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**TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION INGLÉS**

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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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Magíster.

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DOCENTE DE LA TITULACIÓN

De mi consideración:

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

Loja, noviembre de 2014

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

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DEDICATION

I dedicate my thesis to my parents: Humberto and Carmita who taught me to be persistent and honest in my life. It is also dedicated to my children: Sofia and Carlos because they are the motivation to reach my goals. Finally, my recognitions and thanks to my teachers for guiding me in every learning process.

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ABSTRACT

The present investigation explored the influence of large classes in the English language teaching-learning process in Ecuadorian high schools. The main objective was to determine whether or not large classes affect the English language teaching-learning process in ecuadorian high schools.

The study was conducted in Ecuador, Quito-Pueambo. The sample included 180 teenage students that belong to 8th, 9th, and 10th years of basic school and 1st, 2nd, and 3rd year of high school, 4 female teachers and 1 male teacher.

Qualitative and quantitative approaches were used in this research. Data collection formats such as a questionnaire for students, note takings and charts were applied to collect information in the observed classes.

The findings of this study showed that in large classes students sitting at the back of the classroom did not interact. Despite being large groups, the use of different materials and strategies let teachers have proper classroom management techniques. Individual attention was not possible, smart students were bored, and students with low levels of English were very confused and had negative appreciations of themselves.

Key words: investigation, large classes, students.

RESUMEN EJECUTIVO

La presente investigación explora la influencia de clases numerosas en el proceso enseñanza-aprendizaje del idioma Inglés en colegios del Ecuador.

El objetivo principal fue determinar si las clases numerosas afectan el proceso de enseñanza-aprendizaje del idioma Inglés. El estudio se realizó en Ecuador, Quito-Puembo. La muestra incluyó a 180 estudiantes adolescentes que pertenecían a octavo, noveno, décimo de básica y segundo y tercero de bachillerato con cuatro docentes de sexo femenino y un docente de sexo masculino.

Se utilizaron métodos cualitativo y cuantitativo. Un cuestionario fue aplicado a los alumnos de todos los cursos. Los resultados de este estudio indicaron que en clases numerosas los estudiantes que se sientan detrás no interactúan.

A pesar de ser grupos numerosos, el uso de diferentes materiales y estrategias permitieron a los maestros tener correcto manejo de las técnicas de su clase. Sin embargo la atención individualizada no fue posible. Los estudiante más listos se aburririeron y los estudiantes con bajo nivel de Inglés tuvieron apreciaciones negativas sobre ellos.

Palabras clave: investigación, clases numerosas, estudiantes.

INTRODUCTION

The English language has been regarded as the main language around the world for over a century. It has been applied as the main transmission language for the purposes of communication within educational, technological, tourism and other fields.

In the field of education, English communication is essential for schools and the impact it has on English-language learners around the world. The learning of a second language like English gives people and specially students some status in our society. Different countries incorporate the study of English from an early age, and many families have become more aware of the importance that acquiring this language has on their children in order to access better opportunities in the future—albeit in the work or academic realms.

Many public and private schools have English as a subject, but in many countries, including Ecuador, attaining proficiency has not been an easy task. A clear limitation is the fact that English often tends to be taught in large classes. Different studies have been developed and showed some clear aspects about teaching in large classes. For example, what damages the learning process could be the arrangement of the class, the arrangement of the seats, the atmosphere, the level of preparation of the teacher, etc. Also, what demoralizes a learner may not be the size of the class, but rather a demotivated teacher and/or an uninteresting curriculum. For these reasons, it is very important to investigate the influence of large classes in the English language teaching-learning process.

This project seeks to provide stronger insight into the teaching of English in large classes. It aims at shedding light into innovative strategies that can be applied directly with students in order to further support both teachers as well as school administrators with how to potentially make classroom practices more effective.

The main purpose of this research is to determine whether or not large classes affect the English language teaching-learning process. Some previous studies have been developed by different authors, and they have served as a guide to improve and innovate the English language teaching-learning process in large classes.

Harfitt (2012) conducted an investigation in order to examine the teachers' perceptions and practice when teaching large and reduced-size classes. Its conclusions showed that transforming teachers' beliefs, understandings and skills into appropriate classroom pedagogy for classes of varying size must be of central importance in promoting teacher professional development both in Hong Kong and elsewhere. However, one of the limitations was the fact that this study was done with only three teachers, thus preventing general conclusions to be drawn.

Another study conducted by Thaher (2005) investigated the effects of large class on EFL students at An-Najah National University. Its conclusions showed that teachers should change their methods in dealing with large classes and they should adopt new strategies, for example, arranging the class in groups could help in solving this problem. The EFL teacher should build up a collaborative and lively learning atmosphere. Large classes affect students' educational practices and performance. They should motivate their students by using their names when giving examples or using words in sentences, and they should involve them in classroom activities. No limitations were found.

Blatchford (2011) conducted a study in England in order to examining the effect of class size on classroom engagement and teacher-pupil interaction. Its conclusions showed that perhaps the main implication of the study was that smaller classes benefit all pupils in terms of individual and active attention from teachers.

Blatchford, Moriarty, & Martin (2002) conducted a study about the relationships between class size and teaching. Their conclusions showed that one way of maximizing potential advantages of smaller classes would be through initial teacher training and professional development.No limitations were found.

