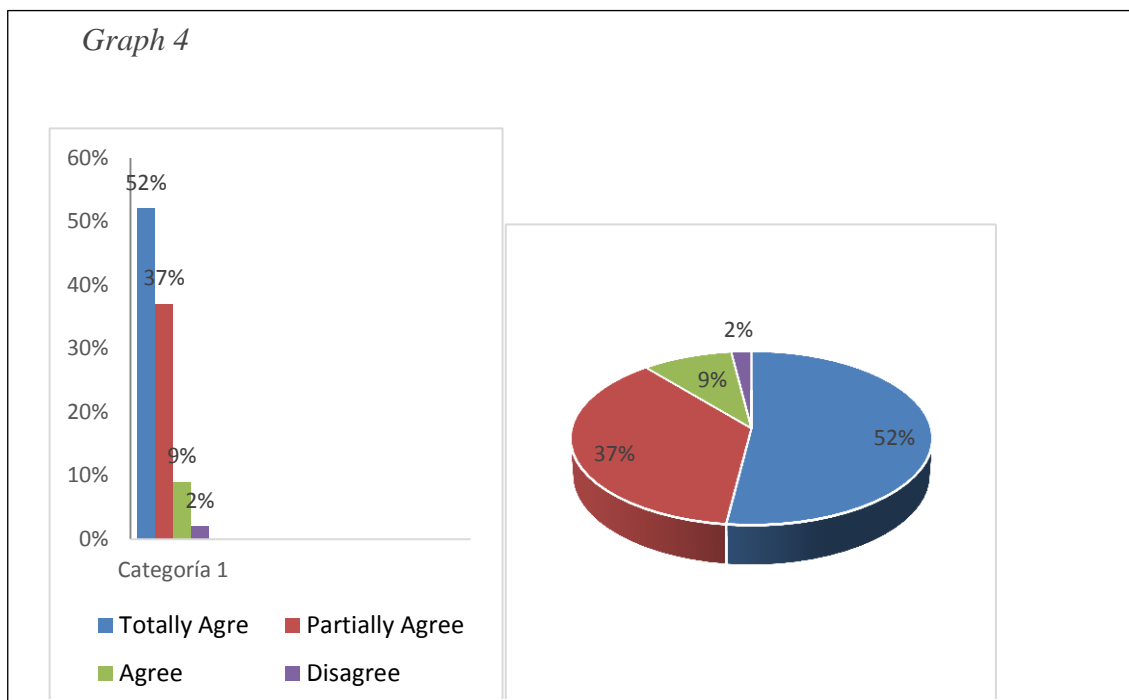
In this third question the survey retrieves information regarding the students' attention and participation in class activities, the gap between those satisfied (40%), and those barely satisfied (37%), was narrowly close. This trend indicates that the students possess an average attention lapse which shows that the students' commitment is at a developing stage yet. For example when the instructor has a semi-monotonous

methodology, the students tend to get bored afterwards. In concordance to this matter, Hess (2001) states that if an activity goes on too long, the mind begins to wander, no matter how fascinating the subject can be, and in large classes such lack of attention is disastrous.

Regarding to this topic, Harmer (2007) suggests to enlist group leaders. They can be used to hand out copies, check that everyone in their group understood the task, collect and give feedback. It is a common tendency in large classes since in crowded audiences the teacher tends to lose control of the students individually. This is where the team leaders can assist the teacher with applying discipline by reporting and exhorting the troublesome ones and their endeavors then the instructor can make resolutions for the sake of the team. The possible reasons for misbehaving attitudes lie on the lack of effective conflict resolution strategies. For example when team communication fails its purpose, every team mate is at his/her own. This is where team anarchy can tarnish the team's former purpose. Every teacher must prevent the teams from reaching this far. All problems can be solved if early measures are taken, for example it is of vital important to have contingency plans within the class syllabus.

An important way to incentive student participation is by replacing the traditional cognitive approach based on immediate punishment with a flexible approach based on harmony and understanding which will benefit the class in the long run. Some of these improvements in instructor-alumni relationships are seen nowadays as educational reforms.

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



Author: Iván Espinoza

Source: Instructional implications

In this question regarding the varied class tasks used in class such as individual and team assignments done as oral deliveries with handouts, flash cards, or graphics. These activities also include solo work, pair work, etc. Graph four shows the following results: Fifty two per cent of the students totally agree, 37% of the students agree, 9% of the students feel partially agree, and 2% of the students disagree.

The students seemed very satisfied according to the survey. The reason for this high approval lies on the teachers' predisposition to give the students the freedom to accommodate and form the working teams. Sometimes the teacher has to go beyond his/her authority limit to add resentful members to a team, or to apply discipline if necessary. During a class activity the teacher can masterly use daily material in a dynamic form for example if the imposing task is a bit challenging, the teacher can

designate pair works to alleviate the situation by making some students come out of their comfort zones. The majority seems happy with a range of tasks applied subsequently by the teacher.

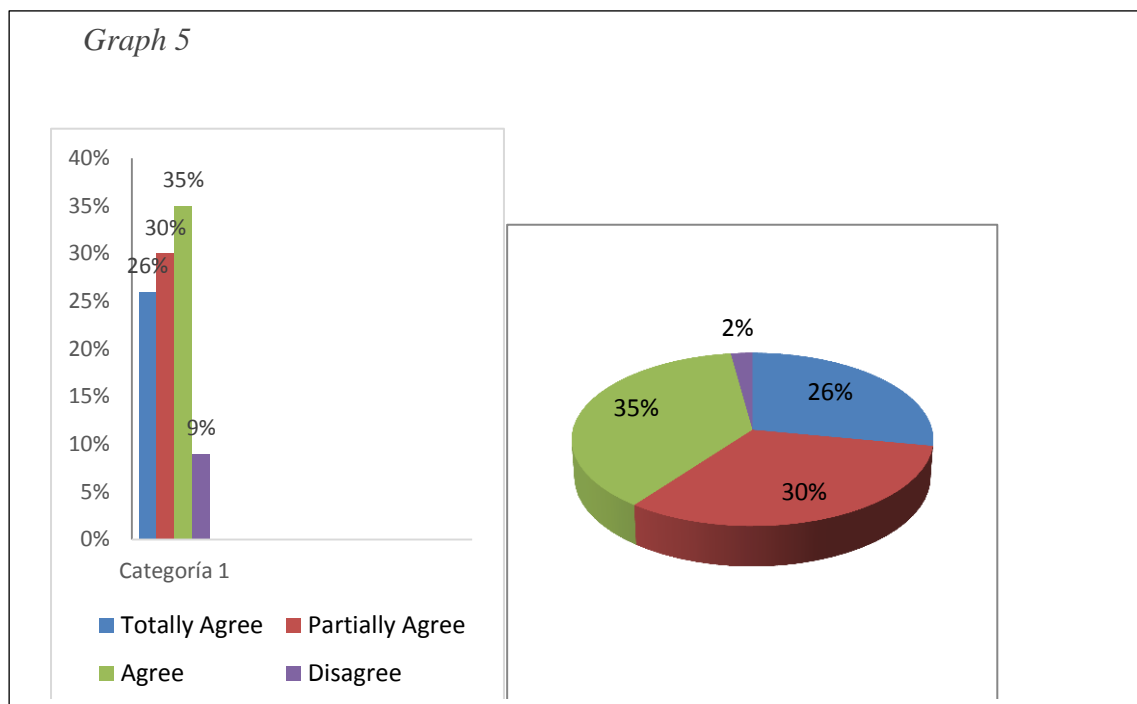
Concerning to this topic, Dewan (2003) states that students highly expect the teacher to surprise them with new and innovative activities, even simple games can lift everybody up such as hangman, unscramble puzzles, and curious riddles. The instructor has to remember that the students' minds need something to be fed on, and those games are the perfect spots to awaken hidden talents.

According to scientific studies, all students are highly capable of achieving success; it just takes some students longer to awake intellectual awareness. There is a common phrase that states that it is impossible to satisfy all the students, since some might not agree with the majority's decision. These stray students should not be misunderstood with lazy students.

The teacher must also change his/her focus of attention to include all the students into the same direction. It is hard sometimes to motivate left behind students but that's the teachers' job. Most teachers tend to address the audience in general instead of individually because of many reasons such as the lack of necessary time to talk to everyone, and the size of the class. Class activities must meet the students' needs thus giving the teacher new responsibilities in preparing them. Some instructors are too overconfident with their capabilities that tend to take teaching lightly by not properly preparing the class and their supporting activities.

Also, the instructor is not alone in this mission, he/she can ask for assistance from his/her colleagues, or subordinates (leader student). If the instructor got burned out with too much brainstorming, he/she can request future dynamics from the audience who will be happy to assist. Concerning to this question, every student has a good sense of collaboration; therefore sometimes the teacher must put preconceived ideas aside and start believing in his/her students, Bhatta (1998). As mentioned before it is a mutual effort to keep the class fresh and interesting for everyone since if everyone is motivated, the class becomes proactive.

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



Author: Iván Espinoza

Source: Instructional implications

In this question regarding tasks developed to raise morale, or break the ice when the students' esteem is low or the working environment is dense. Graph five shows the

following results: Thirty five per cent of the students partially agree, 30% of the students agree, 26% of the students totally agree, and 9% of the students disagree.

