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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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APROBACION DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACION

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De mi consideración:

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

Loja, diciembre de 2014

F.....

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“Yo Oscar Efrén Espinosa Rodríguez declaro ser autor del presente trabajo de fin de titulación: The influence of large classes in the English language teaching-learning process in Ecuadorian high schools, de la Titulación de Licenciado de la Educación mención Inglés, siendo Paul Fernando González Torres Director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

Instantly make a final thought, against the tangible evidence
that gives me the opportunity to my peers,

I want to first thank “GOD”

For giving me strength and perseverance
throughout the study and achieve a professional title.

This Project is dedicated to my wife, Dolores de Espinosa, who has lovingly stood by
my side all of these 23 years, and to our wonderful children

they brought into this world:

Melany and Kevin Espinosa Chavez

we love them all dearly.

To all my teachers that offered me the knowledge,
advice and trust the same one that they will be diffused through
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ABSTRACT

This research work analyzes the possible influence of the large classes in teaching-learning of English language in Ecuadorian high schools and the probable impact in the learning process.

The teaching of English language in Ecuador has not given the expected results due to the students who finish secondary education do not achieve the basic language communicative competence. For this reason, this study tries to determine whether or not large classes affect the learning process.

This project was conducted in Manta city, where UEEFAE No. 4 and Stella Maris high schools are located. The sample was a group of students who were chosen randomly, the participants belong to 8th, 9th, 10th and 3rd of senior high school courses respectively.

The qualitative and quantitative methods were used to discover if the instructional, social, and psychological implications of large classes exist on teaching-learning process.

Results and their discussion suggest that there is influence of large classes in the learning process. So, teachers should update teaching information to avoid that students will be influenced by those problems in the learning process in high schools.

Key words: Influence, large classes, teaching process, learning process, basic language communicative competence, instructional implications, social implications, psychological implications.

RESUMEN

Este trabajo de investigación analiza la posible influencia de los salones de clases numerosos dentro del proceso de enseñanza-aprendizaje del idioma Inglés en los colegios del Ecuador y el probable impacto en el proceso de aprendizaje de los estudiantes.

La enseñanza del idioma Inglés en el Ecuador no ha dado los resultados esperados debido a que los estudiantes que terminan la educación secundaria no logran la competencia comunicativa básica del lenguaje. Por esta razón, este estudio trata de determinar si las clases numerosas afectan el proceso de enseñanza aprendizaje del idioma Inglés.

Este proyecto se llevó a cabo en la ciudad de Manta, donde están situados los colegios UEEFAE N° 4 y Stella Maris. La muestra fue de un grupo de estudiantes que fueron escogidos al azar, quienes pertenecen a octavo, noveno, décimo y tercero de los cursos de bachillerato, respectivamente. Destacando la necesidad de la utilización de una encuesta para descubrir si la instrucción, las implicaciones sociales y psicológicas de las grandes clases tienen incidencia en el proceso de enseñanza-aprendizaje.

Los resultados y su discusión nos permiten saber que hay influencia de las clases numerosas en el proceso de aprendizaje. Los profesores deberían actualizar la información de la enseñanza para evitar que los estudiantes sean influenciados por estos problemas en el proceso de aprendizaje en los colegios de Ecuador.

Palabras clave: Influencia, salones de clase numerosos, proceso de enseñanza, proceso de aprendizaje, competencia comunicativa básica del lenguaje, implicaciones en la instrucción, implicaciones sociales, implicaciones psicológicas.

INTRODUCTION

Over the time, the human being has always been in constant learning and progress. Due to the fact that the education field has been the most important all over the world and for a long time, great changes have been reached in this field.

In some regions of Ecuador, teachers and students are strongly being affected by the quantity of participants in a classroom that, little by little, are becoming part of a daily process learning of English as a second language. The main learning goal for foreign language learning is giving the teenagers the opportunity to become more successful and fluent in their communication with English native speakers.

It is very important to consider that there are some aspects that delay both students and teachers to obtain the desired outcomes. One of these aspects could be the quantity of students in their classroom. Large classes as part of the reality of Ecuadorian High Schools and they deserve to be researched due to the fact that working with large classes may be, in some cases, advantageous and disadvantageous in others.

As stated by Hess (2001 p 125). "In large classes there are always enough students to get interaction going, and there is a rich variety of human resources.

However, the fact that the teachers could have some problems to maintain the attention, order and discipline, could be considered as a disadvantage.

Experience in using different teaching approaches and methods can provide teachers with basic teaching skills and techniques that they can later add to or supplement as they develop teaching experience (Richards and Rodgers, 2001).

There are some specific objectives proposed for this work; one of them is to determine the real influence of the great amount of students into the classrooms.

Another one is to identify describe and analyze the impact of the instructional, social and psychological effects that can affect the English teaching and learning process in Ecuador, and finally, the last specific objective would be the analysis of the impact of those aspects in the Ecuadorian high school students.

This research proposes to improve the knowledge of the Ecuadorian teachers regarding the effects that may occur in the foreign language teaching-learning process and the skills that they must obtain with the objective to minimize the impact in high schools students.

Some previous studies have been developed and observed to obtain the desired results.

One study focuses on the relationships between class size and teaching was developed by Blachtford, Moriarty and Martin (2002).

The purpose of this study was to investigate connections between class size and teaching interactions. The data come from a longitudinal study of two groups of more than 10,000 English infant schools children (aged 4–7 years). The methods used were sampling (Schools, classes, and Children); data collection (Data from end-of-year questionnaires) and systematic classroom observation.

The results of this survey applied to students were analyzed and the conclusion was that large classes influence in learning and teaching process in Ecuadorian high schools, because teachers and students deal with crowded rooms with limited opportunities of interact between them successfully.

Another study refers to the factors affecting quality of English language teaching and learning in secondary schools in Nigeria and was developed by Aduwa

and Iyamu (2006). The methods used in this study were qualitative and quantitative, being the main instruments used for this study a questionnaire and observation schedules.

The results obviously were not successful, because in several cases, crowded classrooms caused a lot of problems such as discipline.

A third previous study called “The effects of large class on EFL students at An-Najah National University” was carried out by Thaher (2005). This study was applied to 230 non-English major EFL students in An-Najah National University in Palestine. The questionnaire included two kinds of variables: dependent and independent. The dependent variables included the students’ responses on the questionnaire. The independent variables were gender, study level, college, and Placement Exam marks.

The results of the different domains show that the instructional effects reached the highest mean, while the means for the social and the psychological effects are reached almost the same range respectively.

This study shows no significant differences for students’ gender, level of study, college, and placement test marks across the three domains. Beside, classroom interactions in large classes are negatively associated with class size. Students demonstrated negative and positive responses towards large classes.

Regarding Ecuador, the Government and the Education Ministry, in order to give better opportunities for teaching and learning this foreign language, has implemented different policies and strategies to improve the curriculum based on international standards, teacher’s training, updating methodologies and approaches to obtain a better education in this country.

The Universidad Técnica Particular de Loja, concerned about improving the effort of the Ecuadorian government to facilitate and enhance the learning of the students, has made it possible to carry out this project. This educational institution has allowed the author to conduct an honest research to obtain information about instructional, social and psychological implications, analyze the results and confirm that are affecting the learning process of English language in Ecuador. This will be beneficial for teachers and students and the whole educational system.

METHOD

Settings and participants

This study was conducted in the city of Manta, which is located in the province of Manabí, Ecuador during the academic year 2013 and 2014. The educative institutions were Stella Maris and UEEFAE No. 4. The student's population corresponded to 186 students, each high school had 35 students in their classroom, and the classes were developed in the morning. The most important features of the population were the teacher's knowledge of English language, teaching methodologies and approaches, students' age (between 11 and 14 years old), the social level status of the students (private school), the students' gender (males and females), and the environment in which participants interacted (high schools).

Procedures

The first step to carry out the development of this study was the writing of the literature review. To begin this research, it was necessary to investigate extensive information in resources as internet, books, magazines, journals, etc. Selecting and resuming the relevant information obtained on this research.

The second step was the selection of the population and requesting approvals of the Principals to have the chance to develop a statistical survey. Two high schools were chosen in the area, both were private institutions: Unidad Experimental Educativa FAE No. 4 and, Stella Maris High Schools.

Five complete classes were chosen at random, the classes were 8th, 9th, 10th and 3rd of senior high school respectively. The sample chosen was teenagers ranging from

twelve to fourteen years old. Five classes were observed for each grade selected, the classes time was forty five minutes each one.

The whole survey period was observed and analyzed, considering the performance of the teacher giving the class, the materials used, and how useful this supporting material was for the students.

To determine the students' preferences and needs respect to the given classes, a questionnaire was given to each one students in each classroom observed.

The methods used were qualitative to measure the efficiency level, and quantitative to measure the amount of participants. Moreover, were used the following techniques: reading to understand the topic; surveys to get statistical values that show the required data, and finally, charts and tables to compare the obtained results.

As part of the procedures used on this research, there were two, collection of bibliographic records and collection of previous studies files.

Furthermore, the techniques and instruments used for this research, gave the support to reach the desired objectives.

The tabulation data was obtained according to the answers given by the students (questions of the survey), then, those answers were codified in percentiles, and finally, whole information was analyzed, interpreted and presented to verify the successful of this research.

Finally, some of the aspects considered for the results' analysis were the age of the students, the environment in which they interact, the instructional, social and psychological implications that influence them in the teaching-learning process in Ecuadorian high schools.

DISCUSSION

The modern theories, approaches and methodologies regarding classroom language learning perceive learning as an interactive process. In Ecuador where English is a foreign language, one common phenomenon is the large class.

This section has been divided in some sub themes in order to present detailed information adequately. It has been presented in this way, with the objective that the reader could have a perspective of the concepts involved in the present study, as well as previous studies related to the topic of this research.

Literature Review

Language is considered to be an essential communication system. Since childhood, all human beings have used language to communicate their ideas, feelings, necessities and interests to others. People, wherever they live, use the language to transmit and receive messages with sounds, symbols, graphics, words, and so on, which express a meaning, idea or thought. Referring to the English language as a communication system, it is important to understand that this subject should be learned and practiced to acquire writing, reading, listening and speaking skills. To obtain this knowledge, some concepts about teaching and learning process should be observed, with the aim that people can express their ideas, feelings and necessities.

In the available literature, the majority of the teaching-learning studies suggest that the age factor is the major aspect that leads students to success in the process of learning a new language.

In this research it is important learn interesting topics that will increase the knowledge about the exciting world of teaching and learning approaches and methods.

Moreover, references about some topics as class size, managing learning, managing large classes, classroom space and seating arrangement, activities for working with large classes, and finally different levels of proficiency, should be useful approaches to describe some important information about the present research.

Teaching Approaches and Methods

Throughout the history, people have seen how the world has been changing in different aspects. Teaching is one of the fields that have improved more, specially teaching a foreign language. Nowadays, everyone wants to learn a new language, mainly English because it is a universal language, beside, it is one of the major factors that assist the human being in the economic and social power that it represents in the worldwide.

Teaching a new language according to Richards and Rodgers (2001), involves several important factors that must be observed and used. To do it, this research show the reader, some concepts about techniques, methodologies and approaches, acquired from some previous studies which are presented by the researcher.

The Grammar-Translation method is one referent of this view of language study. So, in some classrooms, practical classes (grammar translation) determined both goals and procedures. In addition, theories from some linguistics and psychologists were used to get a philosophical and practical basis for language teaching (Richards and Rodgers, 2001).

The study of teaching methods and approaches in language teaching was a central role within linguistics since 1940. Consequently, various attempts were made to understand the nature of methods and the relationship between theory and practice

within a method. It is also important explain the relationship between approach and method, presenting a model for the description, analysis, and comparison of methods.

When linguists were improving the language teaching in the nineteenth century, they often have referred to general principles and theories concerning how languages are learned, and how knowledge of language is conceptualized in memory.

Therefore, there are some approaches and methods that must be understood to get the best results in this research (Richards and Rodgers, 2001).

According to Richards and Rodgers (2001), Communicative Language Teaching is considered an approach rather than a method. Communicative language learning refers to some principles that show a communicative view of language learning that can be used to help a variety of classroom procedures such as:

Students learning a language through authentic communication (fluency); learning is a process in which students are involved in trial, error, and in the integration of different language skills too, the target language will be learned in the best form through the process of communication and teachers should help students to motivate them to work with language.

The same proponents of the CLT approach Richards and Rodgers (2001) argue that “the term natural, used in reference to the direct method, refers to principles that centralize the method to conform the principles of language learning in young children”. In the same way, the natural approach, defined by Krashen and Terrell (2001), as the conformation of some principles found in successful second language acquisition. In contrast to the direct method, natural approaches show less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus

on accurate production of sentences in a target-language. In the Natural approach, an emphasis on input is noticed rather than practice, the emphasis on the central role of comprehension in this approach links it to other comprehension-based approaches in language teaching. In the Natural Approach, a focus on comprehension and communication as well as the provision of the kinds of comprehensible input provide the successful classroom second and foreign language acquisition. (Richards and Rodgers, 2001)

Cooperative Language Learning as a part of an approach named Collaborative Learning (CL) is an approach to teaching which makes total use of cooperative activities concerning pairs and small groups of learners in the classroom. In second language teaching, Collaborative Learning has been accepted as a way of promoting communicative interaction into the classroom and is seen as an extension of the principles of Communicative Language Teaching. In fact, Collaborative Learning is an approach that crosses both mainstream education and second and foreign language atmosphere.