Finally, the last study was conducted by Bassett, Blatchford, Brown, Martin, & Rusell (2006) examined the effect of class size on the teaching of pupils aged 7-11 years.Their conclusions showed that larger classes would mean a change in the tasks and organization of the work, although not in curriculum coverage as such. One limitation found was that in the UK there is little research about class size effects.

During this research a limitation was found that questionnaires were not applied to teachers. It would have been a great contribution to know the point of view of them about large classes. The results of this study will be used as a base for future researches. Also, the conclusions will help English teachers and authorities to be aware of the use of new strategies and technologies in the English language teaching-learning process.

METHOD

Setting and Participants

This study was carried out at a public school in the small town of Puembo, located in a rural zone northeast of Quito, Ecuador. One questionnaire was applied by each student in every grade in order to see the influence of large classes in the English language teaching-learning process. The sample included a total of 180 students from eight, ninth and tenth year of basic school and second and third year of high school. The following number of students was observed in each year: 39 in 8th, 35 in 9th, 35 in 10th, 36 in 2nd, and 35 in 3rd.

Regarding the physical space observed, classrooms were small and unappealing. No computers, projectors, or supplementary materials in English could be seen in any class. The weekly schedule for English lessons is seven hours a week. Students in these classes come from a middle-low social economic class.

This shows that in most public schools the standard of English is not good, and classes are numerous.

Procedures

This study attempts to show the influence of large classes in the English language teaching-learning process in Ecuadorian high school.

To develop this study it was very important to carry out a bibliographical research, which was developed with the help of many books from different libraries in Quito Ecuador, other books were download from the Internet and others borrow or leased. It was very stimulating to read many studies about large classes and find

relevant information about strategies when teaching English, the management of the classroom, proficiency levels and how to innovate every day the teaching process.

The information found helped to understand the problematic of large classes and how teachers will improve and apply new strategies with students, especially with teenagers.

As the teaching learning-process is different in public and private schools, a public school in which English is taught as a foreign language was selected. It means that students receive seven hours of English a week. This was not a bilingual high school, they did not have subjects in English; students only receive communicative English. Teachers had a bachelor's degree in English, but the classrooms were not appropriate for students. Classes were in bad conditions, and the government did not provide tools such as projectors, computers, flashcards, posters, or books.

At the end of each observed class a questionnaire was applied to each student. The questionnaire had some questions that would determine whether or not large classes affect the English language teaching-learning process. Students could give ideas and suggestions about the management of the English classes and how teachers could motivate them to learn English. Students were not worried about its large classes. They mentioned that teachers have to innovate their teaching methods and make English fun. A personal notebook or field journal was also used to take notes during each observation.

The collected information from the students and the observed classes helped determine the most important factors in teaching English in large classrooms. All the information collected was tabulated in a chart divided into four options such as very

satisfactory, satisfactory, somewhat satisfactory and unsatisfactory. Consequently, percentages were obtained, and all the collected data was analyzed.

To finish the qualitative analysis of the research, all the collected information from the observed classes was examined in order to establish the instructional, social, and psychological implications in the English language teaching-learning process.

DISCUSSION

Literature Review

For nearly a century, English has been considered as the most important language around the world. It has been used as the main communication language within the academic, scientific, travel, tourism, and other technological fields. For this research paper, this information was used to provide a knowledge base, and it will be applied professionally in the field of my interest.

The research areas this paper aims at are the following: (1) the impact of the size of the large English classes on teachers and students, (2) the effect of teaching on students and teachers in difficult teaching environments, (3) the teaching quality delivered in large classes, and (4) the impact of teaching on students' behaviour.

English has been taught to millions around the world, and it is still the preferred study language nowadays. Due to its ongoing growing popularity and the worldwide need of acquiring this language, different techniques and platforms are continuously being sought to make learning English more effective. The arrival of technology has also given way to the development of new methodologies and approaches in teaching English to make it more accessible, practical, and interactive.

Teaching Approaches and Methods

Much research has been done around the world to establish the different teaching methodologies. Some of the most popular second language teaching methods of the last half century are presented below and we can see the different interpretations of how to teach and learn a foreign language.

Audio-lingualism

In order to develop our mental learning processes, humans make use of any skill they have. These skills are used to abstract grammar structures not in form of concepts but significantly in everyday language use. Harmer (2001) mentions that the Stimulus-Response-Reinforcement model attempted to engender good habits in language learners. This means that the language is arranged in the context of each person and with the daily practice students improve those habits.

Errors are normal when learning a second language. From 1970 to 1980 grammar was not considered the most important in the learning of a new language. Richards (2001) remarks that the communicative movement sought to move the focus away from grammar as the core component of language. It means that the teaching of grammar as concepts is not useful for students. The most important thing is to live the language in real contexts.

The knowledge is developed in authentic settings in which students interact themselves into real communication. One of those contexts is the schools where students develop social skills, interact and share information.

The Communicative Approach

This method emphasizes how the teaching process takes place. It focuses in all the activities done in class and the communicative value for students. The most important goal is to teach students how to use the language structures correctly not in the form of concepts but the development of them in its context. Harmer (2001) states that communicative activities are a vital part to any teacher's repertoire.