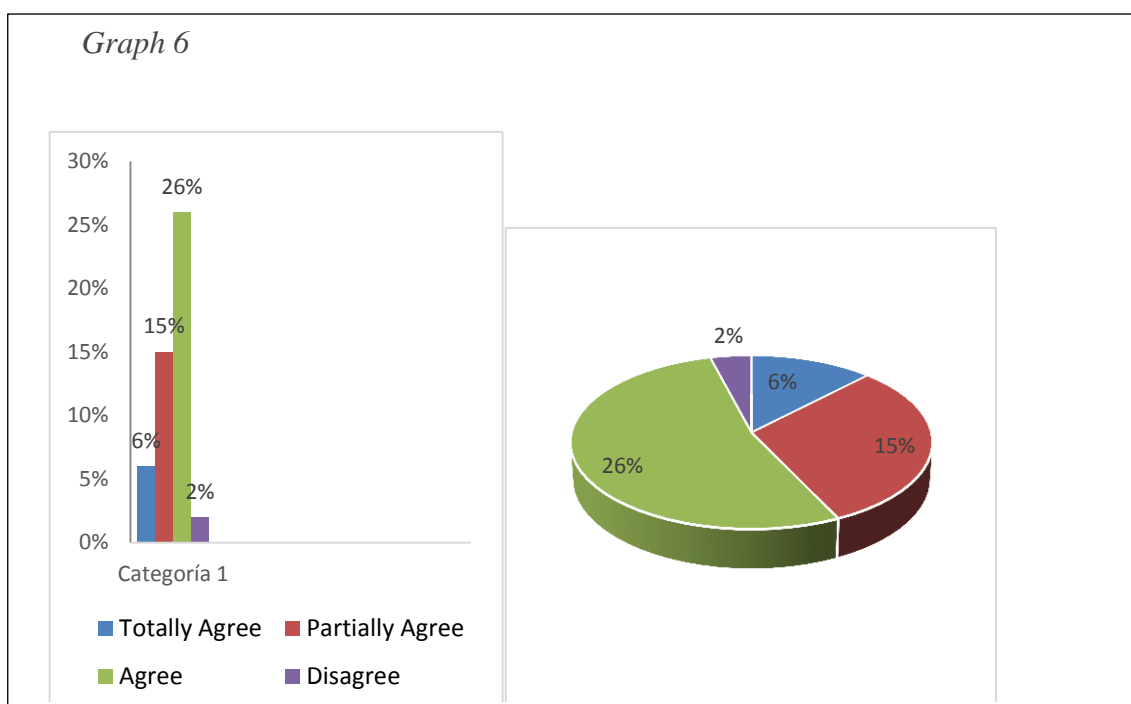
The students surveyed were satisfied (30%), and (35%) barely satisfied with these activities. The reason for this can be interpreted by the lack of innovation from the teachers' methodology, or if the same "games" take place. Among these activities, Rocha (2005) suggests to use games, healthy competitions, debates, panels, etc.

The lack of innovation might have different roots. It depends on the institution's culture where some schools promote friendship, and team cooperation while others incentive knowledge acquisition.

Teachers should use every available resources in order to activate students' interest for learning and incentive a better performance, resources such as graphics, group work, daily testing. At the end those low riders became professionals with hunger of success, according to Khati (2010).

The use of debates is a powerful manner to make everybody speak, for example after the instructor provides the scenario, the students begin discussing which will be the win-win solution without leaving damaged parties. Sometimes in case of a dilemma where no immediate solution is available, the teacher must come up with a long-term solution that will leave all parties with a glimpse of hope. However, nobody wants to deal with dilemmas but if they are on the way, someone must remove them.

Students can cheat during the test.



Author: Iván Espinoza

Source: Instructional implications

The next question regarding the sixth question about students' capability to cheat during a test, graph six shows the following results: Fifty three per cent of the students disagree, 26% of the students partially agree, 15% of the students agree, and 6% of the students totally agree.

In this question, the survey indicates that almost 80% of the surveyed students show their disapproval with the mere idea of cheating. However, who knows the real intentions? There might be a strict surveillance that makes cheating impossible, or what if the students have an ethical culture? No one can lightly judge the students' behavior with certainty. The answers demonstrated that the students are at a certain level of moral development and they avoid certain behaviors that can damage their reputation. In large classes the students tend to cheat more than in small classes since it is harder for the

instructor to keep an eye on every student. However regardless the class size, some teachers already have measures that nullify cheating, for example a certain number of instructors make many different exams thus the students are not able to copy each other even if they want to do so.

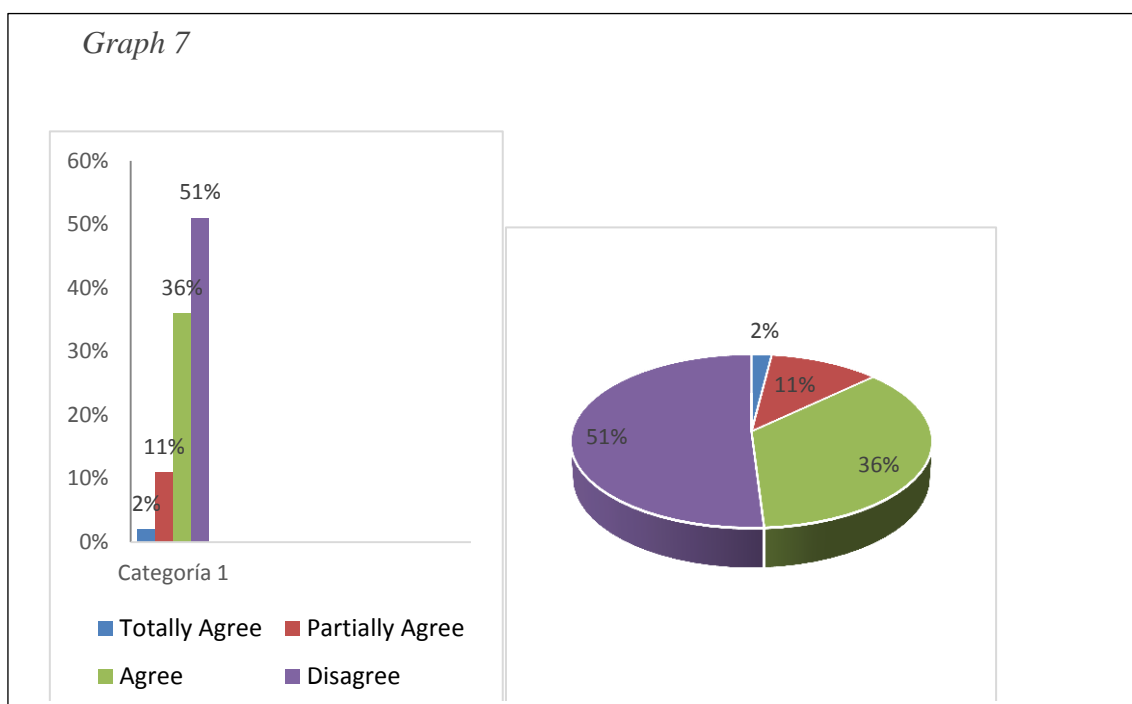
The students' real liability regarding cheating might surprisingly differ from the data retrieved in the survey, who knows who answered honestly? There is a hypothesis that affirms that all students have cheated at least once in a lifetime.

Data retrieved as a whole can depict more real facts rather than individual interviews where each student tries to act "normal" by giving the most expected answers thus the interviewing agent never knows the real-life trends. The main question is not about preventing the student from cheating but preparing them accurately thus the bad habit of cheating can considerably decrease afterwards. Cheating means the deed of taking a shortcut instead of taking the right path to perform any action, others describe it as missing the target.

Regarding to this question, , Gower, Phillips & Walters (1995) affirms that one way to achieve academic excellence and avoid cheating is to provide feedback to the students as many times as possible, as soon as the class is over or some time later.

It also depends on the school's academic culture where if cheating is not treated from the executive level then the subordinates will not be willing to make radical changes.

Students get distracted by doing assignments from other subjects.



Author: Iván Espinoza

Source: Instructional implications

On the seventh question about the students getting distracted by doing assignments from other assignments, graph seven shows the following results: Fifty one per cent of the students disagree, 36% of the students partially agree, 11% of the students agree, and 2% of the students totally agree.

On this question regarding distractions by doing assignments from other subjects, half of the students showed their disapproval with the distraction but a closing 36% admitted that they get distracted when they do assignments from other subjects and 13% of the students show their approval to do so. The teacher cannot be everywhere checking attention. It is up to the students to show respect and interest towards the subject.

Ironically everybody has ever gotten distracted in class because it is hard to remain 100% focused in a crowded scenario, where at least somebody is luring while

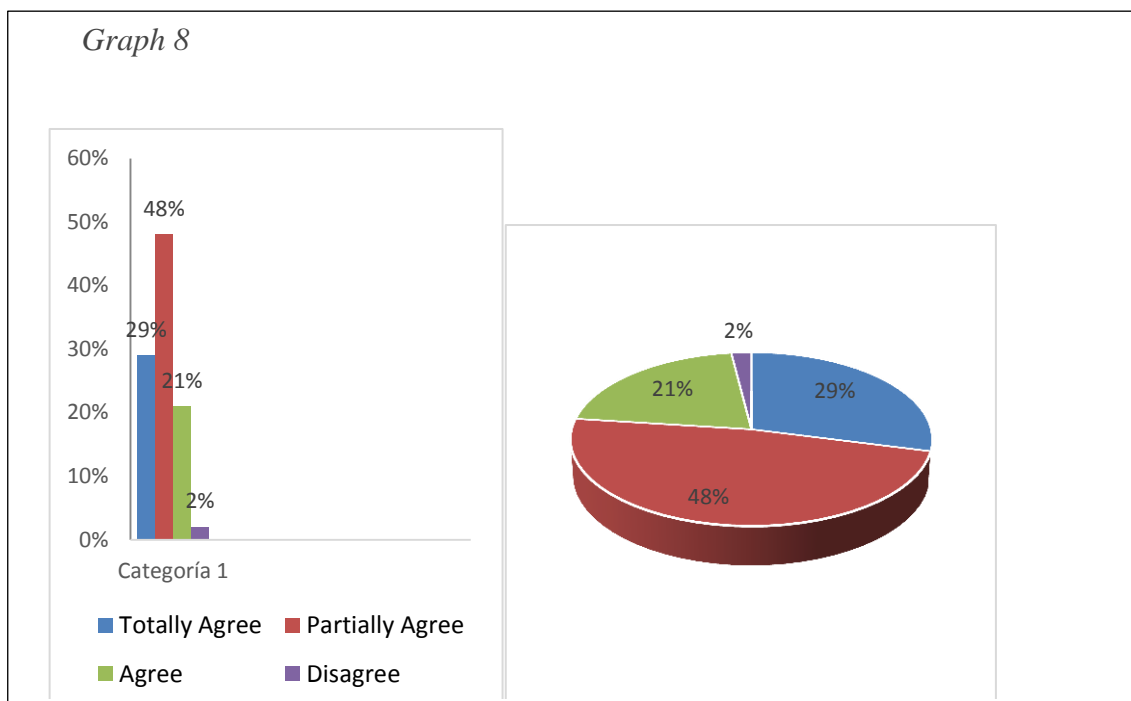
you are trying to draw your complete attention. In the case of doing assignments from other subjects, the students have most of the liability since their bad time management lead them to this situation. Sometimes it is the teachers' fault for not giving the students enough timeframe to fulfill an assignment.