Moreover, the use of discussion groups, group work, and pair work has been practiced in teaching languages and other subjects. Group activities are carefully planned to maximize aids to contributions to each other's learning. (Richards and Rodgers, 2001)

Content-Based Instruction refers to an approach to second language teaching that is organized around the content or information which students will acquire rather than linguistic acquisition. This approach improves demonstration, imitation, and miming which are attitudes that recommend the use of objects, pictures, and audiovisual

presentations. So, Content-Based instruction is centered on the following two central principles:

First, fellows try to learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end itself.

Second, content-based instruction better reflects learners' needs for learning a second language (Richards and Rodgers, 2001).

In Content-Based Approach, the activities of the language class are specific to the subject that is taught, and are used to motivate students to think and learn through the target language. Such an approach, this approach integrates teaching of the four traditional language skills (Richards and Rodgers, 2001).

Task Based Language Teaching is an approach based on the use of tasks that centralize the unit of planning and instruction in language teaching.

Pica, Kanagy, and Falodun (1993) state that "there are some several skills that permits classifying them according to the type of interaction that occurs in tasks accomplishment". Skills such as following:

Using jigsaw activities where learners' involvement combining different pieces of information to form whole. Increasing information gap tasks, in which students share negotiating information one student or group of students has one set of information and another student or group has a complementary set of information. Resolving problems activities where students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

Decision-making tasks where as an activity, students are given a problem for which there are a number of possible outcomes and they must choose one through negation

and discussion. Opinion exchange tasks to learners engage in discussion and exchange of ideas. They do need to reach agreement.

Continuing with this proposal research, the writer desire is to emphasize in the fact that there are more interesting topics to be analyzed for the better understanding of how large classes could affect the learning process. It is very important to conceptualize some interesting concepts about other studies as some authors suggest.

Class size

Monks and Schmidt (2010) argue that in their research, “some studies have investigated the impact of class size on student outcomes. This analysis helps to understand the contact of class size on student outcomes in higher education”.

Large classes and heavy student loads appear to prompt faculty to alter their courses in ways deleterious to students. While a number of studies have supported the importance of class size in student achievement, other ones refute this by concluding that class size has no impact on objective student outcomes.

The educational environment is dramatically different from the classroom and learning environment of the elementary school setting. Even so the conventional wisdom of the benefits of small class size persists in postsecondary education, as well.

Managing learning

In a large class setting, the way in which teacher organizes it is just as important, as what they teach. Teacher can manage learning by preparing a great lesson plan on an important topic, but it cannot be successful if the instructor does not present the lecture and its activities effectively.

There are some skills to improve this argument. Such as getting to class early, communication begins when teacher and their students are in the same room; getting the students' attention at the beginning of class, when class begins; getting students attention so that they focus on instructor and the topic that will be teaching; emphasizing important information at the beginning, during and end of class and use relevant examples, and considering different learning styles.

In a large class setting, these exercises in class get students acting and reflecting, both main ways by which human beings learn. The exercises will guarantee that every student will pay attention to the class, so students do not know when the instructor will give them an exercise. The exercises will give teacher immediate feedback about their students' understanding of the instructor is presenting, and, if done well, the manager of the class can substitute it for "homework" and the need to grade many papers overnight.

A group exercise can be conducted as an in-class exercise, and it is a very good way to manage the active learning of students in a large class. Students work together to discuss or solve problems, this is a process that is also called collaborative learning or cooperative learning. In a large class, students working in pairs or larger groups can help each other and learn from each other. They do not get bored by listening to the teachers talking about some themes. (Haddad, 2006)

Managing large classes

There are many other active learning strategies that the professor can use in large classes. Not all of the students need to participate in all of these activities; in this kind of classrooms, there might not be enough time. However, all of the students should be given the opportunity to participate in many of them.

This approach has some clues to improve the reader's understanding:

Due to the fact that each student has a 2- or 3-minute opportunity to express the student point of view on a given topic. This activity (round) will give a range of viewpoints that it easy to consider in delivering lessons, as well as building a sense of participation and confidence among students.

Secondarily, as brainstorming, ask students to individually think about an issue or a problem and to list its possible causes.

Another clue is to ask students to role-play a situation. What would they do? By creating situations that are real, students can practice coping with stressful, unfamiliar, or complex situations. Also, encourage games that place students in a new role, one that other students may be facing, in order to encourage empathy.

Regarding concept models, it is productive to give students handouts, or list on the chalkboard, a series of leading questions. Students work in small groups.

In fact, encourage students, individually or in groups, to explain how they get a solution to a problem, obtaining the ability to problem solving and demonstrations.

Groups of at least five students each complete a poster display that conveys the work in groups in: Identifying and clarifying a problem; Locating appropriate information and resources concerning their issue (Haddad, 2006).

Activities for working with large classes

Haddad (2006) says that it is very important to create a sense of community, one that shows your interest in and accessibility to students and which encourages your students to learn about you and participate in the learning process, as suggest the following skills:

To make a large class feel small, many teachers try to make a large class small by treating it as such; they move towards a student who has asked a question, which reduces physical and social distance, and they help class assistants distribute materials.

Haddad (206) argues that in order to reduce temporarily class size, one efficient skill could be that during the first two or three days of the new school calendar, some teachers intentionally reduce the size of their classes, during this time, each teacher can conduct “getting to know you” activities to learn student names, to collect information about each student’s family background and interests, as well as to initially assess each student’s knowledge and skills through diagnostic testing or simple questionnaires.

To remember the students—match names with their faces, the usefulness of learning your students’ names is the first step in creating a comfortable classroom that will encourage student participation. It also shows students that you are interested in them as individuals.

Involve students in class environment asking that two or three students each day to be “class assistants” to help you with demonstrations, distributing materials, or other activities can also help you to learn their names.

Talk to them while you are working on the activity so that you can learn about their backgrounds and interests.

Allow students to express themselves giving each student the chance to talk in class during the first two or three weeks of school will encourage them to participate in large class discussions.

Encourage questions and comments to many students who are too shy, or embarrassed, to ask questions or make comments in front of their peers.

Questions, however, are a valuable means of getting feedback on what your students are learning, what they are having difficulty with, and how you can make your teaching more meaningful - and enjoyable - for you and your students (Haddad, 2006).

Classroom space and seating arrangement

An important and fundamental aspect of the teaching process refers to classroom space and seating arrangement. This suggests that the teacher's position and the way he organizes the positions of the students in the class is of great importance. In multicultural classes, teachers and students sometimes cause nervousness or even offence to other students because they get too close. Other students may think that people who like to keep a greater distance are cold and even unfriendly (Richards and Rodgers, 2001).

The students' seating arrangements is an aspect where the students sit in a classroom and can determine the attitude to interact with each other and with the teacher, the professor attitude to the students, how fellows interact, the types of activity learners can do.

In the classroom the instructor determine who sits next to whom depending on a number of factors, whether they are adults or children, whether the group is monolingual or multilingual, the personalities of the students, etc. (Richards and Rodgers, 2001).

On the teaching practice, the professor may be restricted by the types of chairs, tables or desks in the classroom. If instructors are lucky, they will be separated but very often they are fixed or too heavy to move. Classroom furniture affects the learning atmosphere to some extent but the choice will almost certainly be outside managed

control. Activities where teacher need to direct from the front with moveable desks, tables or chairs of probably no more than sixteen students, horseshoe arrangement will allow easy face-to-face contact between the students and between teacher and the students (Gower, Phillips and Walters, 2005).

Referring to the whole class interaction, in class discussion or “open” pair work, when two students talk across the classroom under teacher control, giving other students the opportunity to hear, there is no need to change the position of the seats. When all the students are working together in “closed” pairs, without the teacher direct control, fellows need to be able to look at each other. So either gets them to move their chairs slightly towards each other or lift their chairs and work facing someone other than their neighbor, depending on the amount of time the activity is going to take. How the seats are arranged depends on the size of the class, the size of the groups, the types of activity and the styles of the furniture. For many activities dealing with four students per group, the ideal is probably to have the students sit round desks café style, or to remove the desks altogether. If it is possible, move the furniture to make good use of the corners of the room. At all coast, avoid having all members of a group on the one side of the desk. Also avoid separating the members of a group to far, making it difficult for them to talk easily (Gower, Phillips and Walters, 2005).

Individual group deals with the fact that if there is a lot of reading or writing involved, or when you set a test, it may be worth considering turning students away from one another to give them the freedom to concentrate, and stop them cheating in a test! The isolation students can usually get in a language laboratory is a clear example of how useful this cans be (Gower, Phillips and Walters, 2005).

Different levels of proficiency

When planning instruction for a multilevel class, teachers must first consider the varied proficiency levels of their students. In general, many students perform at the same or similar level; however, there are always students who perform “below” level and others who perform “above” level.

Below-level refers to these students who are struggling to keep up with instruction. They need extra time to complete activities and are often dependent on peer support to be successful. These students may have feelings of inadequacy and low self-esteem and are usually very cognizant of the fact that everyone else in class is learning more rapidly than they are. Below-level students are at risk because they often become frustrated and blame themselves for their inability to learn more efficiently.

At-level regard these students are doing well with their current level of instruction and are progressing as they should.

Above-level gather these students may have more language proficiency than the at-level students, or these students may be able to “get it” more quickly than their classmates.

Above-level students are at risk because they can become frustrated with the teacher for not providing more challenging lessons. They can also become bored or disruptive while waiting for the other students to “catch up”. (Roberts, 2007)

Due to the great incidence of this theme in teaching-learning process, and continuing with the analysis of the previous studies realized about this topic, it is necessary observe and analyze some that go further when explaining the importance of the influence of large classes in the English language teaching-learning process.

This study was developed by Taher (2005), and the population was over 230 non-English major EFL students. The data for the questionnaire was collected according to feedback from the students at An-Najah educative institution (Palestine). This study shows no significant differences for students' gender, level of study, college, and placement test marks across the three domains. It was found in this study that classroom interactions in large classes are negatively associated with class size. Students demonstrated negative and positive responses towards large classes. Though, many people could be in accordance with the fact that there is an observable fall in performance of education in Nigeria (almost equal in Ecuador), the findings in this research reports a considerable low level education in this country.

The problem is that the majority of students who are admitted to the University of Nigeria do not have ample opportunity of study English language any more, with exception of those students who are admitted to study English and related subjects such as linguistics and literature in English. Though a lot of students are encouraged to take few English courses, the contexts of these courses are inadequate for the students to acquire important skills in effective use of language for successful communication with English speakers.

There are possibilities against the Nigerian students in learning English. Teachers corroborate that a student is automatically placed at a disadvantage when the fellow is already has a mother tongue language and is asked to learn another language.

The Methodological focus suggests that the main instruments used for this study were a questionnaire and schedules. The questionnaire was designed by generating a list of items, which solicited student's responses on teaching strategies, instructional

resources/media used by the teachers and the teaching learning environment. The range of data collection instrument employed increased the researcher's ability to examine the nature and frequency of variable's incidence in the research setting.

The population of this study included senior secondary school students in public secondary school in the six geopolitical places of Nigeria. From the thirty schools, 3000 students were randomly selected for the study.

The results suggest that only a limited quantity of students are allowed to study English as an main assignment in Nigeria, and educational authorities concerned about this problem, have improved techniques and methodologies to allow both students and teachers to get better access to this amazing language.

Another study developed by Blachford, Moriarty and Martin (2002), focuses the relationships between class size and teaching process.

The purpose of this article is to investigate connections between class size and teaching interactions. This article includes multi-method approach, integrating qualitative information from teachers' end-of year accounts and data from case studies with quantitative information from time-allocation estimates and systematic observations.

The data come from a longitudinal study of two cohorts of more than 10,000 English infant schools children (aged 4–7 years).

The methods used were sampling (schools, classes, and children); data collection (data from end-of-year questionnaires) and systematic classroom observation.

The results were analyzed and separate reports were compiled with the aim of identifying and integrating the most common and consistent themes across different

forms of data collection. So, the results suggests that there is connection between class size and teaching process, because the amount of students in classroom activities allow teachers to use the quantity of learners to develop efficient activities to improve the learning process (Blatchford, Moriarty and Martin, 2002).

The third study developed by Aduwa and Iyamu (2006), refers to the factors affecting quality of English language teaching and learning in secondary schools in Nigeria.

The methods used in this study were qualitative and quantitative, being the main instruments used for this study a questionnaire and observation schedules.

The results suggest that with the poor performance of students and graduates in English Language in Nigeria, educators, parents, employers are concerned. They are trying to get better information that allow change the methodologies and approaches using updated information to improve the quality of learning process in Nigerian high schools.

The fourth study developed by Meng (2009), deals with encouraging learners in a large class to speak English in group work to get students to acquire the sufficiency in this language in groups. Large-class English teaching is an inexorable trend in many Chinese universities and colleges, which leads to a strange and serious phenomenon that most students' English is ironically but vividly described as "the dumb English".

Therefore, cultivating students' communicative skills and developing their language competence has become a clear focus and an urgent task for all the college English teachers in China. This study was applied to 360 non-English major EFL students in Xuchang University. The methodology was applied creating and adapting

group work activities to develop students' speaking skill are part of classroom management strategies. To use them, a teacher needs to adopt appropriate ways and to train learners to work effectively in groups. This paper explores some useful speaking activities that can be adapted in group work in some way to suit Chinese learners.

The results suggests that it is necessary to reform the current instruction model in College English classes, and the group work can help develop the students' competence of English speaking.