This means that activities carried out in class have significant value for our daily context. What we do in classes should have certain real communicative importance. This method considers how we respond to what we hear no matter if the answer is in the native language or the new language learned. The intervention of the teacher is not necessary in this process.

Morrow (1981) outlines the principle on which communicative activities can be based. It means that these principles require that an activity be, in some way, communicatively useful for students; that it operate above the sentence level; that there be real life aspects to the communication (e.g., information gaps, choice of what to say, and feedback to what has been said); that the activity involve actions (e.g., filling in a form, answering a telephone); and that mistakes be tolerated as long as they do not interfere with the communication.

Task-based learning

Tasks give students opportunities to use language in real communication through different activities that exercise them to improve its knowledge. The tasks help to develop the cognitive processes like reasoning or transforming information.

Harmer (2001) says that the focus of the lesson is the task, not the structure. Only after doing a task the students internalize the information of structures and functions of language and in this process the teacher can solve concerns about any topic.

First the teacher scans words and phrases to show its meaning and understand the instructions. Then the teacher monitors what students are doing and finally students examine and discuss what they have done.

Richards (2001) agree with Harmer saying that TBLT refers to an approach based on the use of tasks as the core unit. It means that learners have to be place into circumstances in the actual world. For instance, crosswords, videos, audios, exercises, web can be used. Consequently, students have to be totally exposed to the foreign language.

Total Physical Response

This method was developed by James Asher he says that children have an innate bio-program that help them to develop skills like listening, speaking, reading and writing. In fact, listening to instructions in the new language should allow to the students carry out a sequence of physical actions. It is supposed that children give a physical answer to spoken language. Harmer (2001) mentions that TPR is a language teaching method built around the coordination of speech and action.

If students are immersed in spoken language through action and commands the will learn best. Harmer agrees with Richards (2001) TPR is a language teaching method built around the coordination of speech and action. These authors say that the main goal of this method is to teach language through motor activities taking advantage of an innate bio-program in which kids work out its listening skill in listening comprehension before its speaking skill. Grammar is teaching through games and motivating activities because kids need many activities to internalize the knowledge.

Community Language Learning

In this method the teacher is a facilitator of the language. Harmer (2001) suggests that the job of a teacher is to facilitate than to teach. This method invites to

educators to consider their learners as integral persons. It means that teacher not only consider the level of knowledge of students that is the teacher has comprehension of the relation within learners, feelings, physical response, and desire to learn.

Richards (2001) agrees that interaction between learners and knowers is initially dependent. In fact, the teacher has a vital role because he or she is the one that is going to adopt the role of giving support, help and guide. In addition, this method does not use a syllabus, the interaction between teacher and learner is the most important.

The Silent Way

The process of learning a new language improves when the teacher does not speak a lot in the classroom. In this method the teacher has to let students discover, create and find the language by itself. Learners transfer behaviors learned in the classroom to communicate the same outside. The use of different techniques is important in this process because they let develop own perceptions to discover the procedures of the language they are getting. Harmer (2001) mentions that examples and corrections are only given verbally if no student can do it first time round.

Suggestopaedia

The background of the classroom is very important by confirming that students are comfortable, relaxed, and calm in the class. Harmer (2001) remarks the emphasis on lowering the affective filter is now accepted as an important part of all teaching.

Suggestopaedia looks the physical environment of the classroom as important. Students have to be comfortable, self-assured and peaceful because

learning takes place in the mentioned atmosphere. In this method three stages are developed. The first stage develops materials that are going to be used for discussions. This is followed by the presentation and discussion of a new dialogue. Finally students listen to relaxing music while the teacher reads the new dialogue material in a way which synchronizes with the tape music. The environment in the classroom is very important to make students feel relaxed, happy and calm. Many art procedures, drama activities, songs and games are used to motivate learners.

The Lexical Approach

Harmer (2001) says that this method is based on the assertion that language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks.

Lexical phrases, collocations, idioms, fixed-semi-fixed phrases are important parts of the language so that, fluency is the result of the acquisition of forms of language. Indeed it can be claimed that learning the structure is vital prerequisite of the ability to thread phrases together into a coherent whole. Students have to recognize and create lexical expressions and distinguish forms of language (grammar structures). Vocabulary words and phrases are used in this method.

Whole Language

Whole language instruction is a model of language teaching that was developed to help young kids learn to read, and has also been prolonged to middle and secondary stages and to the teaching of ESL. In whole language is important to develop all kind of the activities with students to identify the parts of the language

like communicative skills, and the use of grammar structures. The use of conversations, dialogues, tasks, etc. developed by teachers is used in this method.

Whole language focuses in real communication and the learning of reading and writing for pleasure. Richards (2001) declares that Whole Language also views language psycholinguistically as a vehicle for internal “interaction,” for egocentric speech, for thinking.

Whole Language instruction advocates the use of real-life tools rather than commercial manuscripts. Learners also produce their own resources and with those resources they can interact with other people at school or at home.

The Natural Approach

The Natural Approach focuses on the understanding and the use of meaningful communication.

Richards (2001) states that like Communicative Language Teaching, the Natural Approach is hence evolutionary rather than revolutionary in its procedures.