Regarding to this topic, Khati (2010) states that from 10% to 11% of the students are neglecting their home assignments, this opens many alternatives from the students to complete their homework, some of them do it during recess time while others sneakily do it during other subject's class. Most of the time the teacher never knows what a student is really doing with his/her hands that are out of instant sight.

According to the surveyed students the majority disagree with this type of distraction. However, how many students have ever had their body in the classroom but their mind somewhere else? The answer is that everyone had acted that way. The critical point is when some students have important presentations or exams during the next class: therefore their attention can be wrongfully divided between the current class and the next class.

Another reason for this distraction is the lethargy in the teaching process from the instructor's methodology because if the teacher does not update his/her didactics then the students might start to lose interest.

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



Author: Iván Espinoza

Source: Instructional implications

In the eighth question regarding the seating arrangements and classroom space that ease the tasks done in class. Graph eight shows the following results: Forty eight per cent of the students agree, 29% of the students totally agree, 21% of the students partially agree, and 2% of the students disagree.

Most of the students affirmed to be satisfied with these physical settings which show us the government's investment in infrastructure for this particular institution. However the class size can determine if the seating accommodations are available for all the students. If the class has less than 40 students then seating accommodations will facilitate the learning experience.

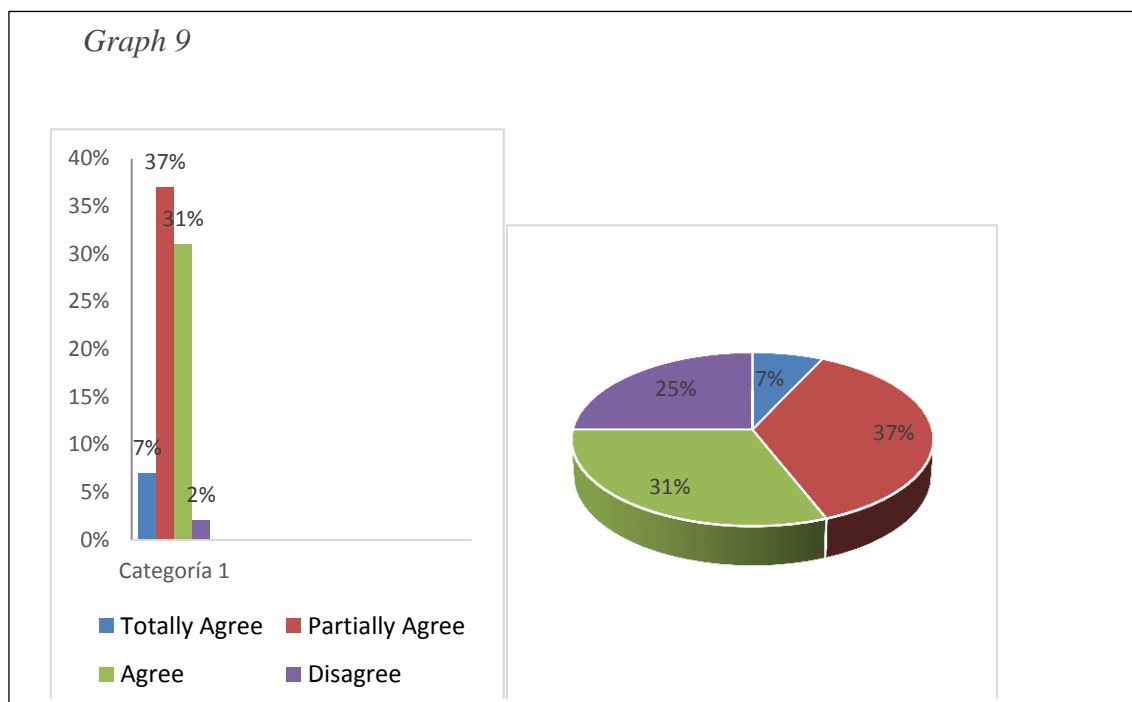
Regarding this topic, Harfitt (2012) affirms that a reduction in class size is necessary in order to settle a better learning experience because the students have more freedom to express their ideas in a smaller class.

In addition to this, Harfitt (2012) states the vast preference for a class reduction arguing that even oral interactions are improved since in a less crowded class, the instructor has more space to move around and individually ensures all students' participation.

The communication flow can greatly enhance the friendship bonds between the teacher and the students. The common modality of the seating is the student's desk. In some schools the seating arrangement consists of three extended tables with many chairs which is one of the best sittings arrangement. This kind of seating incentives focused attention since all the students do not have anyone sitting behind or in front of them, only sideways.

The seating accommodation is part of the physical settings which influences the teaching and learning experience and should be used. Classroom furniture affects the learning atmosphere which to some extent will be outside your control, therefore teachers can only have seating arrangements within the constraints of the institution, however the teacher has to take full advantage of the elements available.

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



Author: Iván Espinoza

Source: Instructional implications

In the ninth question about the students not getting constant feedback from the instructor because of the vast amount of students in the class, graph number nine shows the following results: Thirty seven per cent of the students agree, 31% of the students partially agree, 25% of the students disagree, and 7% of the students totally agree.

According to this question, 56% of the students think that feedback is not being taken in consideration consistently from the teacher, and only a 44% are very satisfied or satisfied with the regular feedback.

Regarding to the constant feedback from the teacher, Gower, Phillips & Walters (1995) indicate that there are many instances to give feedback after teaching such as instant feedback after a brief delivery, or sometime later-perhaps the following day.

The second type of feedback is the least appreciated but is the most important because homework compounds more data than presentations. Most of the students are too lazy to make corrections after reviewing the teacher's feedback, therefore the importance of homework.

According to Khati (2010), it is a challenge to reach students at an individual level, most of the students want to continuously be updated with their academic progress from the teacher. However, the following percent indicates their preference for post feedback as they are not willing to hear the teachers' side view in front of their peers. On the other hand, the remaining percent of students affirm that they want personal reunion with the teacher to get feedback individually rather than as a group.

In addition to feedback from the teacher, Harmer (2007) states that another tactic implemented by the instructor to provide feedback is by delegating responsibilities to the star students (leaders), who gain position and roles such as evaluating, correcting, and giving feedback. But half of the students do not really agree with the leader's hand in giving feedback because they think that those leads get special treatment, even if it is true, it can lead to so many misunderstandings

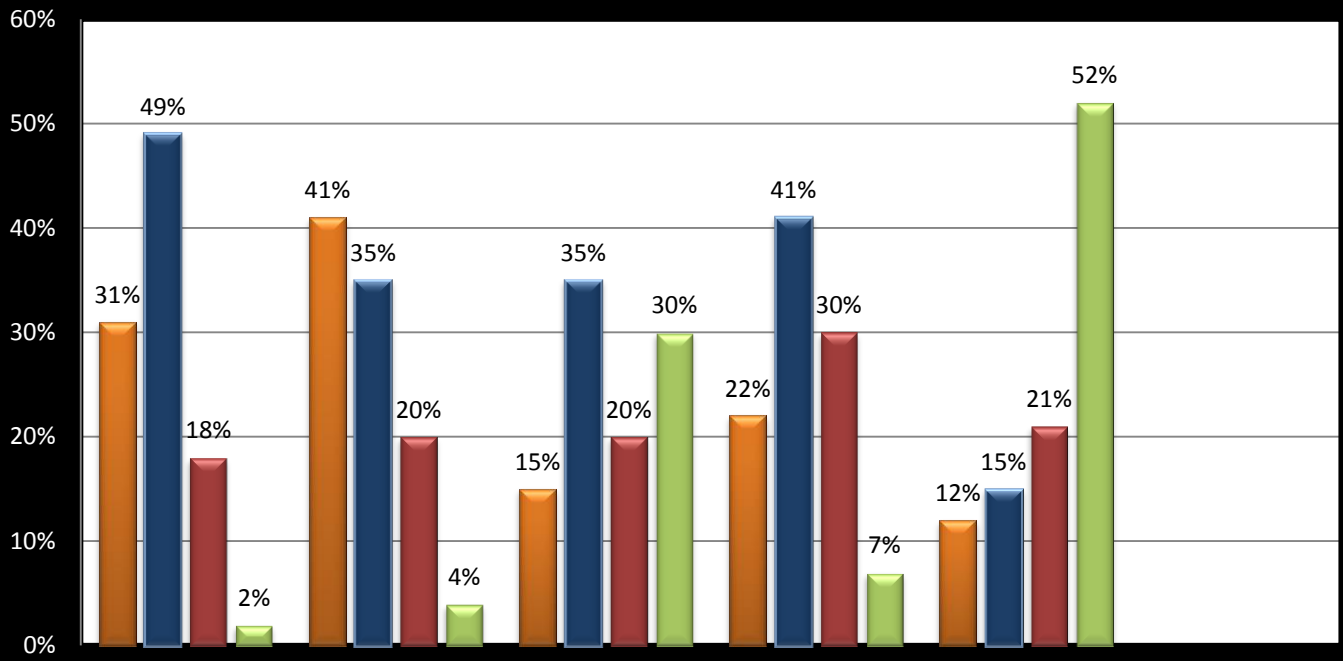
The solution to this relies in the teachers' predisposition to provide parameters in which the students guide themselves to edit their assignments in case of not receiving feedback on time.