In the fifth study carried out by Kerr (2011) the purpose was exploration of the nature and seeks to describe select approaches undertaken by faculty at Ontario universities in dealing with the challenge of maintaining teaching and learning quality in large-sized classes.

As methodology, a qualitative research approach was used in the form of consultations with key participants which included instructors of large university classes and university teaching and learning support staff, their support was requested in identifying individuals at their institutions who were practicing innovative approaches to teaching large classes.

The limitations of qualitative research methodology signify that the findings are not generalizable to the population, but provide an indication of the perceptions and experiences of those individuals consulted.

The conclusions propose that large university classes and the challenges in large class teaching are here to stay.

What is encouraging from the findings of this exploratory study is that many faculties are seeking out creative ways of adapting their teaching approaches, through

being informed by research and connections with other colleagues, as well as professional development to enhance their pedagogical knowledge and skills. (Angelika Kerr, 2011),

Regarding our country, it is clear that in Ecuador such as in other countries that the population is numerous, people who are in charge of teaching have the great challenge to improve their knowledge as instructors to the new educative challenges of the future generations.

Description, analysis e interpretation of results

All around the world, English is the international language, where policy makers and institutions search that the teaching and learning of this language will be a priority into the educational field.

This study has been carried out with the intention of discovering if there is influence of large classes in the learning process in Ecuadorian high schools. The author of this research intends to provide the information that will give a wide idea of the learning process in the large classes in Ecuadorian high schools.

The following section describes factors that propose if there is influence of large classes in teaching-learning process in Ecuadorian high schools, based on the results obtained from the questionnaires applied to a sample of students (N=186), in classrooms with the average between 35 and 40 students. It is important comment that each questions of the survey was supported by the information and answers given by the students.

Quantitative Analysis

A. ACADEMIC ASPECTS

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

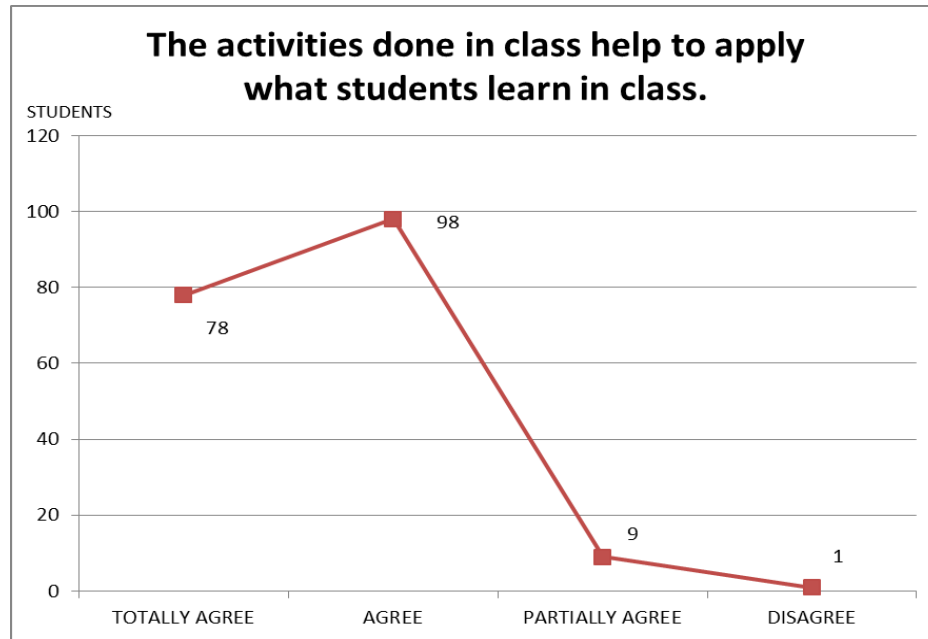
No.	In classes with a large number of students:	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		f	%	f	%	f	%	f	%	f	%

1	The activities done in class help to apply what students learn in class.	78	41,94	98	52,69	9	4,84	1	0,54	186	100
2	The activities done allow to practice listening, speaking, reading and writing skills.	85	45,70	88	47,31	11	5,91	2	1,08	186	100
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	20	10,75	85	45,70	71	38,17	10	5,38	186	100
4	Varied class activities are used such as group, individual, pair-work activities, etc.	96	51,61	68	36,56	18	9,68	4	2,15	186	100
5	Activities such as plays, competitions, debates, games, etc. are used in class.	43	23,12	68	36,56	54	29,03	21	11,29	186	100
6	Students can cheat during the test.	14	7,53	19	10,22	33	17,74	120	64,52	186	100
7	Students get distracted by doing assignments from other subjects.	13	6,99	19	10,22	52	27,96	102	54,84	186	100
8	The seating arrangement facilitates the tasks that are carried out in class.	78	41,94	76	40,86	27	14,52	5	2,69	186	100
9	Students cannot receive regular feedback from the teacher due to the large number of students.	27	14,52	82	44,09	39	20,97	38	20,43	186	100

In reference to the academic aspects and regarding the question: what instructional implications do large classes have on the teaching-learning process? The gathered results from the questionnaire taken to participants (N=186), about academic aspects showed in chart one, 41.94%, of the population, represented by 78 students totally agree with the usefulness of the activities assigned by their teacher to help them learning effectively; 52.69%, represented by 98 participants, agree on the usefulness of class activities; 4.84%, of the population, corresponding to 9 students, answered

partially agree; and only 0.54 %, corresponding to 1 student, considered the opposite opinion, as shown in the following chart:

CHART 1



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Observing the statistical results obtained from the question one of the survey, the outcomes suggest that there is influence of large classes in the performance of class activities developed and learned by the students. According to the great quantity of participants, there are more opportunities for them to give their own opinions and ideas for developing the class activities more participative and successfully, so that students apply in class what they have learned.

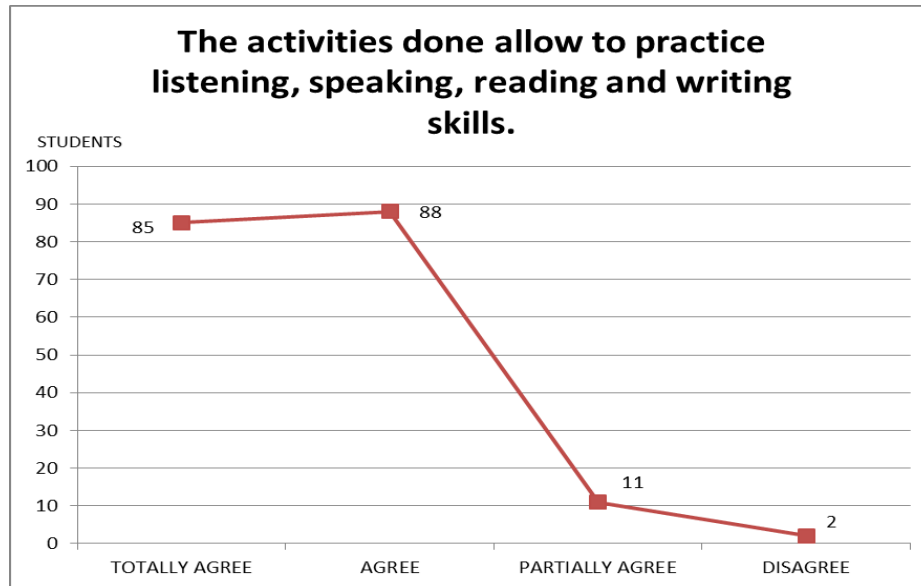
On the other hand, due to the great amount of students in the classroom, one negative aspect is that a little quantity of participants of the class could not demonstrate their learning.

Richards & Rodgers (2001) consider that “the type of activities proposed for working with large classes encourages students to get involved with their partners in class”.

The high number of students who perceive that class activities helped them to learn in class share the perspective of Richards & Rodgers (2001); it is evident that even though classes are large, teachers ought to find interesting class activities to get students involved in the class.

According to the answers of the second question (The activities done allow to practice listening, speaking, reading and writing skills.) The results from the questionnaire about academic aspects showed in the chart two, 45.70 % of the population, represented by 85 students, answered totally agree with the usefulness to class activities that allow practice the four main skills; 47.31 %, represented by 88 students, responded they just agree on the usefulness of the class activities; 5.91 %, corresponding to 11 students, partially agree with the usefulness of the class activities, and finally 1.08 %, referring to 2 students responded the question totally disagree, according to the following chart:

CHART 2



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Regarding the results obtained from the question two of the survey, the outcomes suggest that there is influence of large classes in the performance of activities that allow students to practice the four elemental skills to get a better understanding of the foreign language. According to the great quantity of students, there are more opportunities that they give can interact between them for develop these kind of class activities more successfully.

In contrast, due to the great amount of students in the classroom, one negative aspect is that some participants of the class could not demonstrate their learning, because there are some limitations, for example: the limited class time to develop tasks.

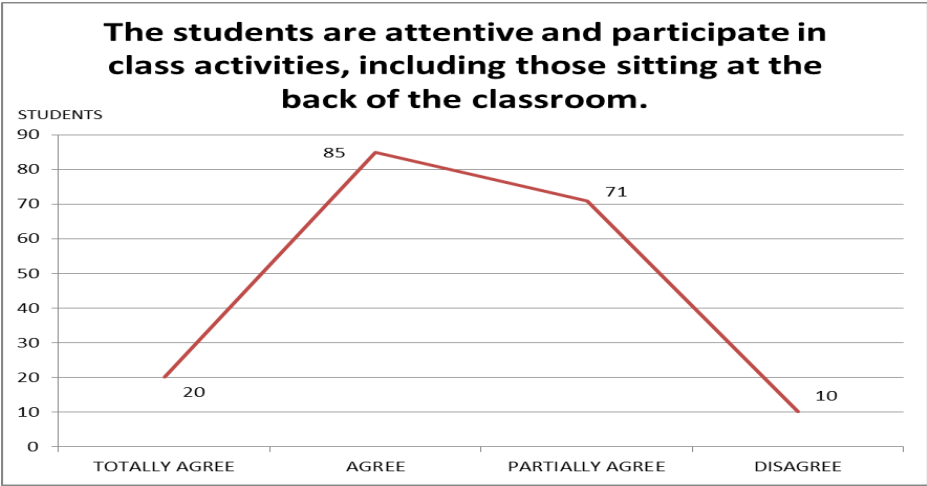
Haddad (2006) considers that "the type of activities proposed for working with large classes encourages students to get involved them with the use of the four

important skills (listening, reading, speaking and writing) which are usefully to learn English language as a second language”.

The high number of students, who perceive that class activities used to practice the four main skills, helped them to learn in class, share the perspective of the author mentioned; it is evident that though classes are large, teachers ought to find interesting class activities to get students involved and motivates in the class environment.

Referring to the outcomes from the questionnaire about the academic aspects showed in the chart three in which 10.75 % of the population, represented by 20 students, answered totally agree with the fact that they participate and are attentive in class activities; 45.70 %, of the population, represented by 85 students, responded in accordance to the fact that they participate in class activities; 38.17%, of the population, corresponding to 71 students, answered partially agree the questionnaire, and 5.38 %, referring to 10 students, responded disagree, as shown in the following chart:

CHART 3



Source: Stella Maris and UEEFAE No.4 high schools student’s questionnaires.

Author: Oscar Espinosa, 2014.

According to the statistical results from the question three of the questionnaire, the outcomes suggest that there is influence of large classes in the performance of activities because the major quantity of participants in class can be attentive and participative in the class activities performed by the teacher, being attentive and participative about the interesting themes given in class.

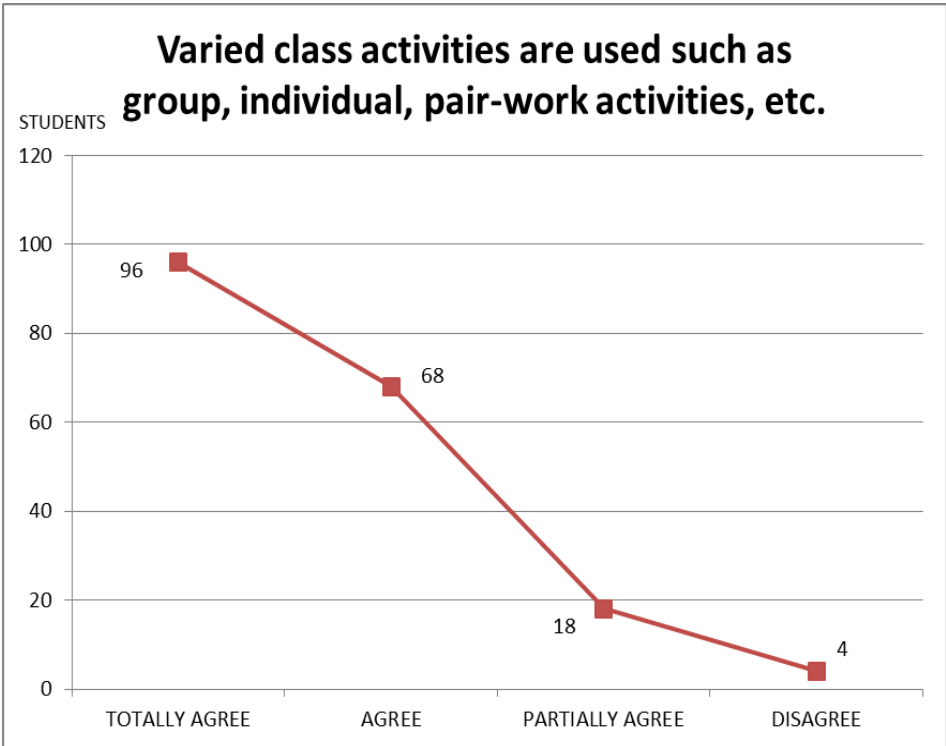
However, due to the great amount of students in the classroom, one negative aspect is that a limited number of students who probably are sitting at the back of the classroom could not be attentive and participative, due to the great number of students.