It means that students have to interact in classroom backgrounds emphasizing the production of language in a natural way, not in a forced way. The communication has to be natural. Speech production is not forced. The message that a student gives is more important than the form of language. The teachers have to do lots of exercises and activities to develop the speaking skill in students.

Cooperative Language Learning

When in the teaching-learning language process many different activities like group work, pair work are used the learning process takes place in a natural environment.

It helps to develop confidence in students and develop the amount of participation of learners. Obviously group activities have to be well planned to simplify communication between students.

Richards (2001) states that CLL activities can also be used in collaboration with other teaching methods and approaches. It means that the use of cooperative activities and interactions have to be applied in class. Students have to look for the same goal. The role of the teacher is to monitor the class and develop social skills with the students.

Content-Based Instruction

In a content-based approach, the activities of the language class are exact to the subject being taught, and are geared to motivate students to think and learn through the board language.

This method integrates the use of the four main skills; listening, speaking, reading and writing. Richards (2001) states the use of genuine materials motivates students to think and learn through the target language.

In this methodology, learners are exposed to learn abilities and learn a diversity of linguistic skills which prepare them for a variety of academic tasks they will encounter. Enthusiasm and attention are vital in supporting learners' success. Educational activities with topics of interest are used in this method.

Class Size

With the pass of the years societies have been convinced that students learn better in small classes. Even more, teachers consider that small courses are the best place to lean. Class size is one of many aspects to consider when selecting or assessing a school. Because there are so many variables in the regular classroom — the feature of the teacher, the family environment of the students, the feature of the program, the direction of the school — it is challenging to get final deductions about learner accomplishment based on class size only.

When teachers have more students in classes they do not have enough time to check the progress of all of the students.

Fielder (1954) says that it is clear that the association between student achievement and class size is deeply rooted. In the same way, Hacsı (2002) declares that most parents and teachers firmly believe that reducing class size will lead to improved student achievement.

It is suppose that teachers have to be able to give sufficient attention to every student. In small classes teachers would be able to give more single attention to every student; this would lead to more imaginative and more effective teaching and to faster recognition when a student needs extra help; these things, in turn would support students learn more.

Even so, there are many questions about class size and the effect of them in the teaching-learning process. Some researchers think that class size is not the problem; they think that the academic matter influence how well students learn. In the last years governments have sought ways to reduce class size.

Managing Learning

An active teacher plans and prepares for the organization of classroom with the same caution and accuracy used to design an incredible lesson. The management of the learning process does not only mean applying known methodologies but requires constant innovation of teachers and creating new trends to the benefit of students. There are many components to be taken into account.

Components of the structural plan of a classroom include room preparation, self-control, creating habits, and a plan to teach students how their learning setting is prearranged. The real teacher must generate an inclusive environment lead to learn.

Effective classroom managing encompasses much more than instructions and discipline. Indeed, research into classroom management demonstrates that real teachers are proactive about learner performance, and they include students in the development of instructions and habits.

Stronge (2007) explains that effective teachers provide feedback in a timely manner and ensure that relates specifically to the criteria of the task. Likewise, Maxom (2009) explicates one of the keys to a successful activity in the classroom is the way you give instructions. It means that feedback has to center on learners' abilities, actions and attitudes to acquire all kind of knowledge.

A very important issue to consider when setting the lesson together is the quantity of time presented to teachers and how they want to spend it. It is very important do not forget feedback since students make mistakes as each person does but there is not a problem, the most important is to correct mistakes and improve the teaching-learning process.

Managing large classes

When teachers are teaching a new language they have to establish routines, procedures and rules to create a good environment of learning. It means that if the teacher does not plan the activities to be developed in class, he or she is going to lose the control of the same.

Baker (2000) says a class is large if the teacher feels that there are too many students for them all to make progress in English.

Big class means any amount; it is not just the quantity of students which makes instruction problematic. In large classes, there may be great variances in the students' skills. It depends of the form how the teacher or instructor plans its class.

Numerous large classes also have different characteristics: counters and seats are hard to move; students sit down near together in rows; there is little space for the teacher to move around the classroom; there is not space for students to move when the lessons take place; the walls between the classroom are tinny, and any sound will interrupt other courses; there are not enough texts for all learners; other teaching resources are limited.

Thornbury (1950) states similarly, there is no guarantee that small classes must lead to more learning.

The better the relationship of teacher (and helpers) to learners, then the more chance there is to give the personal support and direction; so in this respect, smaller is better. But knowledge is something that can only be done by the individual. It is always done personal, one learner at a period. And that means that there is no cause

why a student cannot learn similarly well in class of one as in a class of many learners.

Activities for working with large classes

Many questions have been asked about what activities to perform in classes with large groups but the answer have been found by teachers from their own experiences with students. Obviously many typical tips have been developed with learners like questions, brainstorming, debates, group-pair work, cards, internet etc. The central idea of develop activities for working with large classes is to innovate each lesson otherwise learning becomes boring and meaningless for students.

One goal of teachers is to make each learner feel central by learning names and using them in the whole class. Label devices or desk serve as cues. Assign students as much collaborating work as possible, including plenty of “get-acquainted” activities so that students fell an important part of the class.