Social implications

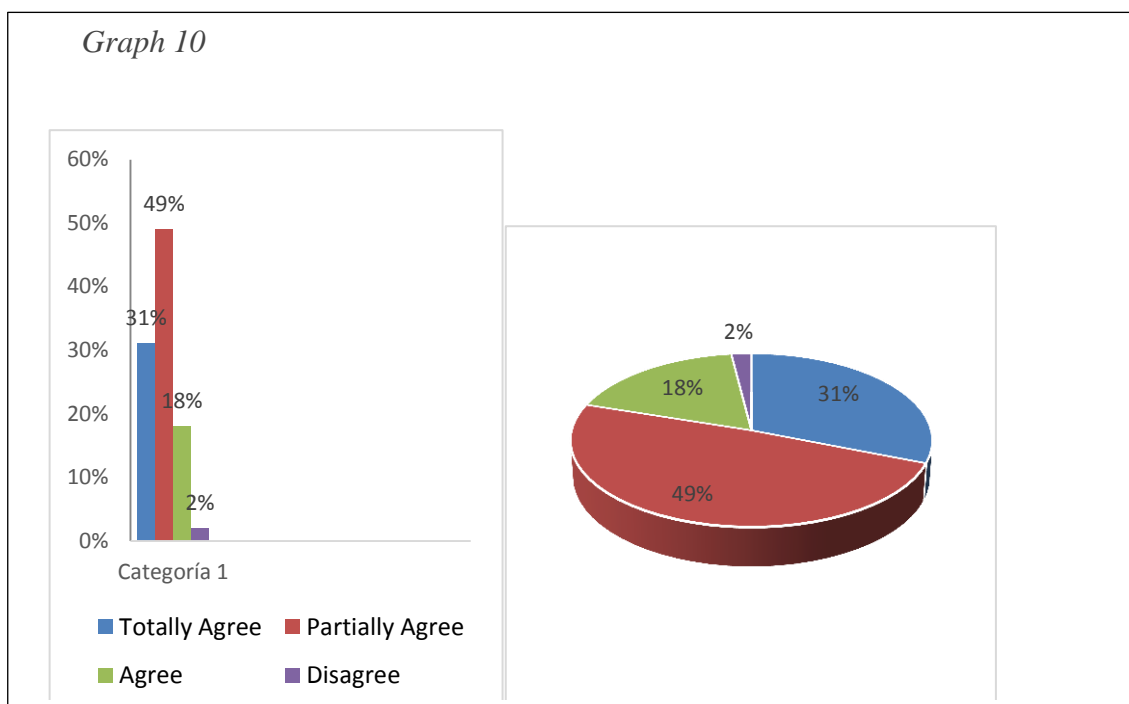
What social implications do large classes have on the teaching-learning process?

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1.	There is mutual interaction between the teacher and the students	70	31	103	49	34	18	5	2	212	100
2.	I have the opportunity to get along with more people	90	41	87	35	30	20	5	4	212	100
3.	The teacher does not remember the names of all the students.	52	15	62	35	56	20	40	30	210	100
4.	The environment is less tense because there is a less chance the teacher will ask questions constantly to the same student	48	22	74	41	66	30	23	7	211	100
5.	I can use my cellphone or other electronic device without been spotted by the teacher	19	12	26	15	56	21	112	52	213	100

Social Implications



There is mutual interaction between the teacher and the students.



Author: Iván Espinoza

Source: Social implications

In the tenth question regarding the existence of mutual interaction between the instructor and the students. Graph number ten shows the following results: Forty nine per cent of the students agree, 31% of the students totally agree, 18% of the students partially agree, and 2% of the students disagree.

On this question, most of the students (80%), show their satisfaction with the communication stream, which depends on the teachers' personality and temperament. Some instructors are charismatic and usually resemble a magnet that draws everybody's attention, and every student wants to have him/her as their director. At the same time, some instructors do not even know their students' names, which is a barrier that prevents the teachers from getting along with the students. One way to know the students' names is by association, visual connection, and aural connection, according to Khati (2010).

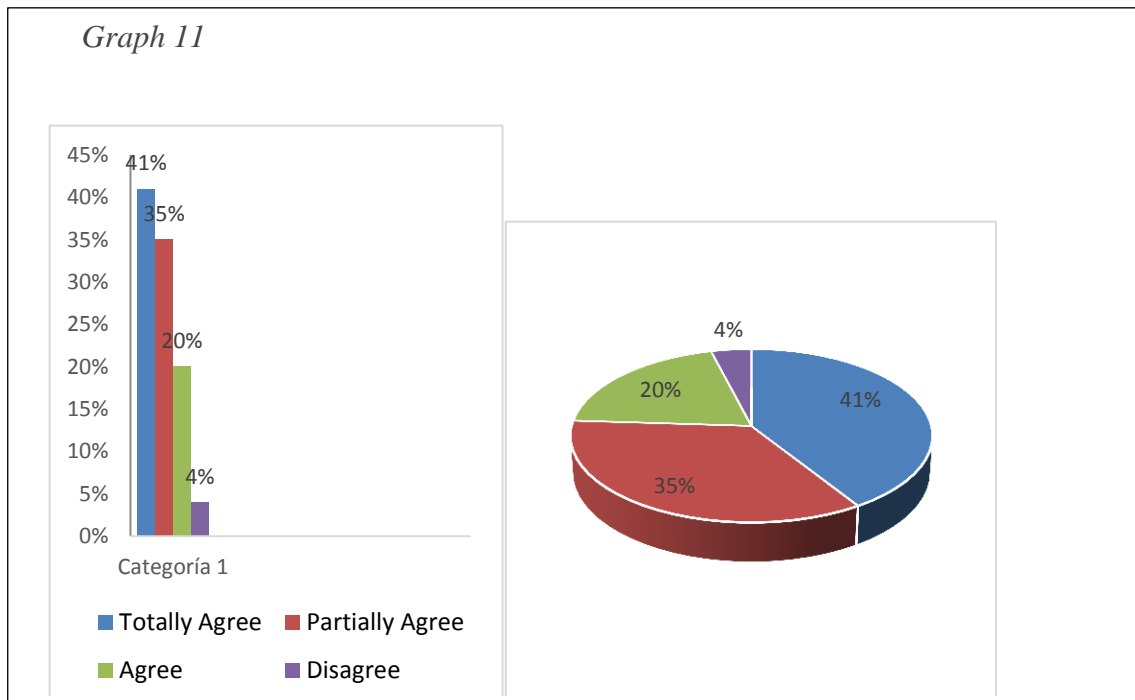
By association, the teacher can look at the student and see if something instantly draws his/her attention, for example Louis wears a brown jacket.

By visual connection, the instructor can look at the student and notice physical appraisals such as faces, body postures, for example Michael is the skinniest one.

By aural connection, the teacher can identify the students' voice tones, for example Lucia has the most polite voice.

In order to build a healthy relationship, the teacher must always act respectfully, for example by calling the students by their first names rather than by nicknames, Khati (2010). However in small classes some students prefer to be called by their nicknames in a form of affection. Even if the teacher seems conservative, the students can be the ones to step up and break the ice by asking questions concerning to the teacher's lifestyle. The teacher can react positively to this questioning by replying them regarding their previous experiences with other teachers in the same school.

I have the opportunity to get along with more people



Author: Iván Espinoza

Source: Social implications

On this question regarding the students' chance to get along with other people, graph number eleven shows the following results: Forty one per cent of the students totally agree, 35% of the students agree, 20% of the students partially agree, and 4% of the students disagree.

According to the survey, this particular question indicates that most of the students (76%) are highly satisfied with the opportunities given to get along with other students from the same grade due to the large number of classmates.

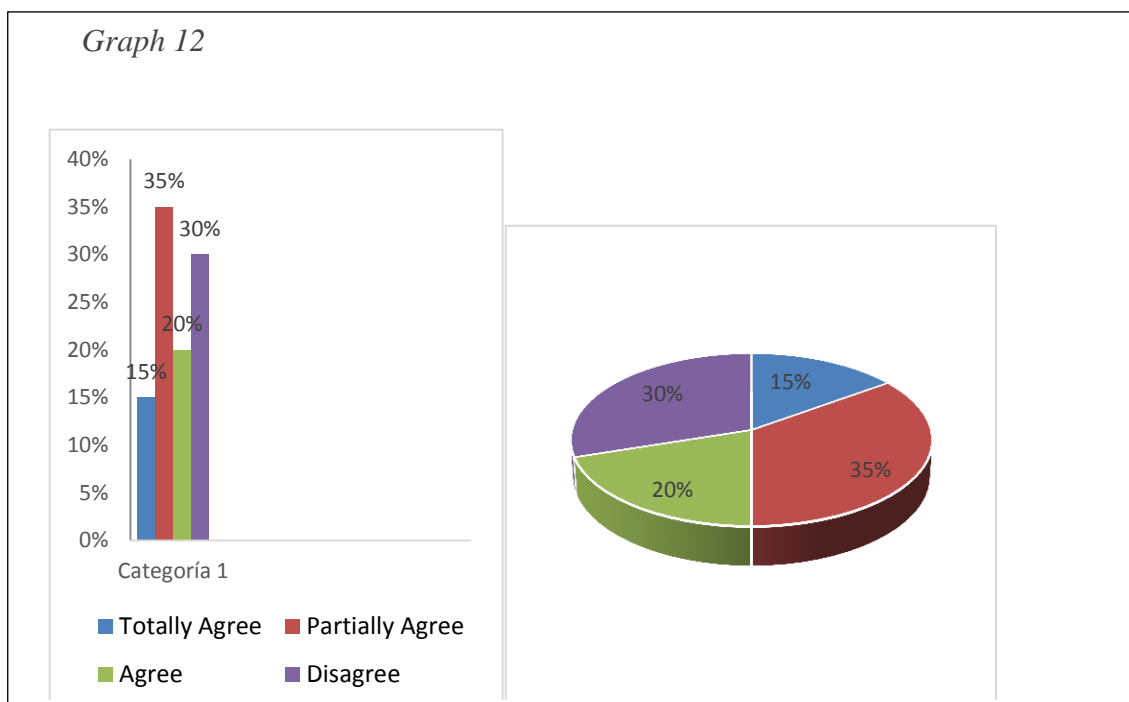
Getting along is the building brick that is the result of effective collaboration. When the teacher incentives to collaborate within the classroom, it will be beneficial in the long run, Khati (2010). However, some students are not willing to make new friends and they prefer solo work.

In addition to this topic, Cross (1992) affirms that the instructor can greatly increase the chances of practicing and creating value by implementing pair and group work. More than half of the students prefer teamwork because they get along with their peers and as result collaboration is greatly enhanced. Within each team there is a team player who is the spotlight, he/she usually takes the initiative and motivates the other members to move out of their comfort zones and to think outside the box.