Haddad (2006) considers that “the problems experienced in large classes include issues about management and classroom control, how to ensure student involvement in interaction for effective language learning, how to assess all individual learners, and affective consequences of classes of large numbers for teachers and students”. The author suggests that there are a range of methods and strategies to help teachers handle these problems, but some of these will themselves be constrained by the fact that large classes are often found in circumstances which are difficult to teach in, quite apart from the matter of student numbers.

The results obtained from the questionnaire about academic aspects presented in the chart four which presents 51.61 %, of the population, represented by 96 students who totally agree with the usefulness of the varied class activities assigned by the teacher to help them learning effectively in groups, in pairs, individual, etc.; 36.56 %, of the population, represented by 68 students agree on the usefulness of the class activities; 9.68 %, of the population, corresponding to 18 students, responded partially agree the

answer, and only 2.15%, of the population, referring to 4 students, considered the opposite, being in disagreement, as shown in the following chart:

CHART 4



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Observing the results obtained from question four of the survey, the outcomes suggest that there is influence of large classes in the performance of activities because teacher has developed interesting tasks, allowing students participate in activities such as individual, in pair groups, in groups, etc. Due to the great number of students, there is a great possibility of interaction between them, getting that the class activities are more interesting.

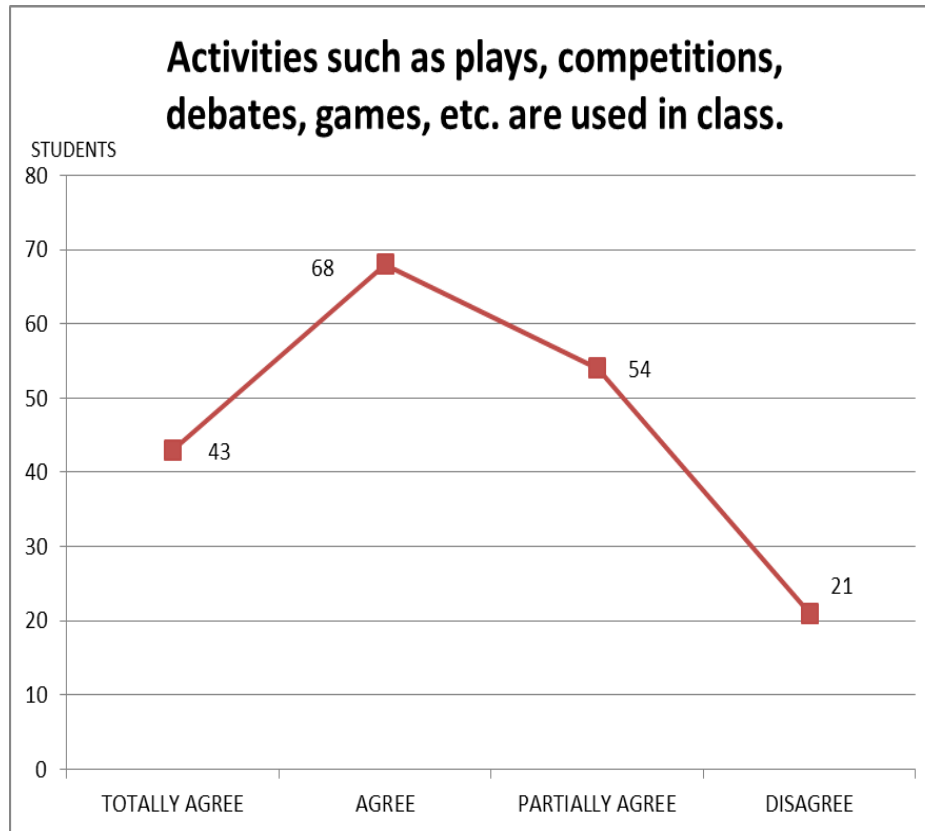
On the other hand, due to the great amount of students in the classroom, one negative aspect is that there is a limited number of students who probably feel afraid to participate in group activities.

Referring to usefulness of the varied class activities such as individual, in pair or in groups, Richard and Rodgers (2001) consider that “the type of varied activities proposed for working with large classes encourages students to get involved with their partners in class”.

The high quantity of participants who perceive that varied class activities are useful for them to learn in class, share the perspective of Richards and Rodgers (2001) who argue that is evident that though classes are large, teachers ought to find interesting and varied class activities to get motivated students in the class.

The outcomes obtained from the questionnaire exposed in the chart five suggest that 23.12% of the population, represented by 43 students totally agree with the usefulness of the funny activities assigned by their teacher to help students, so they can learn effectively; 36.56 %, of the population represented by 68 students, answered agree on the usefulness of the funny activities; 29.03 %, of the population, corresponding to 54 students, responded partially agree, and only 11.29 %, of the population, referring to 21 students, answered disagree, as shown in the following chart:

CHART 5



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Regarding the statistical results obtained from the question five of the survey, the outcomes suggest that there is influence of large classes in the performance of activities because teacher has the opportunity of developed funny and interesting tasks, allowing students participate in activities such as plays, competitions, games, the great number of students give great possibilities of interact between them, getting that the class activities be more funny and interesting.

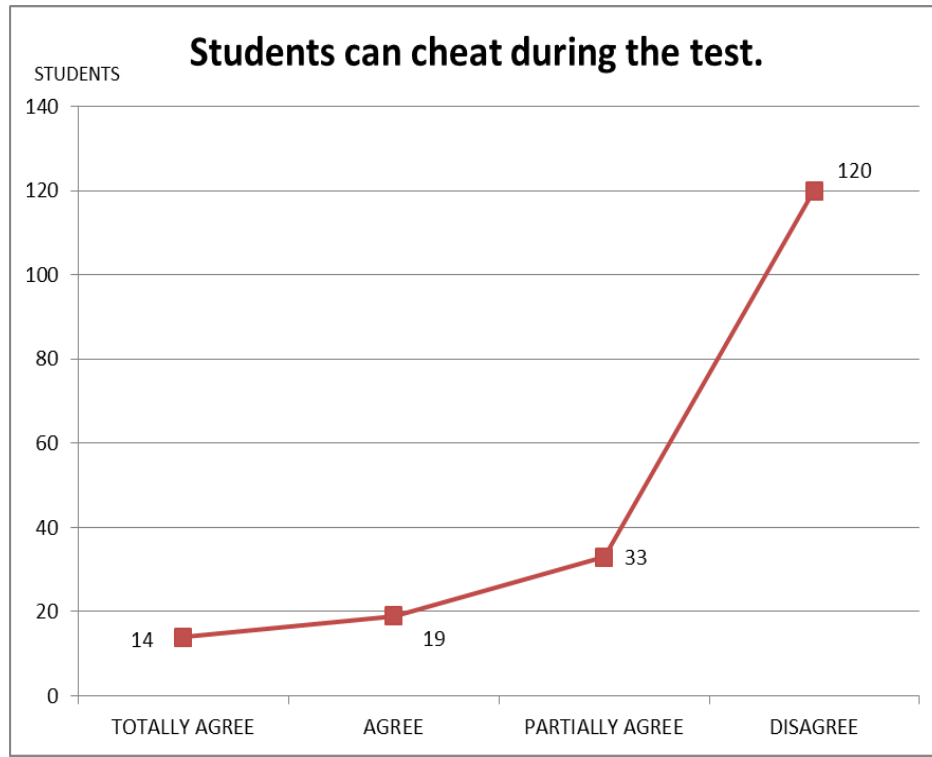
In contrast, due to the great amount of students in the classroom, one negative aspect is that a limited number of students who probably feel afraid of participate in play activities and the limited time of class that teaching-learning participants have.

Haddad (2006) give suggestions to work with big groups in class. “In large classes, it is very important to create a sense of community, one that shows your interest in and accessibility to students and which encourages your students to learn and participate in the learning process”.

There are many other funny active learning strategies that you can use in large classes. Not all of your students need to participate in all of these activities, especially those that require individual answers; in large classes, there might not be enough time. However, all of your students should be given the chance to participate in many of them so the teachers may know how to involve students in the class, and the students have to take advantage of those motivating activities.

The outcomes gathered from the questionnaire showed in the chart six in which 7.53 %, of the population, represented by 14 students, totally agree with the fact they can use electronic devices to chat during the test or whatever class activity; 10.22 %, of the population, represented by 19 students, agree with the fact that students can cheat during class activities; 17.74 %, of the population, corresponding to 33 students, answered partially agree the question; and 64.52 %, of the population, referring to 120 students, responded disagree, as shown in the following chart:

CHART 6



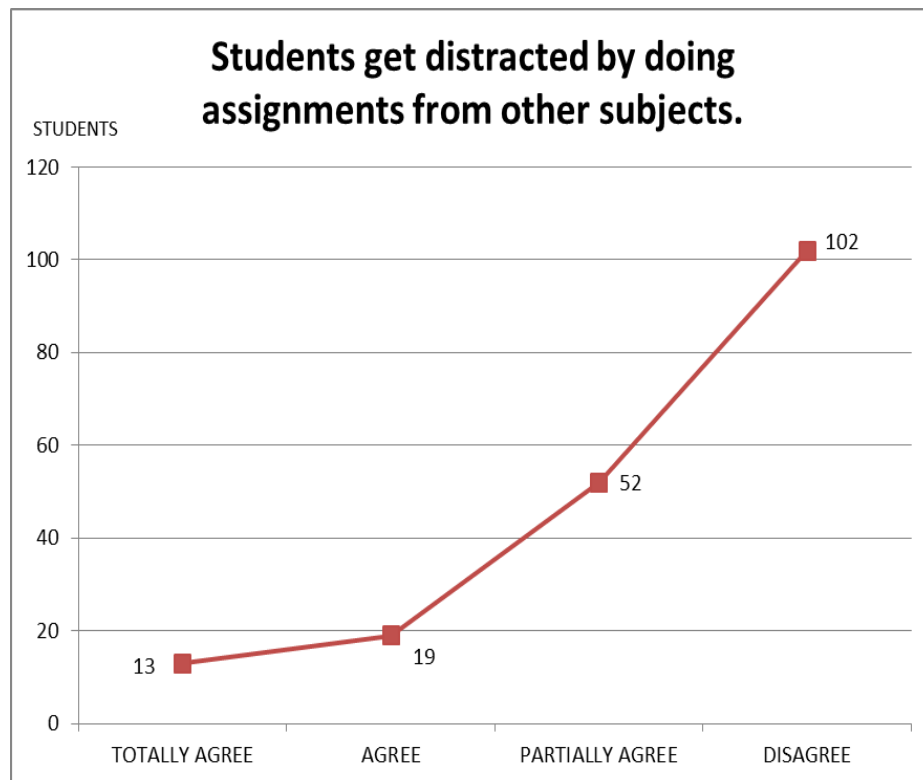
Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

According to the statistical results reached from the question six of the survey, the outcomes suggest that there is influence of large classes in reference to the question, due to the amount of students in class; teachers have difficulties to get students attentive in the class activities. Nowadays, the use of electronic devices all around the world, have occasioned that this articles will be used all the time. Regarding the class activities, teachers have to limit the use of those electronic devices in class activities specifically in test time, to avoid that students try to copy or make fraud in the evaluations scores.

In reference to the outcomes achieved from the questionnaire about the question (Students get distracted by doing assignments from other subjects), in the chart seven, the results show that only 6.99 % of the population, represented by 13 students who totally agree with the fact that students get distracted during class; 10.22 %, of the population, represented by 19 students, agree with the fact that they are exposed to get distracted in class; 27.96 %, of the population, corresponding to 52 participants, responded partially agree to the question; and 54.84 %, of the population, referring to 102 students, answered disagree, as show in the following chart:

CHART 7



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

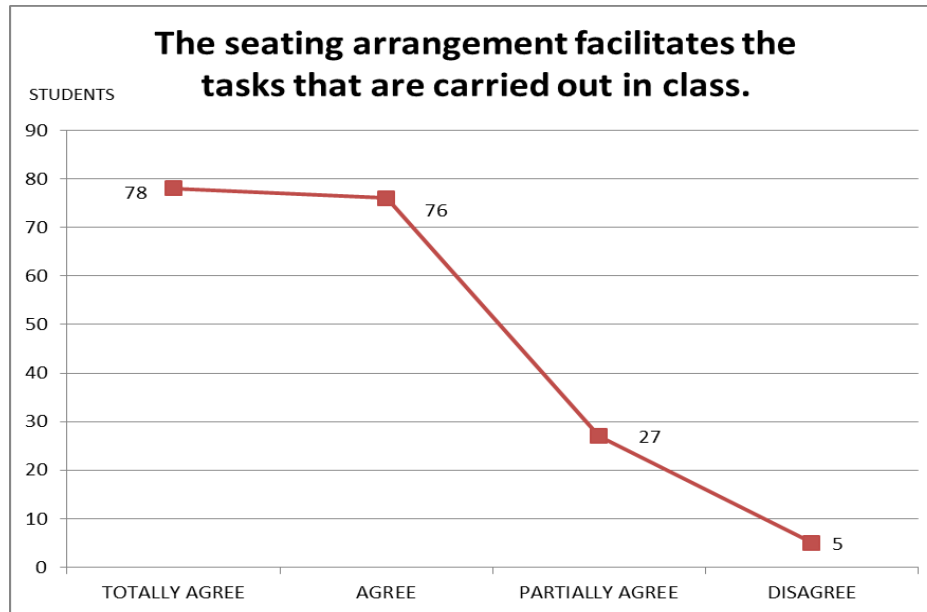
Referring to the statistical results obtained from the survey, specifically in the question seven, the outcomes suggest that there is influence of large classes because students can get distracted by doing assignments from other subjects. Teachers should maintain the control of the class and avoid that students get distracted. They have to motivate and attract their attention with interesting activities, tasks, group activities, plays, etc. to avoid that students try to do anything that don not correspond to the class at this moment.