Other objective of teachers is to improve the use of pair work and small-group work to give students opportunities to achieve in the new language. For example, there are activities like listening comprehension exercises, tapes, and videos to get knowledge. The instructor has to make sure learners know what kind of answer is expected from them. Use peer-editing feedback and evaluation in written work. Each teacher has to give learners a variety of extra-class work, if there are different proficiency levels.

Brown (2007) mentions set up small “learning centers” in your class where students can do individualized work.

Scrivener (2012) agrees with Brown saying that large classes are likely to benefit from lots of pair and group work if learners are to get any chances to really use or practice the language themselves.

Make use of graphic, auditory and kinesthetic activities. Set up a place of the classroom with a special well-defined area of some category. Ask questions that get students thinking about their own learning and discuss with them. Teachers have to stand in a place where students will be monitored.

Classroom Space and Seating Arrangement

Teachers know that classroom settings have to be very motivating for students. All the experiences are very important in the learning process. The association of space also affects the manner in which students act and move around the classroom, as well as how much care they pay to instruction. The space of the class may be large or small, no matter the size, the important thing is how we adapt this space for the benefit of learners.

A lesson needs well-organized use of time and space. Teachers have to be flexible so that students can simply and fast reorganize stuff to accommodate a special activity.

In the traditional plan of students in rows of desks and chairs, students in the front and center are more likely to participate and be called on by the tutor. When teachers are planning classes it is very important to consider arrangements, group work.

The key is to set clear routines and rules to be developed in the classroom. Leod (2003) states having sufficient personal space helps students avoid the stress of

other students “invading” their space and engaging in unnecessary conversation and disagreements.

Eggen (1989) establishes that the environment must be arranged so all the students can see the board, and other instructional aids all the time.

In the learning environment, all students have to take part. It means that the materials presented in the classroom, projectors, bookcases, desks, etc. have to be sorted so that students can see and work with them.

The physical atmosphere is also important in management planning; the space is of vital importance when teaching.

Different levels of proficiency

When the teachers are planning a class, they need to take into account very important information like the level of proficiency of students. Many factors have to be assumed. Some students not only miss the specific matters taught in previous weeks, but also miss learning the organization, the procedures and forms of activities, and the prospects of the class. Teaching another language when there are different levels is a challenge for teachers. There are many factors that should be taken into account to teach a new language, i.e. the teacher must plan their lessons giving importance to learning styles, multiple intelligences and activities to reach each student.

One of the most common advantages is that teachers have a syllabus developed before teaching. There are also benefits for the distinct student. For example beginners are exposed to learn new topics and improve its knowledge. Advanced students can demonstrate its abilities. Bell (2001) says when we talk about

multilevel English classes; we tend to focus on the variation in the students' control of the language. On the other hand Brown (2007) says hardly a teaching day goes by in this profession without someone referring to students' proficiency levels with the terms "beginning," "intermediate," or "advanced."

What is beginning for someone may not be for others. Definitely the language-teaching vocation does not lay exclusive claim to such subjectivity.

Many teachers consider the starter level of linguistic teaching to be the most interesting. Since at this stage have not prior knowledge of the target language This is a challenging level for the teachers cause at the end of some weeks they can see the advance of its students.

At intermediate levels the teacher are not worried for the speaking because they are jumping to the top.

Large classes with different proficiency levels present some difficulties for the educators: individual teacher-student attention is minimized and teacher's feedback on learners' work is partial. Most of the time, the teacher have to be planning a class where different skills are going to be developed according learners levels.

The research, data collection and analysis are essential in order to disseminate the information to the community.

Harfitt (2012) conducted an investigation whose purpose was to find out what are the secondary school English language professors' observations of teaching large and reduced-size classes of the similar grade level and what are the differences, if any, between those observations and the consequent practices of the same teachers

when teaching in large and reduced-size classes of similar aptitude. Three female teachers of different schools with advanced qualification and secondary students from Hong Kong (40 or more per class) participate in this survey.

A qualitative study approach was applied in the collection and examination of data stemming from this study. The database includes 22 semi-structured interviews as well as 48 lesson observations.

This study employed a multiple case study approach aimed at outlining, enhancing and expanding theories and concepts around the issue of class size.

The strategy required that one instructor responsible for training two English verbal courses of the similar grade, one of which was a large class and one of which was a reduced-size class.

The observations placed importance on each teacher's challenges to increase communication in their learning settings.

The three tutors inclined to personalize their teaching much more in their smaller classes. Teachers planned their classes for both classes in the similar method and then taught them both in the identical technique.

Through exhaustive classroom interpretations a number of teaching variances appeared. Those variances involved more group work being used in the small classes. Distinguished variances in the way teachers employed varying question types and extended dialogue with scholars in interactional connections were also perceived with more examples of these strategies identified in the reduced groups.

Teachers' stated that the smaller classes let them to "identify" their pupils better and more humor was noted in small classes.

It was concluded that changing teachers' views, understandings and abilities into proper classroom instruction for classes of varying size must be of vital importance in encouraging teacher proficient development both in Hong Kong and elsewhere.

A restriction of this study is the emphasis on just three teachers, so any conclusions drawn are tentative at best. However, the following debate will attempt to give to the understanding on specialized practice in small classes by asking the question whether teachers surely do modification their pedagogy, if so why and, under what circumstances?