Sometimes getting along can be challenging for some students who usually wait for the others to make the first move when establishing interacting channels. The lack of social life or the overconfidence can be the reasons behind this behavior.

One useful activity to increase social interaction might be by setting games with random teams, thus students are forced to get along with people they are not used to. It can sound scary, but it is an innovative tool to break the ice and to establish new relationships.

The teacher does not remember the names of all the students.



Author: Iván Espinoza

Source: Social implications

The following question is about the teachers that do not remember their students' name throughout the course. Graph number twelve shows the following results: Thirty five per cent of the students agree, 30% of the students disagree, 20% of the students partially agree, and 15% of the students totally agree.

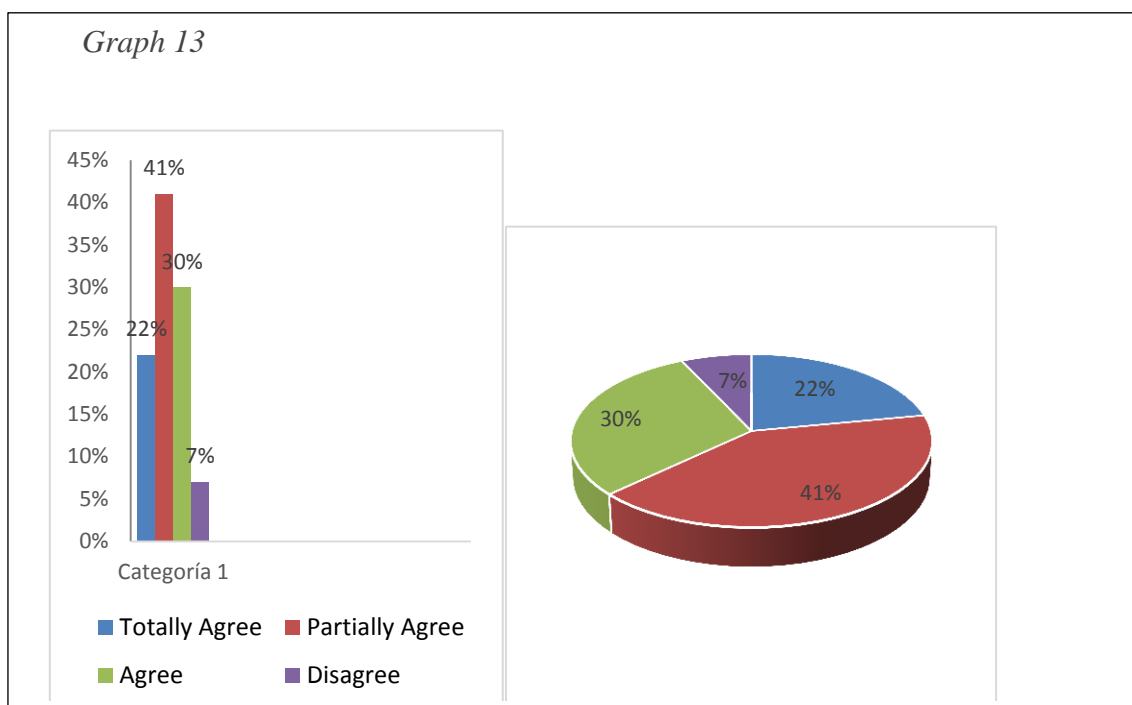
The results vary among the students but, a big sample from the research (30%) think that the teacher should know their names and on the other hand (35%) are also satisfied.

The survey suggests that the gap between those that agree and the ones who disagree is super close, a difference of five percent only. This narrow distance can show alarming data that can be addressed as the level of importance that some students give to the teacher's reminders.

There might be many reasons behind this trend. One of them might be that large classes make difficult for the teacher to remember all names. Another reason might be the lack of assertiveness from the teacher who does not make an effort to remember their names; for example the teacher can use physical appraisals to remember a student's name such as size, outfits, Khati (2010). Another way to remember the students' name can be memorizing the students' temper for example some can be outgoing than others. What if the instructor teaches many large classes at the same day? How can he/she remember everyone? To alleviate this situation, some teachers make the students use name cards all the time.

How important it is to remember the students' name as a sense of respect and affection toward the subjects which are the students. In other if it is not possible for an instructor to remember the names, he should use name cards and have an analyzing sight to identify students' characteristics that will help remember those names afterwards.

The environment is less tense because there is a less chance the teacher will ask questions constantly to the same student



Author: Iván Espinoza

Source: Social implications

In the 13th question, the moderator asks if there is a less tense environment when the instructor does not ask questions constantly to the same student. Graph number thirteen shows the following results: Forty one per cent of the students agree, 30% of the students partially agree, 22% of the students totally agree, and 7% of the students disagree.

According to this question, the students honestly answered with an average agreement (41%) about their fear to be asked questions suddenly and constantly, especially if the student is not properly prepared to accurately answer because of his/her lack of commitment with the subject, Khati (2010). Even if the students know the

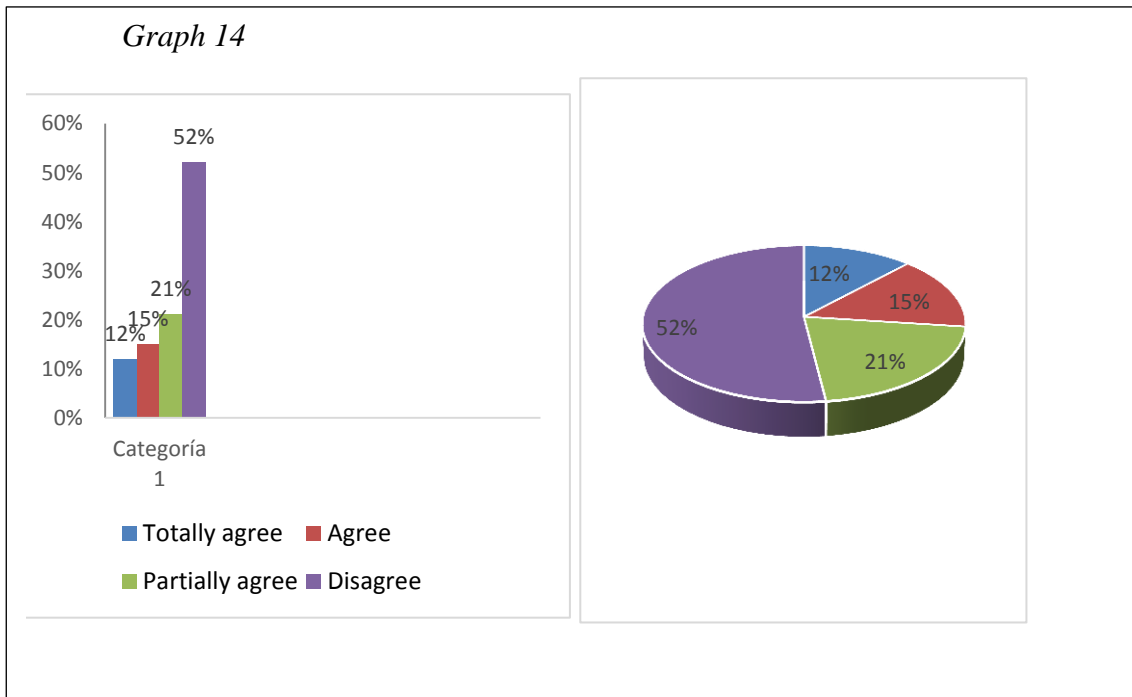
subject very well, nerves can betray them. The reason for this behavior is the fear of being compromised off-guard.

When the teacher is energetic, the shyness and doubts maximize thus the student can feel intimidated by instructor's temperament. That is the reason why the students must be prepared for anything by constantly checking their notes written in their books or notebooks.

Overall, one student can feel picked on if the teacher is constantly testing his/her abilities during the class. Most of the students admitted relief when the teacher passes them, especially in activities or questions that threaten to face them to the class. The way out of this unintended fear can be reached by facing students' fears, plus not by avoiding them, therefore the teacher must encourage this behavior.

The psychological factors surrounded the students and the teacher can determine the causes for low confidence, and one way to raise students' morale is by letting them speak their minds, and not by limiting them on their points of view because all of them must be highly respected and appreciated.

I can use my cellphone or other electronic device without been spotted by the teacher.



Author: Iván Espinoza

Source: Social implications

In this question regarding the use of electronic devices without been spotted by the teacher, graph number fourteen shows the following results: Fifty two per cent of the students disagree, 21% of the students partially agree, 15% of the students agree, and 12% of the students totally agree.

According to the results, the students strongly disagree with the idea of using electronic devices in class because it is considered to be disrespectful, a bad habit, even an addiction, and a disruption in class.

The truth is that technology has improved mankind's living style but the excess and wrong use of it can become a pitfall. One student can use a smart phone to record a live class while the same student can be on Facebook at the same time and the teacher

assumes that he/she is doing the right thing. Every student once in a while uses his/her cellphone without being caught by the instructor. Sometimes this tendency gets out of hand when it becomes an addiction where the student mixes responsibility with leisure activities.

The surveyed students disagree with the idea of using their cellphones even if they can, because of the respect they have for the teacher and the subject. An overwhelming majority affirm their willingness to prevent the use of electronic devices while in class. Most of these students set their cellphones on vibration or simply turn them off to avoid the temptation to use them.