Nevertheless, due to the great amount of students in the classroom, one negative aspect is that teacher could lose the control of the class and students feel free to do anything.

Byram (2002) consider that “the problems experienced in large classes include issues about management and classroom control, how to ensure student involvement in interaction for effective language learning, how to assess all individual learners, and affective consequences of classes of large numbers for teachers and students”.

The outcomes obtained from the questionnaire about that if the seating arrangement facilitates the task that are carried out in class, showed in chart eight, 41.94% of the population, represented by 78 students, answered the question totally agree about how the correct sitting arrangement facilitate the class activities; 40.86 %, of the population, represented by 76 students agree on the usefulness of sitting locations; 14.52 %, of the population, corresponding to 27 students, responded partially agree to the question; and only 2.69 %, of the population, referring to 5 students, responded in disagreement as shown the following results in the next chart:

CHART 8



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Observing the statistical results obtained from the survey, and referring to the question eight, the outcomes suggest that there is influence of large classes in the performance of activities because teacher gives students the appropriate environment, specially sitting arrangement that facilitate the performance of tasks that are carried out in class, getting that funny and interesting, allowing students be participate, motivated and participative.

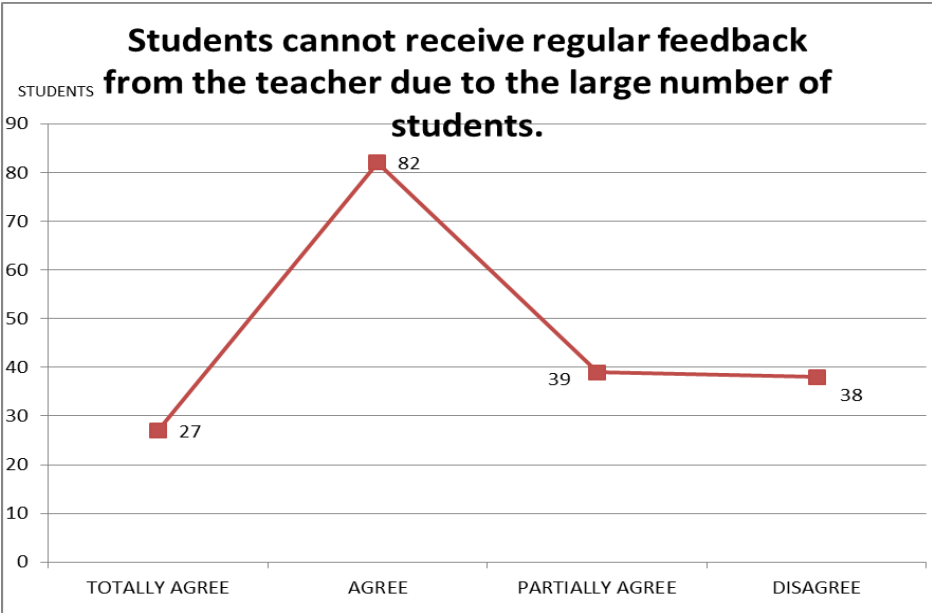
On the other hand, one negative aspect observed is the fact that there is a limited number of students who probably feel uncomfortable to participate in class activities, because they feel better in another environment.

Gower, Philips, & Walters (2005) claim that "your position and the way you organize the positions of the students in your class is of great importance. Bear in mind

that concepts of personal space vary from culture to culture, where the students sit in a classroom can determine”. The organization of students depends on a number of factors: whether the students are adults or children, whether the group is monolingual or multilingual, the personalities of the students, etc.

The results obtained from the questionnaire about academic aspects showed in chart nine suggest that 14.52 %, represented by 27 students totally agree with the fact that they do not receive feedback in class due to the great quantity of participants in the classroom activities, 44.09 %, of the population, represented by 82 students, responded agree; 20.97 %, of the population, corresponding to 39 students, answered partially agree, and 20.43 %, referring to 38 students, responded in disagreement, as shown in the results reflected in the following chart:

CHART 9



Source: Stella Maris and UEEFAE No.4 high schools student’s questionnaires.

Author: Oscar Espinosa, 2014.

Observing the statistical results obtained from the question nine of the survey, the outcomes suggest that there is influence of large classes in reference to the performance of activities because some students don not receive regular feedback from the teacher, obviously due to the great amount of students in the classroom. The teacher needs to search and obtain funny and interesting methods and techniques to give regular feedback to the whole class, getting that all students to receive the complete information to obtain the best learning induction.

Regarding usefulness of the regular feedback into the class activities, Gower, Philips & Walters (2005) argue that “giving feedback is one of the most important responsibilities of a teacher; the aim of feedback is to bring about self-awareness and improvement”. The time and format of feedback can vary, depending on the TP situation. Feedback is often given soon after you have finished teaching, though it can take place sometime later-perhaps the following day.

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

B. SOCIAL ASPECTS

No.	In classes with a large number of students:	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		f	%	f	%	f	%	f	%	f	%
10	There is a proper balance of student-student and teacher-student interaction.	92	49,46	83	44,62	9	4,84	2	1,08	186	100,00
11	Students have the opportunity to build relationships with their classmates.	87	46,77	83	44,62	15	8,06	1	0,54	186	100,00
12	The teacher has problems remembering all the students' names.	19	10,22	72	38,71	56	30,11	39	20,97	186	100,00
13	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	56	30,11	73	39,25	38	20,43	19	10,22	186	100,00
14	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.	18	9,68	11	5,91	31	16,67	126	67,74	186	100,00

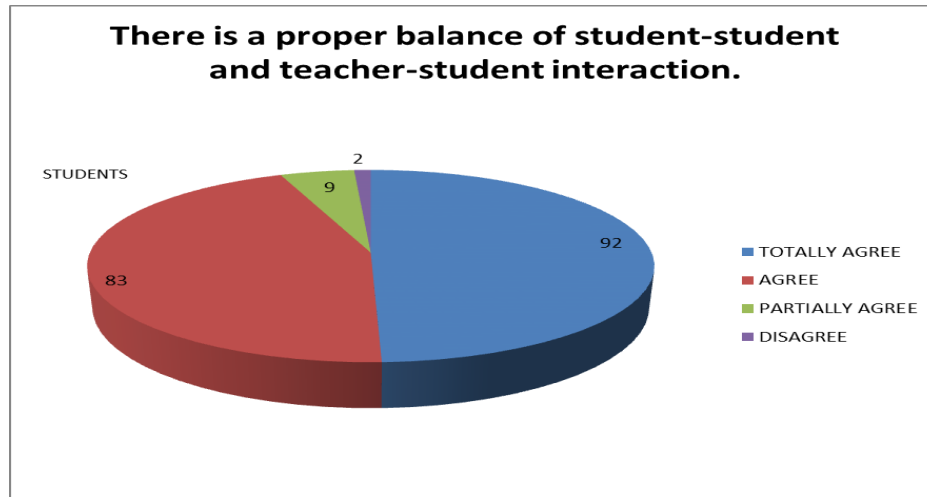
Regarding social implications, and according to the research developed in those educative units (Stella Maris and UEFAE No. 4), this study suggest that large classes are useful for the learning process because students have the opportunity to practice communication with different students in English Language. This encourages students to improve their knowledge and interact with their classmates, families, friends, etc. Moreover, this investigation argues that these factors viewed in some researches, should be helpful to use for the necessary teacher's skills improvement.

On the other hand, large classes in high schools have a determined influence in the students due to the fact that the amount of these fellows into the classrooms and affect the learning process.

In this case, the teacher has to use the necessary tools and look for any manner to get the attention of students. The instructor has to motivate participants making the class very interesting, attractive and easy, including to all members of the class, no matter the amount of it. To do it, it is important to review this interesting research proposal, with the purpose of improving learning in students.

According to the answers of the questionnaire, taken to 186 students, in question ten (There is a proper balance of student-student and teacher-student interaction), the results show that 49.46% of the population, represented by 92 students, answered the question totally agree; 44.62%, of the population, represented by 83 students, responded agree; 4.84%, corresponding to 9 students, replied partially agree to the request, and 1.08% of the population, referring to 2 students who responded in disagreement, as shown the following chart:

CHART 10



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Regarding the statistical results obtained from the question ten of the survey, the outcomes suggest that there is not influence of large classes in reference to the fact that there is a proper balance of the whole participants of the classroom scene. Teacher gives students the appropriate environment, involving it funny and interesting allowing students act motivated and participative in the class activities.

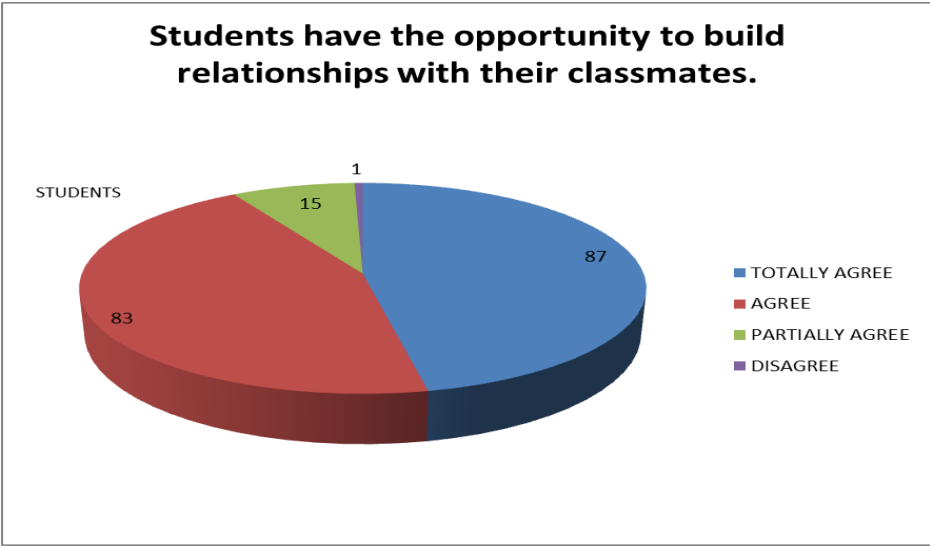
In contrast, due to the great amount of students in the classroom, one negative aspect suggests that there are a limited number of students who are not involved in this communicative environment, because maybe they feel afraid to do it.

Haddad (2006) says that "there are many active learning strategies that you can use in large classes". The problems experienced in large classes include issues about management and classroom control, how to ensure student involvement in interaction for effective language learning, how to assess all individual learners, and affective consequences of classes of large numbers for teachers and students. In large classes, it is

very important to create a sense of community, one that shows your interest in and accessibility to students and which encourages students to learn about assignments and participate in the learning process. So, the teachers should to look up and encourage students about how to make more interactive class, and the students have to take advantage of those motivating activities.

The results gathered from the questionnaire about social aspects showed in chart eleven, 46.77 %, of the population, represented by 87 students, totally agree with the fact that they have the opportunity of interacting in the assigned class activities; 44.62 %, of the population, represented by 83 students who answered agree; 8.06 %, of the population, corresponding to 15 students, responded partially agree, and only 0.54 %, of the population, referring to 1 student, consider the opposite mean, so they disagree with the theory, as shown in the following chart:

CHART 11



Source: Stella Maris and UEEFAE No.4 high schools student’s questionnaires.

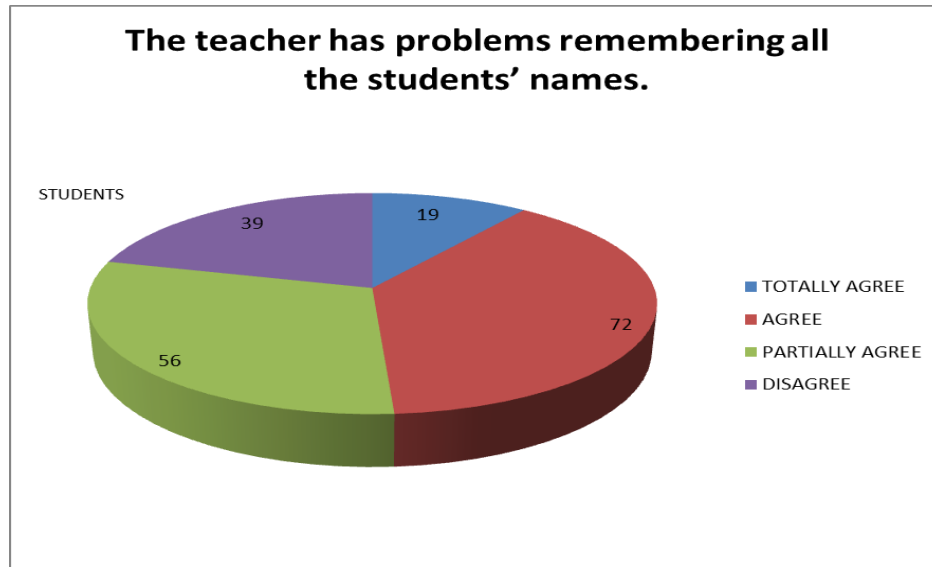
Author: Oscar Espinosa, 2014.