Thaher (2005) lead a survey which questions were to know the instructional, emotional and social effects on non –English major EFL male and female scholars(40 and 50 students) at An-Najah National University. Also, know the differences in students` answers toward large classes due to student`s gender variable, students `level of education, school variable, placement exam and effects of big classes.

The facts for the survey were collected according to feedback from the learners at An-Najah. The researcher requested the students open –ended interrogations about the effect of large classes on them.

After collecting the data, the answers were categorized into three main areas: instructional, psychological and social which were considered as the study tool by the investigator in the form of a questionnaire. The investigator distributed the

questionnaire and read the items in English in front of the students to see if they were not clear.

The questionnaire was done in Arabic and English. The directions and the requests in the questionnaire were clear and relaxed to follow. 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 questionnaire contained 46 items and was divided into the following sections: instructional, psychological and social I effects of large classes on non-English major EFL students. The reliability of the study was planned by the Cronbach Alpha formula.

One of the main difficulties often encountered in teaching English as a foreign language is the large number of students. English teachers do not desire teaching large classes because of the numerous difficulties which arise along with the increase in class size.

The students would not have enough time to exercise what they had been learning since the communicative activities, which include classroom communication, would be ignored. Students can share with their classmates and associate their responses with them for the resolution of assessing and showing themselves.

The environment of competition would lead to confident learning and success. Students supposed that in the large class, they would not have the chance to express themselves which would result in nervousness, anxiety and tedium. Teachers

should change their technique, strategies, for example, positioning the class in groups (e.g., five students per group) could help in solving this problematic.

They should build up a cooperative and active learning atmosphere. Large classes disturb students' educational performs and routines.

Large classes are considered a double- edged sword. In order to have effective teaching in the classroom, teachers should have informal speech either before the class or at the end of the class to break the frost between them and their students. They should stimulate their students. No limitations were found.

Blatchford (2011) studied and compared effects of classroom size (686 students) on learner classroom arrangement and educator learner communication, and by examining if effects varied by learner accomplishment level and between primary and secondary school years. The distribution of class sizes was equal. In primary, there were 23students; in secondary, 18. This survey was carried out in 49 primary and secondary schools in England and Wales. Multilevel regression methods were used.

The general strategy in this study was therefore to randomly select different schools, measure effects of naturally occurring differences in class sizes using measures carefully redacted on the basis of previous investigation and experimental work, and control statistically for features expected to interact with or confound any class size effect on classroom procedures.

Students at both primary and secondary periods spent a lot of their time engaged in on task activities. Most of the time students listen to the teacher. Other activities occupied less time, though more at secondary than primary (17% vs. 11 %

of all observations). In less than half of the observations the students were immersed in the interaction of the class.

Unlikeliness, the three groups which indicated individual interactions with students were rare, only occurring in between 2 and 6% of all observations. The results shown that for primary schools there was no important communication between attainment group and class size, and that the effect of class size did not therefore differ by attainment group.

Maybe the central inference of this study is that reduced classes can help all students in terms of personal, active thinking from teachers, but that the lower attaining students in specific can benefit from small classes at secondary level.

This proposes that small classes can be a beneficial instructive initiative through school. Small classes can therefore let educators to involve in more personalized teaching, and can be used as part of more diversity of the syllabus.

Nonetheless, the study controlled for probability confusing factors, such as students attainment level, SEN status, gender, the number of educators, school subject and the existence of assistant teachers, and there was no confirmation that these were considered for effects established.

Blatchford, Moriarty, & Martin (2002) conducted a survey whose purpose was to investigate if teachers in large and small classes vary in the time spent on teaching or overall teaching activities, the time for personal, group and classroom settings and the amount of teacher-child interaction.

Also he liked to know if teachers in large and small classes vary in more qualitative dimensions of teaching, seen in communications between teachers and students.

The participants were learners (4–5 years) during 1996–1997 and other group all along 1997-1998. First group, 7,142 learners in 330 classes. The second group comprised 4,244 pupils in 212 classes. The kids belong to the Key Stage One (KS1) (4–7 years), that is, through the reception year (4–5 years), Year 1 (5–6 years), and Year 2 (6–7 years).

An amount of design of data, including start-of-school and end-of-year assessments, termly teacher-completed surveys, teacher- and head-teacher-completed end-of-year questionnaires, learner behavior scores on each kid in the study, and methodical observations and case studies conducted on subsamples of the key example were collected.

Evidence was assembled from class teachers about their practices and opinions on a variety of topics, including one interrogation about the consequence of class size on teaching and learning.

Particular features of classroom learning and practice, projected to be linked to class size variances. On the basis of field visits, were distinguished into the following groups: physical space, grouping performs, habits, classroom control, tasks and curriculum, teacher-pupil communications and information of children, teacher pressure and eagerness, atmosphere, relation between students, relationships with families, and disabilities.

There was indication that in small classes children tended to interact with their teachers, the teaching process took place, kids paid attention to teachers, and were more involved in the teaching-learning process.