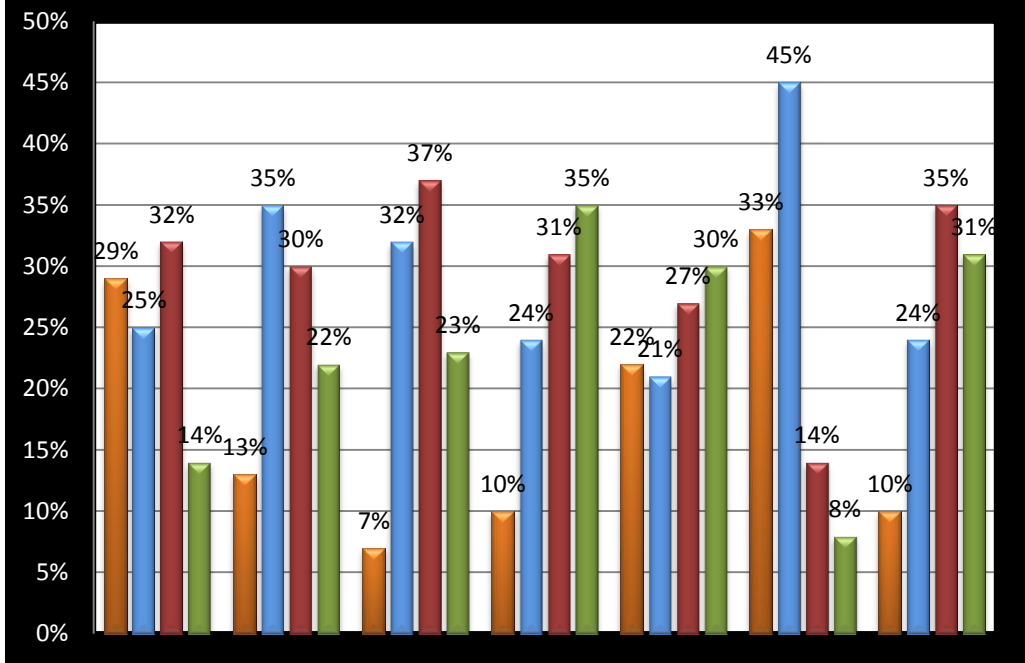
The alternative to avoid misusing electronic devices is by educating about their pros and cons which affect the students' achievement during classes.

Psychological aspects

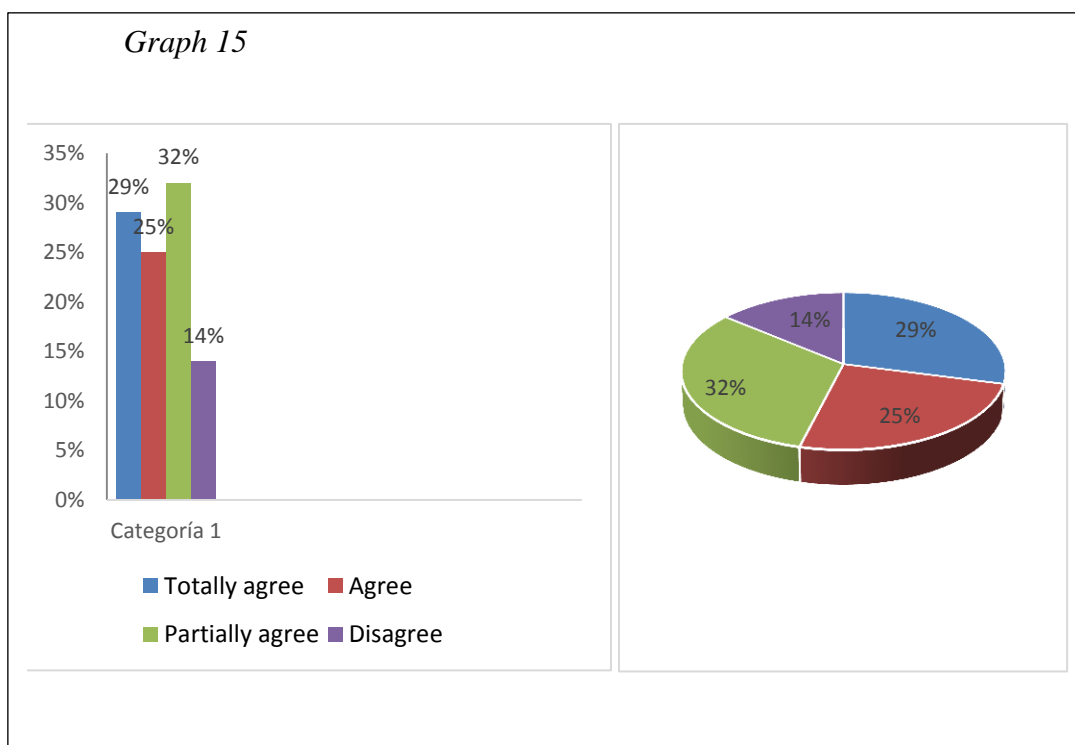
What psychological implications do large classes have on the teaching-learning process?

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1.	The environment is stressful	49	29	47	25	65	32	38	14	199	100
2.	I feel uncomfortable when I speak in front of the class	31	13	68	35	58	30	41	22	198	100
3.	I have less chances to express myself	16	7	64	32	73	37	47	23	200	100
4.	I do not want to participate because I feel shy	18	10	47	24	57	31	63	35	185	100
5.	The teacher does not pay attention equally to all the students	32	22	48	21	57	27	62	30	199	100
6.	I feel I can compete healthy with other students	64	33	79	45	34	14	19	8	196	100
7.	I feel relaxed because I can get passed unnoticed	28	10	49	24	62	35	61	31	200	100

Psychological implications



The environment is stressful



Author: Iván Espinoza

Source: Psychological implications

The responses provided by the students to this question allow us the following analysis. Graph number fifteen shows the following results: Thirty two per cent of the students partially agree, 29% of the students totally agree, 25% of the students agree, and 14% of the students disagree.

According to this question, only 14 % of the students surveyed feel that the environment is stressful, but at the same time the majority 54% of the students do not feel this load on their shoulders.

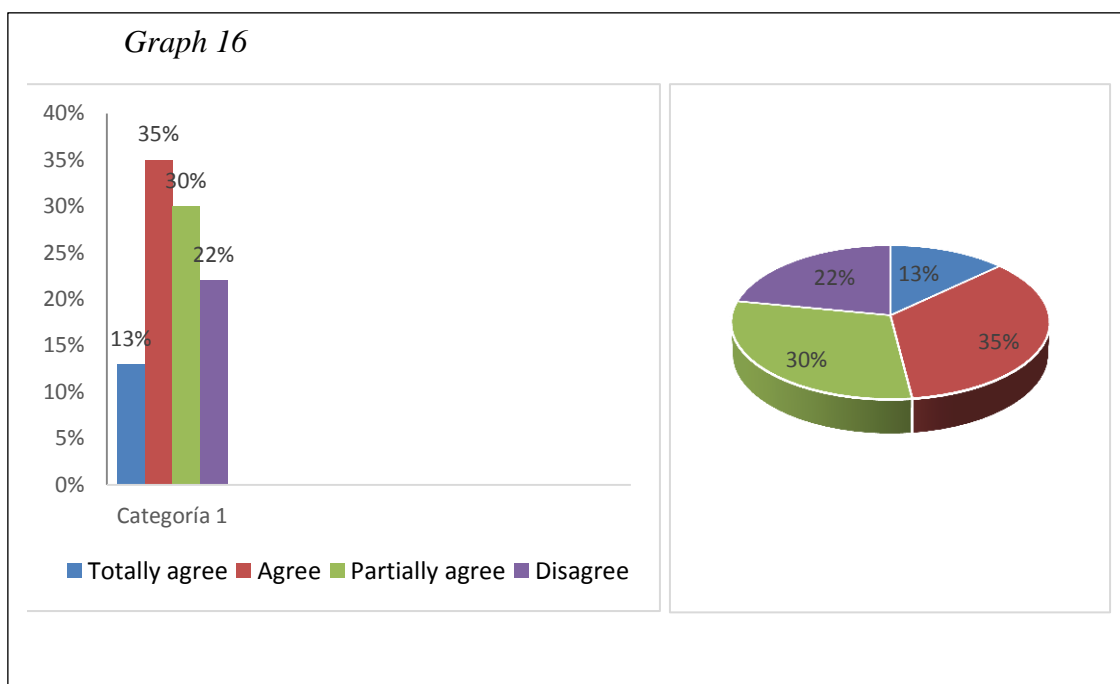
Regarding this topic, Hess (2001) states that a good organization helps students to know what is expected from them and also improves the realization of tasks in a quick and improved way. Taking this in consideration, while teachers keep control of

the class, students can work orderly and efficiently. It also provokes to help the students feel more relaxed during the class.

In addition to this topic, Harfitt (2012) argues that the sense on anxiety is reduced when students are part of a small class because it seems to facilitate participation from students. In this case, class reduction is not possible since it is a public high school.

As a conclusion from this matter, we can consider that the main factor for stress should be different to the size of the classroom, however there are many ways to contribute to the better development of the class; such as maintaining discipline, using gestures, eye contact, and most importantly by trying to know and understand each students' psychology.

I feel uncomfortable when I speak in front of the class



Author: Iván Espinoza

Source: Psychological implications

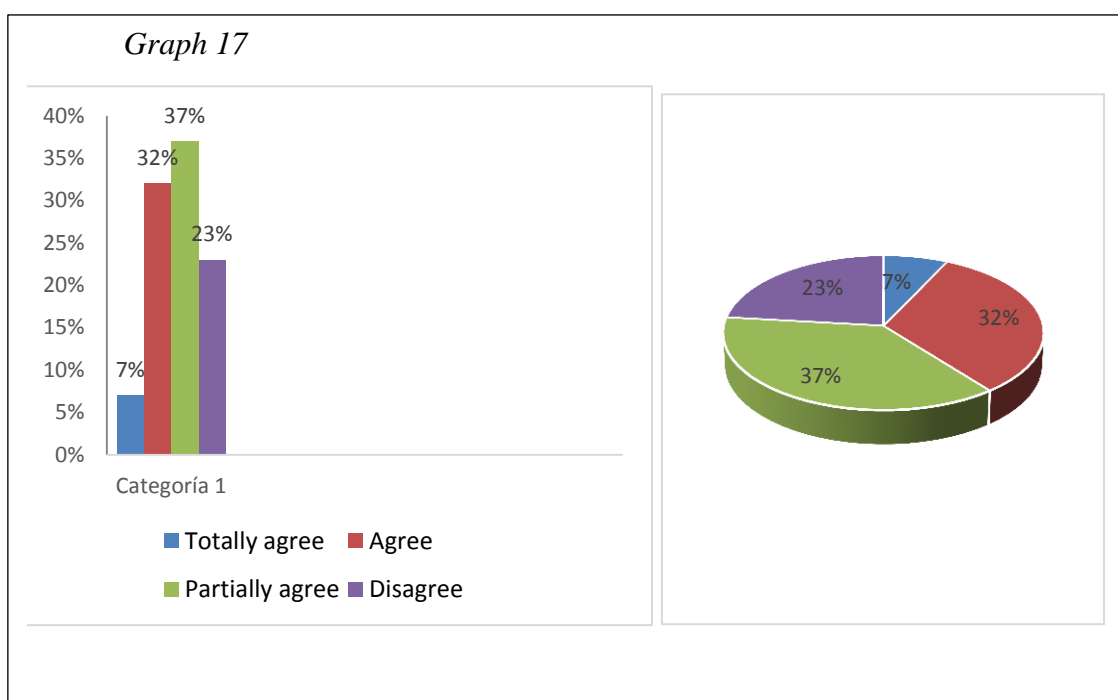
According to the results, graph number sixteen shows the following results: Thirty five per cent of the students agree, which shows that they are comfortable to talk in front of the class, but at the same time, 30% partially agree, 22% disagree, and 13% totally agree.