According to the results obtained from the question eleven of the survey, the outcomes suggest that there is a great positive influence of large classes in reference to the fact that students have the opportunity of build relationships with their classmates. Teacher gives students the appropriate environment to get a funny and interesting environment allowing students to be motivated and participative between them in an interactive learning process.

On the other hand, due to the great amount of students in the classroom, one negative aspect is that there is a limited number of students who are not are interested in building relationships with their classmates, being this group the most vulnerable of the whole class.

The outcomes gathered from the questionnaire about if the teacher has problems remembering all the students' names showed in chart twelve, 10.22%, of the population, represented by 19 students, responded totally agree the question that asks whether teacher has problems remembering the name of the students, 38.71%, of the population, represented by 72 students agree the question that refer to if teacher remember the name of each participant of the whole class; 30.11%, of the population, corresponding to 56 students, responded partially agree to the question, and 20.97%, of the population, referring to 39 students, answered disagree, as shown the following chart:

CHART 12



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Observing the statistical results obtained from the questionnaire, and referring to the question twelve, the outcomes suggest that there is influence of large classes in reference to the fact that teacher have problems remembering all students' names, due to the great amount of students, causing that teacher does not remember the students' names. Teacher should improve their techniques to avoid this problem in the classroom environment.

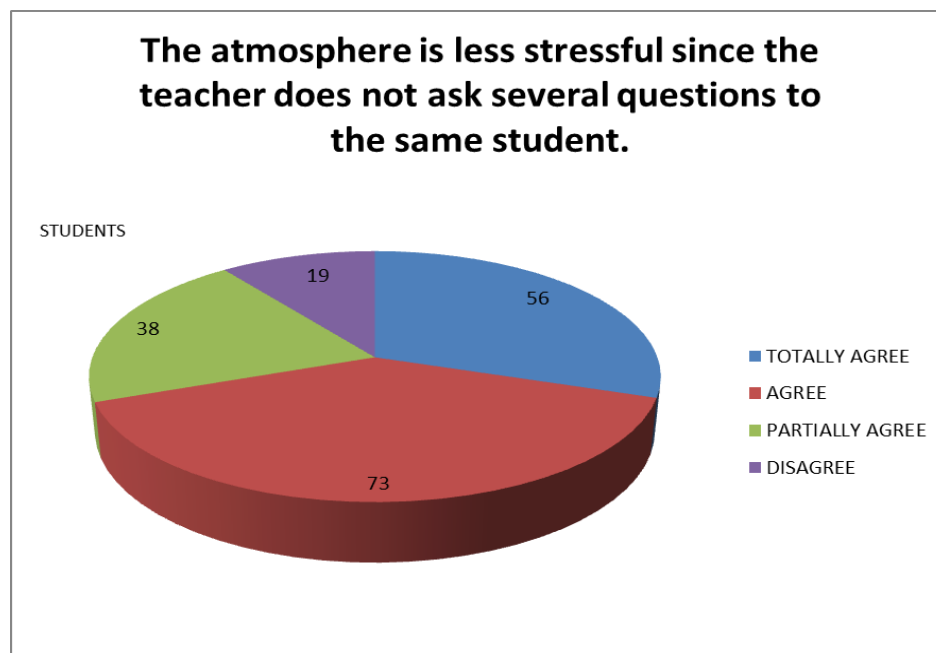
On the other hand, there is a great number of students that think the teacher does not remember their names, because they imagine that teacher gives a limited importance to them.

In this sense, Haddad (2006) argues that "It is important know students-match names with faces. Although it may seem frightening in a large class setting, learning

your students' names is the first step in creating a comfortable classroom that will encourage student participation. It also shows students that you are interested in them as individuals”.

The outcomes obtained from the questionnaire shown in chart thirteen, 30.11 %, of the population, represented by 56 students, answered totally agree the fact that the atmosphere in the class is less stressful since the teacher does not ask several questions to the same students; 39.25 %, of the population, represented by 73 students, responded in accordance with the question; 20.43 %, of the population, corresponding to 38 students, answered to the question partially agree, and 10.22 %, of the population, referring to 19 students responded in disagreement, results that are shown in the following chart:

CHART 13



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

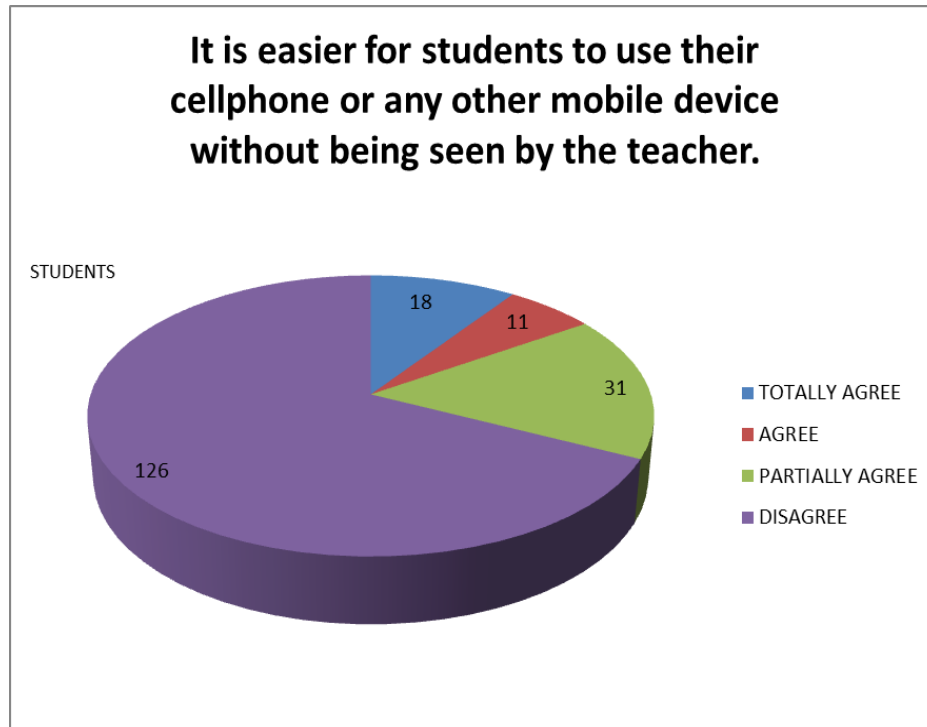
Author: Oscar Espinosa, 2014.

Regarding the results obtained from the question thirteen of the survey, the outcomes suggest that there is a great influence of large classes in reference of the atmosphere in the classroom environment due to the fact that is less stressful since teacher does not ask questions to the same students. In this sense, teachers have the great challenge of interacting with the whole entire class participants to get better results and a comfortable atmosphere for all participants.

Gower, Philips & Walters (2005) says “there are a number of occasions when you give individual attention, depending on the stage of the lesson or on the activity; when you are asking questions, eliciting contributions, getting them to repeat, monitoring, correcting, giving help, etc.”

According to the answers obtained in the question fourteen (It is easier for students to use their cellphone or any other mobile device without being seen by the teacher), the result show that 9.68%, of the population, represented by 18 students, responded the question totally agree; 5.91%, of the population, represented by 11 students, answered in accordance with the interrogation formulated; 16.67%, of the population, corresponding to 31 students, replied partially agree to the request; and 67.74%, of the population, referring to 126 students, answered the question disagree, as shown in the following chart:

CHART 14



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

According to the statistical results obtained from the question fourteen of the questionnaire, the outcomes suggest that there is influence of large classes in reference to the use of electronic devices, because it is difficult but not impossible that students can use these devices in the class. The great quantity of students in the classrooms facilitate them the use of these devices. As a fact, the today's generation is called the electronic generation. All over the world, the use of cells or mobile devices has increased, due to the rise of opportunities and facilities that people can use those devices any time, so in the class time, students feel.

Teenagers as adults and even elderly people use these devices in the natural form, being it a personal device of this time.

Referring to the educational field, teachers have the obligation to limit the use of those electronic devices in class activities to avoid misunderstandings with the students.

Regarding the use of electronic devices into the classroom without authorization of the teacher, the survey suggests students refuse the fact that it is forbidden the use of these devices in the classroom. Due to technological advances, students are encouraged to use electronic devices in class hours without authorization of the teacher, being this a distractor. Obviously, getting your students' attention at every moment of the class and motivating them to be immersed in it, is a great challenge to the teacher. This fact is confirmed by Byram (2000), who claims that "the problems experienced in large classes include issues about management and classroom control, how to ensure student involvement in interaction for effective language learning, how to assess all individual learners, and affective consequences of classes of large numbers for teachers and students."

C. PSYCHOLOGICAL ASPECTS

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

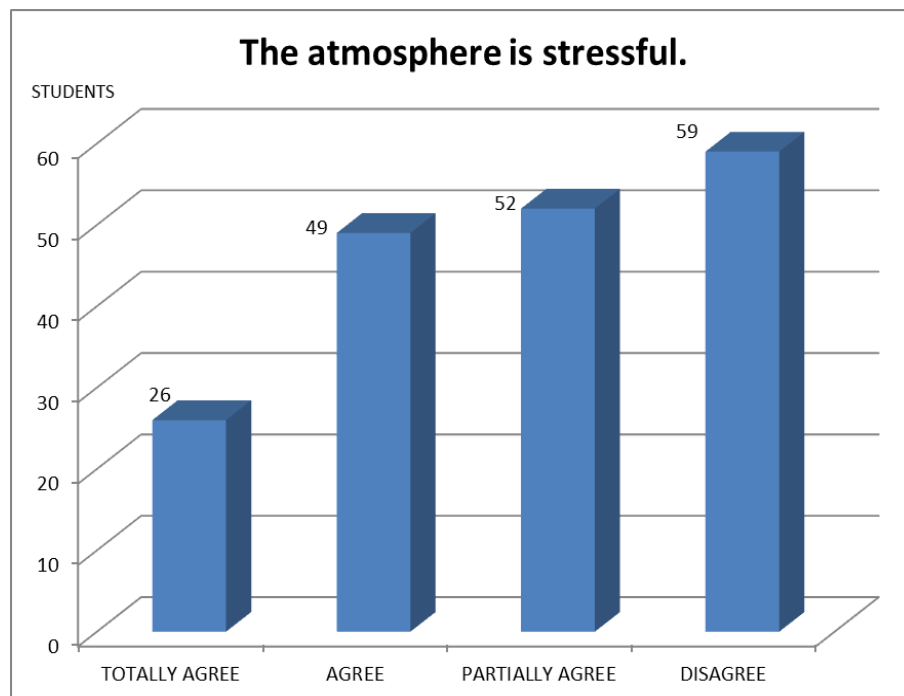
No.	In classes with a large number of students:	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15	The atmosphere is stressful.	26	13.98	49	26.34	52	27.96	59	31.72	186	100.00
16	Students feel inhibited when speaking in front of the rest.	36	19.35	65	34.95	44	23.66	41	22.04	186	100.00
17	Students do not have the opportunity to express their opinions.	25	13.44	55	29.57	55	29.57	51	27.42	186	100.00
18	Students do not like to participate because they feel afraid.	28	15.05	44	23.66	43	23.12	71	38.17	186	100.00
19	The teacher does not pay equal attention to all his/her students.	23	12.37	39	20.97	53	28.49	71	38.17	186	100.00
20	Students feel they can act competitively with other students.	78	41.94	75	40.32	21	11.29	12	6.45	186	100.00
21	Students feel relaxed because they can go unnoticed.	25	13.44	54	29.03	57	30.65	50	26.88	186	100.00

Talking about psychological aspects, in the present research, it is necessary to conclude that working with large classes sometimes is a challenge for teachers and students. At the beginning, students feel a little shy, but during the class, fellows try to involve themselves in the activities and show the rest of the students their communicative skills students have acquired and developed.

Referring to the statistical results of the actual study, it is clear that the teaching - learning process is a success goal when the teacher has and uses the right skills, methodology, and pedagogical features.