These results show that individual kids in small classes obtain more communications with their educators of a task related nature. Tutors were concerned that large classes were not good for kids because they cannot interact between them and especially teachers do not have enough time to make feedback to each student. The quantity of interaction is reduced when the class is large.

This survey suggests that it is not completely the teacher's concern; background issues cannot be overlooked. Class size is one environmental contextual issue that will impact educators and learners in different ways. The teacher training is important to create a class that leverages the potential of their students. No limitations were found in this study.

Bassett, Blatchford, Brown, Martin, & Rusell (2006) conducted a survey which questions seek to answer: Do educators in large and small classes vary in time spent on teaching process or instructional accomplishments overall, time in individual, group, and class settings, and quantity of teacher – child interaction and specific care from educators? Do teachers in big and small classes vary in more qualitative dimensions of education, concentrating mainly on communications between educators and students?

Quantitative info from organized observations in large and small classes, let to report basic interrogations on instruction time and teacher and pupil communications. The use of teacher reports of their knowledge of the consequence

of class size on teaching approaches and through detailed case studies on large and small classes representing on observations, interviews, and professional conclusions.

The aim was to draw on these approaches in such a way as to deliver an integrated explanation of the effects of class size on teaching. This study was based on data collection from systematic observations, questionnaires, and case studies. The observation variables took the form of binary, in the sense of each either being performed or not being performed during one time interval.

Multilevel models were vital, as it is likely that annotations from pupils in the same class will be more similar than two observations from pupils in different classes. Similarly, two observations from the same scholar are more likely to be alike than two remarks from differing learners. Though, the observations were made in groups, and it is likely that two observations from a learner within the similar group will be more alike than observations from diverse groups.

This adds a fourth level to the model, and so these were used for the majority of the analysis. The exception is for the work setting groups (individual, group, or whole class).

Within each group of observations, the students were always developing the same type of task. Consequently, data for these variables were analyzed at the group level, with one observation per group.

The results presented strong differences between small and large classes in teacher – pupil interactions. Two associated behaviors were more common in large classes: child to teacher—listen/attend and child is audience.

The first category denotes times when the child's influence to interactions with the teacher is inactive; they are simply listening to the teacher. Child audience refers to times when they are not the focus of the tutor, that is, they are not singled out by the teacher, either on a one-to-one basis or in a group or whole class situation; they are one of the mass.

Both, therefore, describe an inactive role in contact with the teacher, and this is more likely in larger classes. Equally, in smaller classes, pupils have a more active role in contact with teachers. They have more interaction with teachers; more active learning is seen here.

In small classes the child is the focus of a teacher's attention, and this is obvious in terms of both short and long periods of communication. It can also be seen that scholars involve more teaching, in the sense of acquaintances involving the functional content of a theme, in small classes compared with large.

Interestingly, although teaching is more common in small classes, there was little evidence that times when the teacher was speaking the whole class (which could cover all types of contact, including procedure/routine) were more likely in large classes.

It additionally specifies a more inactive role for pupils in larger classes. In these KS2 classrooms, the syllabus is deeply controlled by the arranged coverage of literacy, mathematics, and science, especially in Y5 and Y6, in training for the end of KS2 SATs.

Though, all teachers shared the vision that larger classes would mean a change in the tasks and organization of the work, although not in curriculum

coverage as such. Useful tasks become less common, teacher demonstrations increase, and students have less experience.

Consequently, although the curriculum coverage remains the same, the tasks through which it is experienced are different and in some ways more superficial. Still, this thinkable connection between types of task and class size is mostly based on recommendations from the case studies, and needs more thorough testing. In the United Kingdom there is not much research on the effects of classroom in the process of teaching a language.

Therefore, these authors agree with this researches saying that small classes may allow teachers to participate in a more individualized instruction, and can be used as part of a larger curriculum differentiation.

Description, Analysis, and Interpretation of Results

In this section, the collected information will be examined using quantitative and qualitative analysis. The results will be divided into three main questions: (1) What instructional implications do large classes have on the teaching-learning process? (2) What social implications do large classes have on the teaching-learning process? (3) What psychological implications do large classes have on the teaching-learning process? It is important to mention that the observed classes determined that large classes influenced the English language teaching-learning process in Ecuadorian high schools.