Regarding this topic, Hess (2001), states that different activities will help teachers to activate the quiet student and to maintain control in class. This means that when it comes to large classes, variety is a powerful tool.

In addition to this question, Rocha (2005) believes that in large English classes students interact among themselves or only with the teacher in most of the cases. Subsequently, students tend to provide really short answers when they are called to participate in the class.

Students prefer to form groups, and then they share information or even then, they like to talk to that small group, rather than doing it in front of the class. Therefore the experience from the teachers plays an important role, and the knowledge of different approaches and techniques to be implemented in the classroom, which will motivate students to speak to the class.

I have less chances to express myself



Author: Iván Espinoza

Source: Psychological implications

In this question taking in consideration the opportunities the students have to express their opinions. Graph number seventeen shows the following results: Thirty seven per cent of the students partially agree, 32% of the students agree, 23% of the students disagree, and 7% of the students totally agree.

According to the results, 60% of the students are either unsatisfied or somewhat satisfied. Only a 7% of the students think they have enough opportunities to speak or

express opinions in front of the class, and 32% are only satisfied. This tendency denotes the dissatisfaction from the students to be part of the class due to the large number of students.

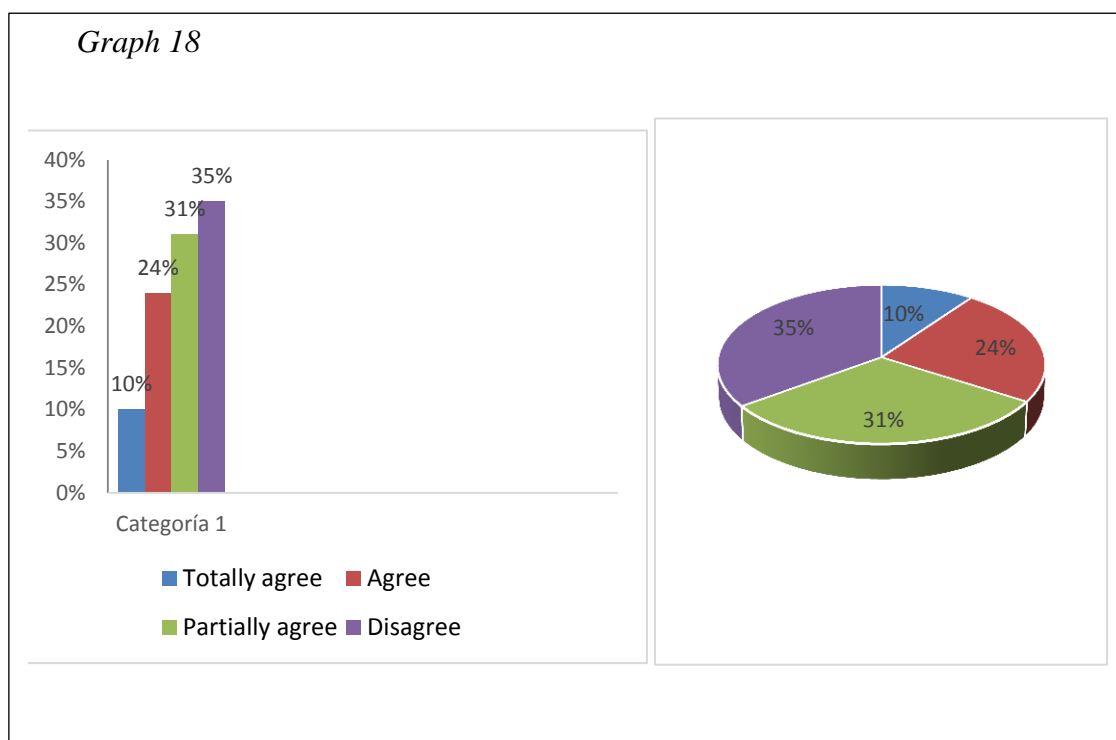
Regarding this topic, Harfitt (2012) states that students in smaller classes in comparison to a large class are more confident to speak up and participate in the class. He further points out that every student in a small class want to contribute perspectives.

In addition, Khati (2010) also refers to large classes and points out that there is no way of developing a collaborative atmosphere, providing a variety of works or involve all students in various activities appropriate for different levels.

On the other hand, Rocha (2005) promotes task-based learning as an effective method to improve oral interaction in large groups, but it requires to provide opportunities to practice the language, providing visual aids or topics related to the students' needs or interests.

Finally, teachers should notice that some students reject to participate, but it is our work to implement interesting activities or tasks, even an appropriate seating arrangement and grouping to make the class more dynamic.

I do not want to participate because I feel shy



Author: Iván Espinoza

Source: Psychological implications

In relation to this question, graph number eighteen shows the following results: Thirty five per cent of the students disagree, 31% of the students partially agree, 24% of the students agree, and 10% of the students totally agree.

According to the percentages in this question, it can be perceived that most of the students (66%) feel shy or not whiling to participate and talk to the class due to the fear to make mistakes and become the center of attention, on the other hand only few students (10%) feel confident to do so.

Regarding this matter, Gower, Phillips & Walters (1995) state that chorus work ensures that at least everyone repeats new language and equal though not individual attention. This results in having everybody participating in the class, which is a good

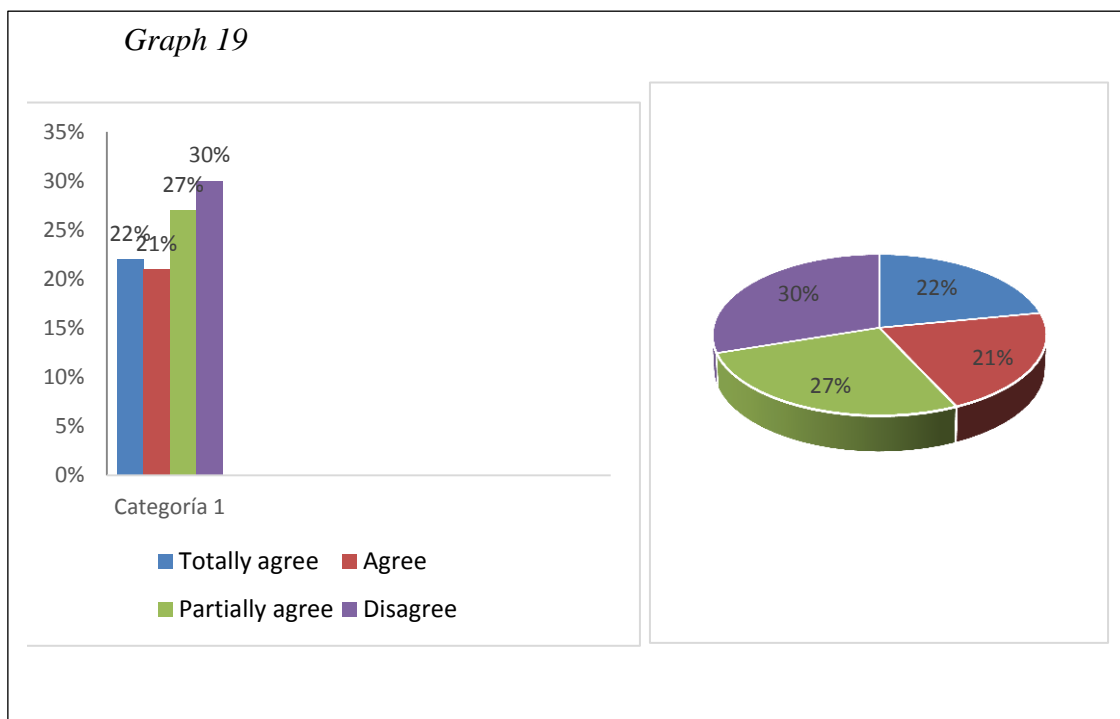
way to involve even the shy students in the class. Repetition will achieve confidence thus will allow shy students to feel secure in front of the class.

In addition, Harmer (2007) considers solo work also as a good way to relax students' public faces and allows them to consider their own individual needs and progress. Solo work also has some advantages for students such as working at their own pace, thinking time, which helps shy students to be attentive to their own learning without the shadow of being judged by an audience.

Finally, Rocha (2005) also suggests that learners are more efficient when they work in groups or in pairs because they feel more confident and help each other, and also task-based learning is appropriate to improve oral interaction in large groups.

Therefore the teacher must be aware of the students' feelings towards addressing to a large class, and he/she should implement activities according to this issue.

The teacher does not pay attention equally to all the students



Author: Iván Espinoza

Source: Psychological implications

This question about the lack of attention from the teacher to some students, graph number nineteen shows the following results: Thirty per cent of the students disagree, 27% of the students partially agree, 22% of the students totally agree, and 21% of the students agree.

As of the percentages there is a certain balance between the attention required by the students from the teacher and the satisfaction showed in the survey. The percentages change also from class to class, and from grade to grade if we take in consideration all the different courses taken in consideration for this research. It means although the students are in a similar number in each course, they do not feel the same way towards the teachers' attention to each one of them.