Checking out the answers gathered from the questionnaire, the fifteen question (The atmosphere is stressful), made to 186 students suggest that 13.98 %, of the population, represented by 26 students, responded the question totally agree; 26.34 %, of the population, represented by 49 students, answered in agreement to the question, 27.96 %, of the population, corresponding to 52 students, replied partially agree, and 31.72 %, of the participants, referring to 59 students, responded disagree, as shown by the results obtained in the following chart:

CHART 15



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

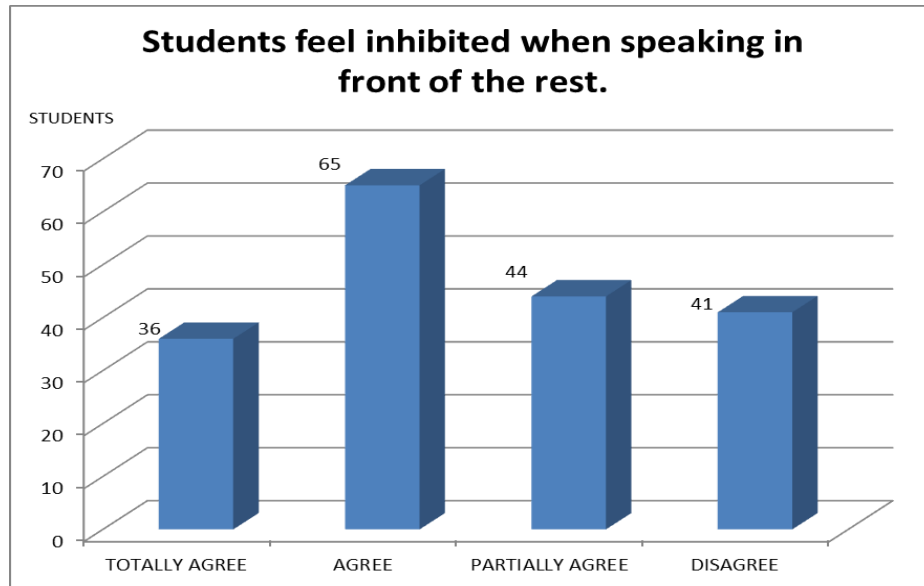
Observing the results obtained from the questionnaire, and referring to the question fifteen, the outcomes suggest that there is a little influence of large classes in reference of the atmosphere in the classroom environment due to the fact that teachers try to apply interesting and motivating activities in the class, getting the atmosphere will be less stressful. In this scene, teachers have the great challenge of get better and a comfortable atmosphere for all participants in the classroom.

In this sense, Gower, Philips & Walters (2005) say “there are a number of occasions when you give individual attention, depending on the stage of the lesson or on the activity; when you are asking questions, eliciting contributions, getting them to repeat, monitoring, correcting, giving help, etc.”

In the context, both the definition given by the author and the results obtained in the survey demonstrate that the atmosphere in the class could be less stressful if the teacher interacts with the whole class avoiding ask several questions to the same student.

The results obtained from the questionnaire showed in chart sixteen, 19.35 %, represented by 36 students, responded the question totally agree. In the second group of participants, 34.95 %, of the population, represented by 65 students answered in accordance to the question; 23.66 %, of the population, represented by 44 fellows replied partially agree to the request, and 22.04 %, of the population, represented by 41 students responded in disagreement, as shown the following chart:

CHART 16



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Regarding the statistical results obtained from the question sixteen of the survey, the outcomes suggest that there is a great influence of large classes in reference of the atmosphere in the classroom environment due to the students felt inhibited to talk in front of the rest of the class, they feel afraid because their pronunciation or intonation could be performed in a wrong form.

In addition, some students felt that acting in class activities, even in pronunciation activities, it is important that they try to do it without any concern about it. They will try to interact with the rest of the class to avoid losing the opportunity of improving their knowledge.

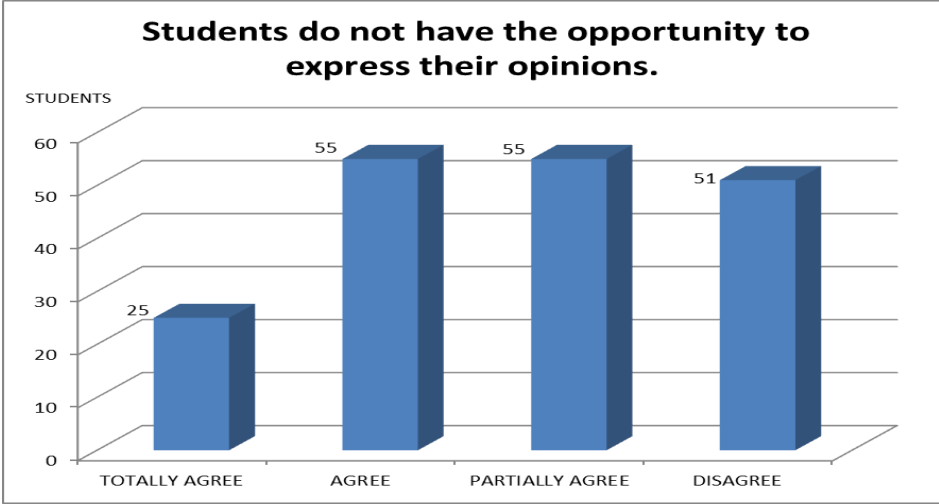
Referring to the fact that students feel inhibited when speaking in front of the rest, the survey argues that students cannot speak in front of the rest because they feel

embarrassed. They think that the rest of students in class could bother them or their pronunciation and intonation could be wrong.

In this context, Haddad (2006) suggests that “in large classes, it is very important to create a sense of community, one that shows interest in and accessibility to students and which encourages your students to learn about the instructor and participate in the learning process”.

Referring to the outcomes obtained from the questionnaire shown in chart seventh, 13.44 %, represented by 25 students who totally agree with the fact that they do not have the opportunity to express their opinions; 29.57 %, of the population, represented by 55 students, responded in accordance to the answer; 29.57 %, of the population, corresponding to 55 students, answered partially agree, and 27.42 %, of the population, referring to 51 students considered the opposite, they disagree, as shown in the following chart:

CHART 17



Source: Stella Maris and UEEFAE No.4 high schools student’s questionnaires.

Author: Oscar Espinosa, 2014.

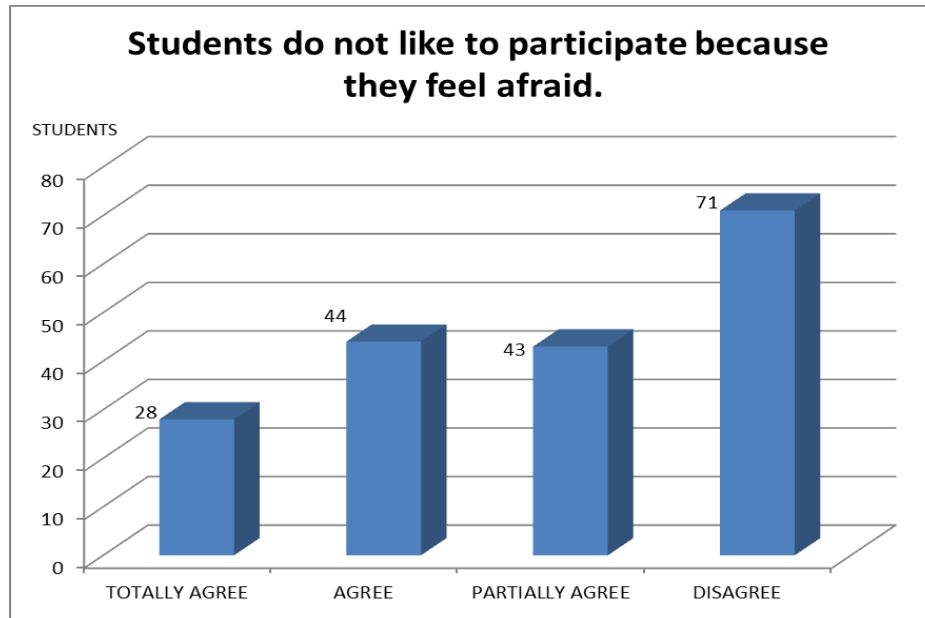
Observing the statistical results obtained from the survey, and referring to the question seventeen, the outcomes suggest that there is a little influence of large classes in reference to the fact that students feel free to talk and interact with their classmates in class activities, because they have better opportunities of getting more friends, working in class activities, and learning with the whole group.

However, results show that there is a little group that acts contrary to the rest of classmates, because they feel inhibited to interact with the whole class participants. Teachers should work on those students to retrieve them and increase the amount of successful students.

Haddad (2006) argues that “Virtually all teachers have little to no control over how many students that they must teach. However, teacher has control over the classroom environment in which they learn”. So, allowing students to express themselves, giving each student the chance to talk in class during the first two or three weeks of school will encourage them to participate in large class discussions and in their own daily life.

Regarding the outcomes obtained in answer to the question “if the students do not like to participate because they feel afraid” the results show that 15.05 %, of the population, represented by 28 students, replied the question totally agree; 23.66 %, of the population, represented by 44 students, responded in accordance to the interrogation; 23.12 %, of the population, represented 43 students, answered the request partially agree, and 38.17 %, of the population, represented 71 students responded the question in disagreement, obtaining the first place in the statistical results, these results are presented in the following chart:

CHART 18



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

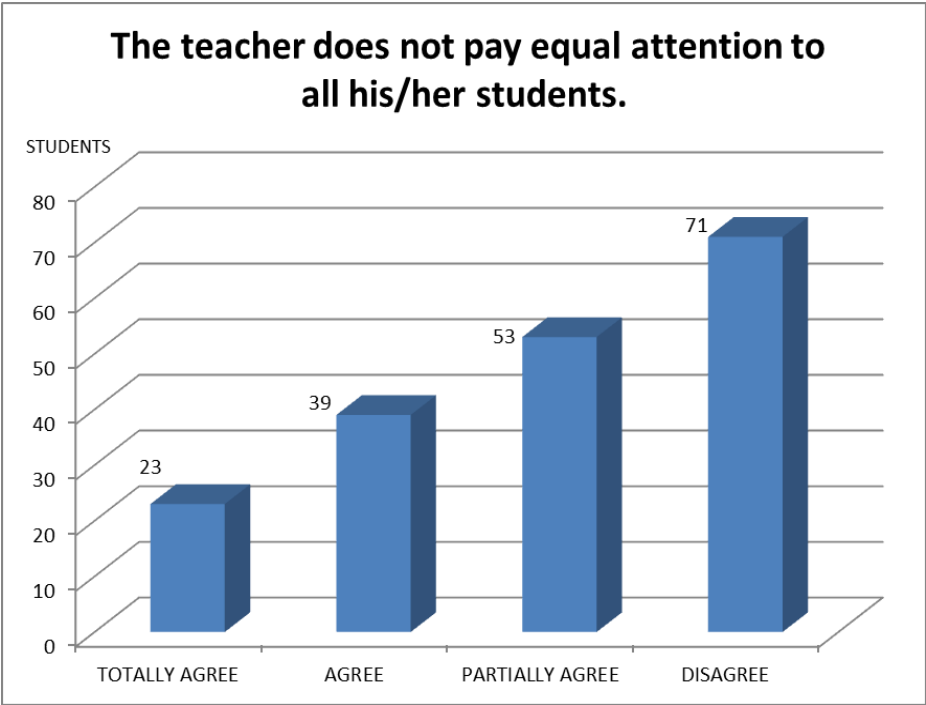
Author: Oscar Espinosa, 2014.

Observing the statistical results obtained from the question eighteen of the survey, the outcomes suggest that there is influence of large classes in reference of student's participation in class activities. Some students do not participate in class because they feel afraid to make mistakes while they are trying to participate in class activities. The survey argues that students cannot speak in front of the rest because they feel embarrassed. They think that the rest of students in class could bother them or their pronunciation and intonation could be wrong.

In this context, Haddad (2006) suggests that "in large classes, it is very important to create a sense of community, one that shows your interest in and accessibility to students and which encourages your students to learn about you and participate in the learning process".

In reference to the answer of the nineteenth question, which argues that if the teacher paying equal attention to all students, the results obtained are the following: 12.37 %, of the population, represented by 23 students responded totally agree the question, 20.97 %, of the population, represented by 39 students, answered in accordance to the interrogation; 28.49 %, of the population, represented by 53 students, replied partially agree to the request; and 38.17 %, of the population, represented by 71 students answered the question totally disagree, as shown in the following chart:

CHART 19



Source: Stella Maris and UEEFAE No.4 high schools student’s questionnaires.

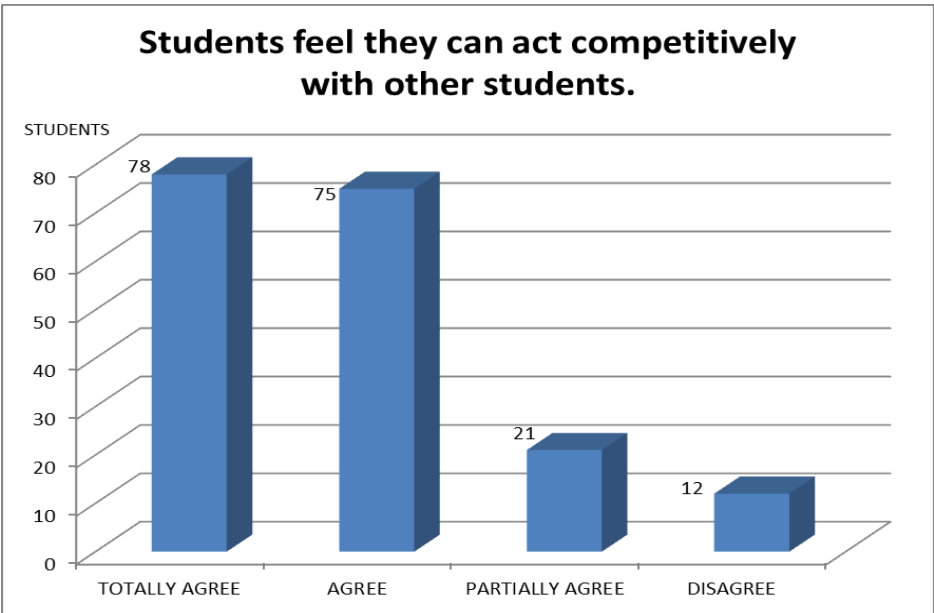
Author: Oscar Espinosa, 2014.