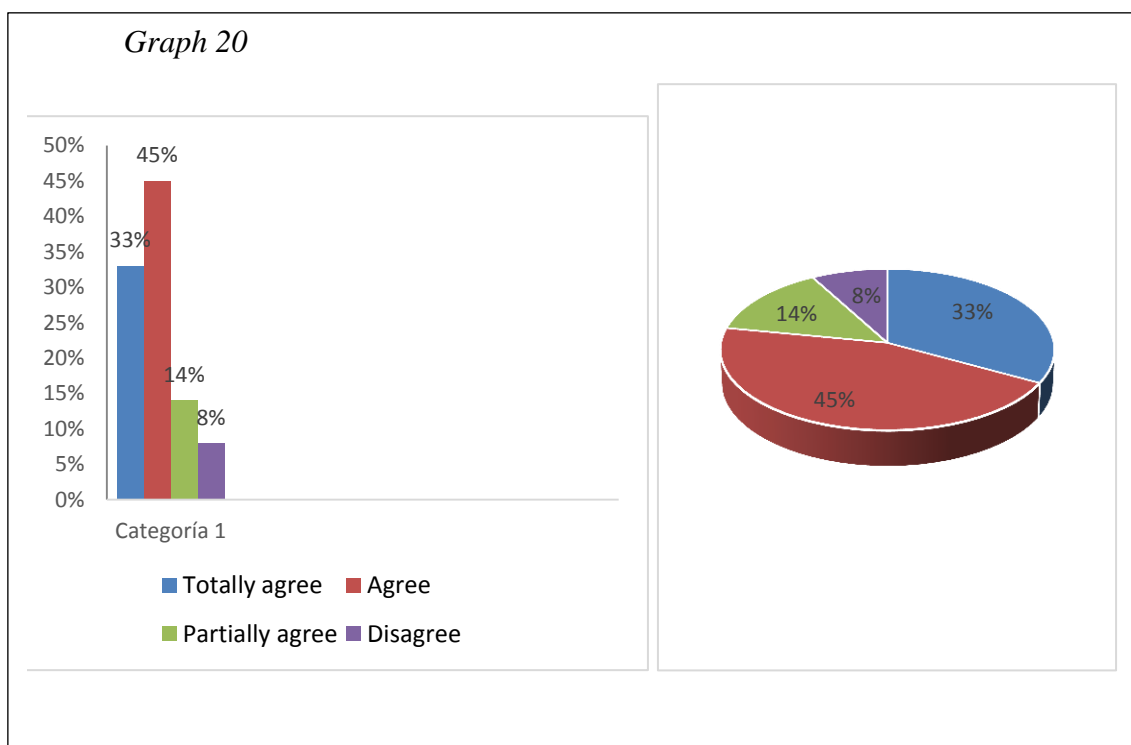
Sometimes teachers tend to pay more attention to some students more than they do to others. It might be due to the different levels of proficiency or the attitude towards the teacher from the students.

Regarding this topic, Gower, Phillips & Walters (1995) argues that it may also be due to the atmosphere created in each classroom and the respect every student has for the teacher and in this case in particular, you.

In addition, Gower, Phillips & Walters (1995) affirm that generally speaking, when it comes to large classes, teachers should provide clear and easy instructions in order to perform a desired task, and teachers should try to give individual attention to the students, but even a smile, gesture or a word of encouragement can do the work.

Finally, Harmer (2007) states that since it is difficult to use lots of individual repetition and controlled practice for the whole group, chorus repetition may be appropriate. Therefore, every student can have the perception of being part of the class.

I feel I can compete healthy with other students



Author: Iván Espinoza

Source: Psychological implications

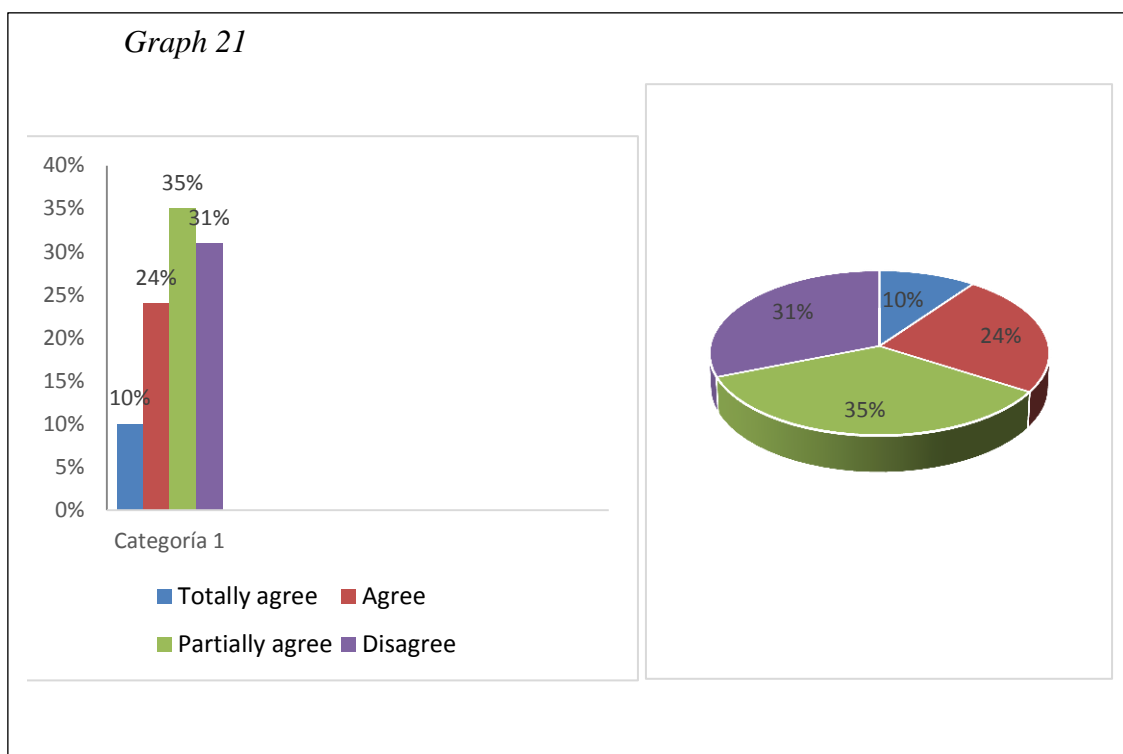
In relation to this question, graph number twenty shows the following results: forty five per cent of the students agree, 33% of the students totally agree, 14% of the students partially agree, and 8% of the students disagree.

Most of the students feel confident about themselves, and they either feel totally in agreement or they just agree with a total of an 88%. According to these percentages, most of the students feel that they can compete in a healthy way with the rest of their peers. In fact, students do not feel overwhelmed or fear that other students might be better at English learning, but the real obstacle is the matter of participating in the class and keeping different interests other than learning English.

Therefore teachers should employ any approach, but applied to the correspondent class and activities which will enhance students' interest. In content-based approach, the activities in class are geared to stimulate students to think, according to Richards & Rodgers (2001). In addition, Harmer (2007) states that once students are motivated, then language learning takes care of itself.

Finally, Harmer (2007) affirms that another way to influence students' attitude towards learning in a healthy competition is to make groups and provide interesting activities so that everybody is attentive and communicative. Pair work and group work can also be used in large classes to give students more chances for interaction.

I feel relaxed because I can get passed unnoticed



Author: Iván Espinoza

Source: Psychological implications

In relation to the final question, graph number twenty one shows the following results: Thirty five per cent of the students disagree, 31% of the students partially agree, 24% of the students agree, and 10% of the students totally agree.

According to the results in this last question, it is possible to notice that students are not happy with the fact that they are being unnoticed. Most of the students want to learn and this can only be achieved by participating actively during the class. This main factor is caused due to the large quantity of students and sometimes to the shyness from the same students.

Related to this topic, Rocha (2005) quotes that most of the times the same students participate in the tasks or activity, but there were other students not as good at English who were rejected and therefore remain in silence and unnoticed.

Learners tend to participate more when they are working in groups or in pairs and this merely action will help students to become an active part of the teaching-learning process.

In addition, Richards & Rodgers (2001) states that students should be encouraged to make guesses from their errors by going beyond what they have been taught. Therefore teachers should realize what specific methodology or approach should be used according to the class and students, involving everyone in the activities.

Finally, Gower, Phillips & Walters (1995) suggests to form groups by moving the furniture to make a good use of the classroom according to the activity, and by all means avoid separating students from the same group, making it difficult for them to talk to each other easily. Teachers should be encouraged to make all the students participate in the class since according to this research they are willing to learn and be a part of the class.

Conclusions

-The results in this research show that a large number of students is a huge limitation when teaching and most of the teachers are not prepared to deal with this issue. This factor discourages students and does not allow to have a full attentive class or to keep everybody involved in the activities performed in class.

-Feedback is hard to achieve due to the large number of students per class. Students think that feedback is not being taken in consideration consistently from the teacher.

-Most of the classes maintain the seating arrangement and the tasks have to be performed in the same way. The teacher only uses individual work, pair work and whole class work.

-There are a few opportunities for the students to interact in class. Students are not a 100% attentive, easily distracted, stressed, and even shy.

-Large classes are a barrier to achieve knowledge and do not allow teachers to feel confident when teaching. Students and teachers struggle while interacting due to space limitation.

-Teachers tend to pay more attention to some students than others, therefore students can get passed unnoticed and comfortable in this silent way.

Recommendations

- Teachers should be more familiarized with the approaches and techniques to be used when managing large classes in order to improve the teaching-learning process.
- The government should implement better strategies to deal with the large number of students in public high schools. There is not an ideal number of students per class but it should not exceed the physical space available and impede a free movement within the class for teachers and students.
- The amount of time for learning English could be increased. Public high schools only take five hours per week for this subject, and nowadays English has become the most important language in the world. Some private high schools include teaching other subjects in English, therefore once they graduate achieve a very good level of English.
- Interaction between teachers and students can be greatly enhanced if teachers are constantly capacitated and the government increases the resources designated to this matter.

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ANNEXES

INSTRUMENTS



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: 8thyear. () 9thyear () 10thyear. ()
1stseniorhighschool . () 2ndseniorhighschool. () 3rd. seniorhighschool . ()

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:	Totally agree	Agree	Partially agree	Disagree
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.				
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 put in class.				

9.	Students cannot receive regular feedback from the teacher due to the large number of students.				
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B. Social issues

N°	In classes with a large number of students:	Totally agree	Agree	Partially agree	Disagree
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:	Totally agree	Agree	Partially agree	Disagree
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!