Regarding the statistical results obtained from the question nineteen of the survey, the outcomes suggest that there is minimal influence of large classes in

reference to teacher's attention to the whole group of students in class activities. Some students feel that the teacher does not pay equal attention to all his/her students. This should be corrected by the teachers. They have to create an environment where students feel they are immersed in all activities developed by the teacher for the whole group of participant of the learning process.

Reviewing the outcomes obtained from the questionnaire about psychological aspects in item twenty, 41.94%, of the population, represented by 78 students, responded totally agree; 40.32%, of the population, represented by 75 students, answered that they agree with the question; 11.29%, of the population corresponding to 21 students, responded partially agree to the interrogation; and 6.45% referring to 12 students, replied in disagreement, as shown in the following in the chart:

CHART 20



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

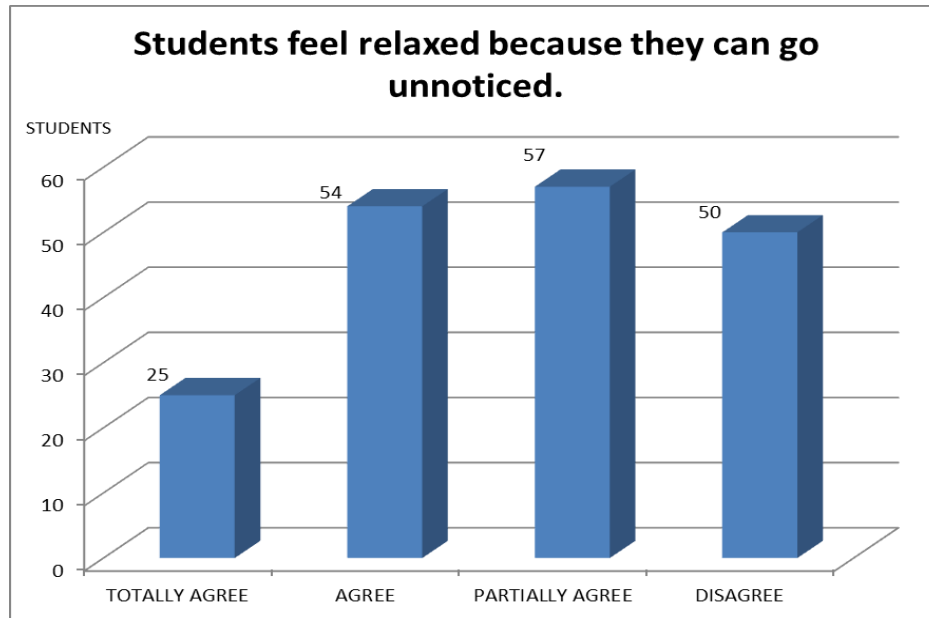
Author: Oscar Espinosa, 2014.

According to the statistical results from the questionnaire, and referring to the question twenty, the outcomes suggest that there is influence of large classes in reference of student's performance in class activities. They felt that can act competitively with the rest of the class, giving opinions, playing games, working in groups, etc. They are sure that they can compete with any other student of the class. Teachers should use this positive tool to improve the opportunities to reach them and increase their knowledge in a funny and effective form.

Regarding the results obtained in the answers of the survey, students demonstrate that they can act competitively with other students in the class activities, being motivated to improve both their knowledge and the way in which they perform in their own life. Haddad (2006) claims that "There are many other active learning strategies that teacher can use in large classes." Some of them could be creating some group work activities, role plays, etc.

The last question refers to the students that feel relaxed because they can go unnoticed, obtaining the following results: 13.44 %, of the population, represented by 25 students, responded the question totally agree; 29.03 %, of the population, represented by 54 students, answered in accordance to the interrogation; 30.65 %, of the population, represented by 57 students, replied to the request partially agree, and 26.88 %, of the population, represented by 50 students, responded in disagreement, as shown in the following chart:

CHART 21



Source: Stella Maris and UEEFAE No.4 high schools student's questionnaires.

Author: Oscar Espinosa, 2014.

Regarding the results obtained in this survey about if the students feel relaxed because they can go unnoticed; it is evident that some students agree they are not attentive and participative in class activities. This survey demonstrates that most students do not want to act in each class activity given by the teacher. This assumption is confirmed by Haddad (2006) who says that "In large classes, it is very important to create a sense of community, one that shows your interest in and accessibility to students and which encourages your students to learn about you and participate in the learning process".

The outcomes suggest that there is influence of large classes, because teacher has limited time to give the class and he has to keep the large class control. In reference of teacher attention to the whole group of students in class activities, some students feel

relaxed at all times and they think that they can interact and work in class activities at all times and in whatever condition that teacher or the environment requires it.

CONCLUSIONS

At the end of this research, it was possible to come up with the following interesting conclusions:

➤ The importance of determining whether or not large classes affect the English language teaching-learning process is undeniable. In Ecuador as in other countries that are in development process, the teachers and students deal with crowded rooms that limit the learning process. The teachers have had to pay special attention to the teaching-learning methodologies and approaches, and the students have improved their knowledge. The study demonstrates that teachers are able to manage large classes and deal with difficulties, all of which is perceived by the students.

➤ In the academic aspects, the teachers have put interest and concern to develop interesting activities using tools and skills applied into the class time. This kind of skill has been very useful to obtain the desired results shown in this research.

➤ Referring to the instructional implications, teachers have updated their techniques and methodologies, and students have been more attentive and participative in class activities. So the teachers are the ones called to take the first step to learn, update and apply modern methodologies to get the desired outcomes, and students have changed their mind and improved their knowledge with the aim to get a better learning process.

➤ Regarding social implications, teachers and students as teaching-learning process actors have gotten the balance between student-student and teacher –student to reach a good interaction, improving the opportunities to build good relationships

between classmates and teachers, creating an appropriate atmosphere for improving the learning process.

➤ In reference to the psychological implications, teachers have created a good appropriate environment for their students in class, taking into account the adequate atmosphere, the proper interaction between students with the same opportunities and the healthy chance of being competitive with the rest of students in a relaxed and successful form.

➤ Finally, the learning experience can change when the students play an active role without the fear of immediate judgment or destructive criticism. Regarding the negative psychological effects of large classes in the teaching-learning process, in this case, the surveys demonstrate that the large classes are not an adverse aspect that may inhibit benefits for the students.

RECOMMENDATIONS

Based on the above conclusions, a few recommendations can be suggested:

First, regarding the instructional implications that large classes have on the teaching-learning process, this research suggests and recommend that teachers, as information facilitators of the students, keeping on the responsibility of increase and update their own knowledge, instructors should learn modern techniques and skills in order to improve the amount of activities, competitions, debates, games etc. so students can improve their knowledge in a better form, remember it and then apply this in their lives, according to the drift of the modern times.

In reference to the social implications that large classes have on the teaching-learning process, the recommendation is that teachers pay a lot of attention to each of the student class; they have to increase the student's interest and motivation in the class. Besides, it is recommendable that teachers should try to reach a proper balance of student-student and teacher-student interaction, he should motivate students to build relationships with their classmates, finally, teachers should get that the atmosphere will be less stressful.

It is also recommendable that high schools principals and directives give the teachers the opportunities to maintain and update their knowledge, in order to reach a better level of education, for both teachers and students, using modern approaches and methodologies and update themselves in social and psychological themes.

Additionally, this study suggest that students be more attentive and predisposed to all educative activities given by their teachers in order to obtain more knowledge and life opportunities.

Finally, it is recommendable that teachers, students and family parents remember the great responsibility to guide and motivate students to continue their learning process. The society must change the attitude toward learning process and keep in mind and accept that education is the base of the development.

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ANNEXS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Loja, abril de 2013

Señor(a) Director(a)
Presente.

De mi consideración:

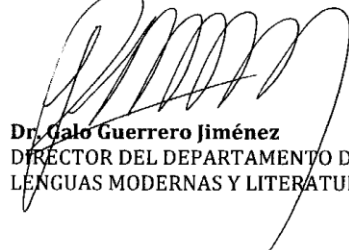
Reciba un cordial saludo de la Universidad Técnica Particular de Loja –UTPL y del Departamento de Lenguas Modernas y Literatura a la vez que le expresamos nuestros deseos de éxitos en sus importantes funciones.

Durante varias décadas la UTPL viene ofreciendo la formación de docentes en el área de Inglés en la Modalidad Abierta y a Distancia, quienes al finalizar sus estudios realizan un trabajo de investigación que les permite conocer la realidad educativa de nuestro país y de esta manera contribuir con alternativas de mejoramiento a la enseñanza-aprendizaje del Inglés.

En esta ocasión los estudiantes están trabajando en el tema relacionado con los factores que influyen en el proceso de enseñanza aprendizaje del idioma Inglés en colegios del Ecuador. Por este motivo, solicitamos su permiso para que los estudiantes puedan hacer observaciones en la institución educativa a la que usted muy acertadamente representa, así mismo solicitamos que por su intermedio se les comunique a los docentes de su institución para que colaboren y permitan realizar las observaciones sin ningún inconveniente, ya que esto contribuirá al enriquecimiento de nuestros profesionales en formación dando como resultado el mejoramiento en el proceso de enseñanza aprendizaje.

Agradecemos su valiosa colaboración que es muy importante para lograr los objetivos planteados en la investigación mencionada.

Atentamente,


Dr. Galo Guerrero Jiménez
DIRECTOR DEL DEPARTAMENTO DE
Lenguas Modernas y Literatura



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 large 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.				

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!

The results obtained into the instrument showed above, suggest statistical outcomes as follow in the next charts:

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

A. ACADEMIC ASPECTS

No.	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.	78	41,94	98	52,69	9	4,84	1	0,54	186	100
2	The activities done allow to practice listening, speaking, reading and writing skills.	85	45,70	88	47,31	11	5,91	2	1,08	186	100
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	20	10,75	85	45,70	71	38,17	10	5,38	186	100
4	Varied class activities are used such as group, individual, pair-work activities, etc.	96	51,61	68	36,56	18	9,68	4	2,15	186	100
5	Activities such as plays, competitions, debates, games, etc. are used in class.	43	23,12	68	36,56	54	29,03	21	11,29	186	100
6	Students can cheat during the test.	14	7,53	19	10,22	33	17,74	120	64,52	186	100
7	Students get distracted by doing assignments from other subjects.	13	6,99	19	10,22	52	27,96	102	54,84	186	100
8	The seating arrangement facilitates the tasks that are carried out in class.	78	41,94	76	40,86	27	14,52	5	2,69	186	100
9	Students cannot receive regular feedback from the teacher due to the large number of students.	27	14,52	82	44,09	39	20,97	38	20,43	186	100

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

B. SOCIAL ASPECTS

No.	In classes with a large number of students:	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		f	%	f	%	f	%	f	%	f	%
10	There is a proper balance of student-student and teacher-student interaction.	92	49,46	83	44,62	9	4,84	2	1,08	186	100
11	Students have the opportunity to build relationships with their classmates.	87	46,77	83	44,62	15	8,06	1	0,54	186	100
12	The teacher has problems remembering all the students' names.	19	10,22	72	38,71	56	30,11	39	20,97	186	100
13	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	56	30,11	73	39,25	38	20,43	19	10,22	186	100
14	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.	18	9,68	11	5,91	31	16,67	126	67,74	186	100

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

c. PSYCHOLOGICAL ASPECTS

No.	In classes with a large number of students:	TOTALLY AGREE		AGREE		PARTIALLY AGREE		DISAGREE		TOTAL	
		f	%	f	%	F	%	f	%	f	%
15	The atmosphere is stressful.	28	15.30	49	26.78	50	27.32	56	30.60	183	100
16	Students feel inhibited when speaking in front of the rest.	36	19.89	58	32.04	41	22.65	46	25.41	181	100
17	Students do not have the opportunity to express their opinions.	25	13.66	54	29.51	54	29.51	50	27.32	183	100
18	Students do not like to participate because they feel afraid.	28	15.38	44	24.18	51	28.02	59	32.42	182	100
19	The teacher does not pay equal attention to all his/her students.	21	11.67	41	22.78	56	31.11	62	34.44	180	100
20	Students feel they can act competitively with other students.	71	39.01	70	38.46	28	15.38	13	7.14	182	100
21	Students feel relaxed because they can go unnoticed.	24	13.19	53	29.12	60	32.97	45	24.73	182	100

Thank you for your collaboration!

Universidad Técnica Particular de Loja

Titulación de Licenciado en Ciencias de la Educación

Mención Inglés

Autor: Oscar Efrén Espinosa Rodríguez

Centro Universitario: Manta

LISTA DE DOCENTES OBSERVADOS

N °	Docentes observados (Nombres completos)	Correo electrónico del docente (opcional)	Institución a la que pertenece	Lugar	Número telefónico de la institución
1	SAID MONDAVI SOBBI	0990851670	UNIDAD EDUCATIVA EXPERIMENTAL FAE No.4	MANTA	052380711
2	LENIN ZAMBRANO ZAMBRANO	0969094462	UNIDAD EDUCATIVA EXPERIMENTAL FAE No.4	MANTA	052380711
3	ANTONIO ZAMBRANO PALACIOS	0990642788	UNIDAD EDUCATIVA EXPERIMENTAL FAE No.4	MANTA	052380711
4	EDDY VELEZ	0999946927	UNIDAD EDUCATIVA STELLA MARIS	MANTA	052611352
5	JAVIER QUIIJE	0987207682	UNIDAD EDUCATIVA STELLA MARIS	MANTA	052611352

HIGH SCHOOLS' PHOTOS

