Quantitative and Qualitative Tabulation

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

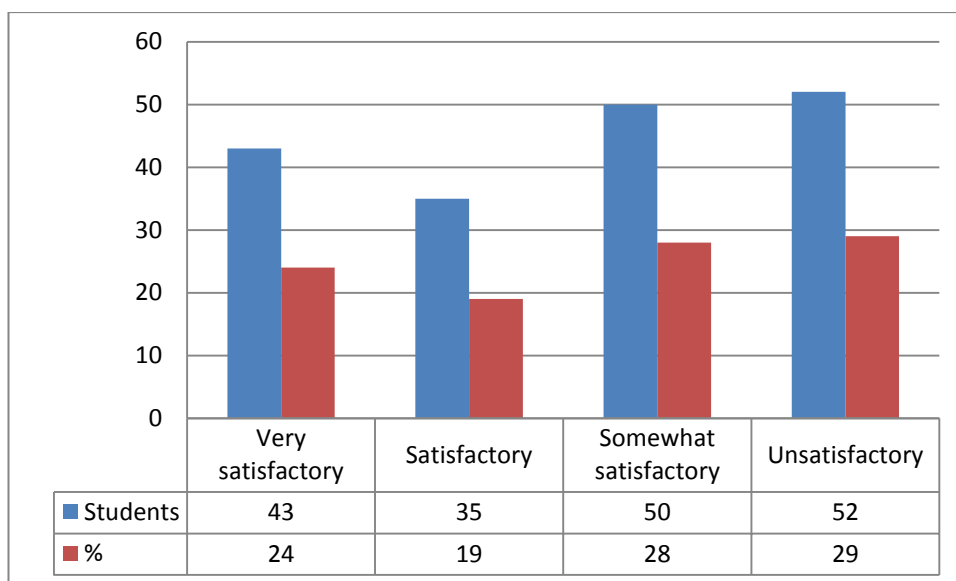
N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		F	%	F	%	f	%	F	%	f	%
1.	The activities done in class help to apply what students learn in class.	74	41	72	40	29	16	5	3	180	100
2.	The activities done allow to practice listening, speaking, reading and writing skills.	66	37	60	33	41	23	13	7	180	100
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	28	16	54	30	78	43	20	11	180	100
4.	Varied class activities are used such as group, individual, pair-work activities, etc.	¹¹⁹	66	46	25	10	6	5	3	180	100
5.	Activities such as plays, competitions, debates, games, etc. are used in class.	52	29	55	31	40	22	33	18	180	100
6.	Students can cheat during the test.	12	7	15	8	28	16	¹²⁵	69	180	100
7.	Students get distracted by doing assignments from other subjects.	13	7	27	15	36	20	¹⁰⁴	58	180	100
8.	The seating arrangement facilitates the tasks that are carried out in class.	60	33	68	38	39	22	13	7	180	100

9.	Students cannot receive regular feedback from the teacher due to the large number of students.	29	16	44	24	61	34	46	26	180	100
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Author: Pérez Camuendo Lucía Soraya

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

In classes with a large number of students: The activities done in class help to apply what students learn in class.



Author: Pérez Camuendo Lucía Soraya

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

As we can see in chart one, from the one hundred eighty interviewed students, seventy four of them totally agreed that activities done in class help to apply what they learn in class, which correspond to 41% of the population. Seventy two students agreed with the statement, which correspond to 40% of the population. Twenty nine students partially agreed with the statement, which correspond to 16% of the population. Meanwhile, only five students disagreed with the statement, which corresponds to 3% of the population.

In the observed classes, the topic of the lesson the teacher had prepared was called, "This is me". She used prepositions of place: *in, on, above, under, at, behind,* and *in front of*. The learners asked where people and things were, matched paragraphs with pictures, listened for specific information and introduced people. These activities were very motivating for teens. Harmer (2001) mentions that the Stimulus-Response-Reinforcement model, attempted to engender good habits in language learners. They enjoyed and actively participated in the whole activities; it shows that proper planning helps develop an interesting class. Green (1999) says that once students have looked at books, invite them to think more about the people behind them.

The teacher prepared the topic "Meet my friends." she described people's personalities and the learners matched paragraphs with pictures, listened for specific information and described people's personalities. These activities were very motivating for teens. They enjoyed them and enthusiastically participated in the whole activities; this shows proper organization helps to develop a motivating class. However, some indiscipline in the class was observed because of the big number of students. Harmer (2001) suggests that the job of a teacher is to facilitate than to teach.

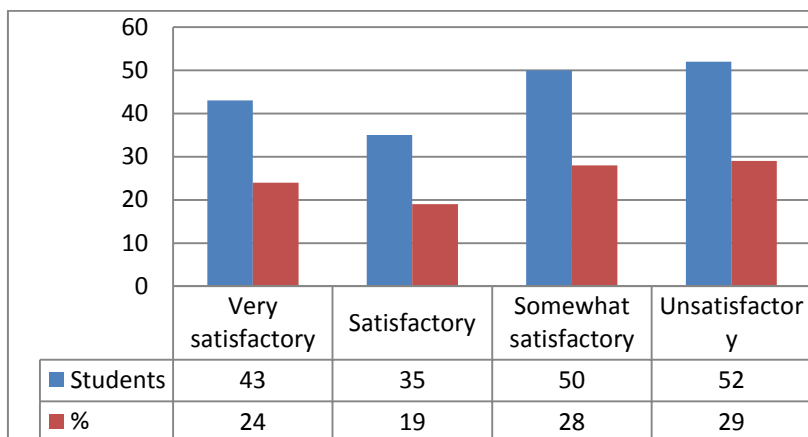
The teacher prepared the topic *Make an offer*, in which the learners had to ask for food, match paragraphs with pictures, and listen for specific information. These activities were very motivating for them, which was evidenced in their active and lively participation in every activity. This shows that when a teacher applies the correct methodology, learners are more involved in the teaching-learning process.

In these observed classes, the teacher prepared the topic, “The Simple Past tense: Irregular verbs”. She used old photographs to describe things and situations in the past; then, the students matched paragraphs with pictures, listened for specific information, and introduced people. These activities were very motivating for them. Students enjoyed and participated in the whole activities, showing that the teacher had prepared a good topic.

However, some indiscipline in the class was noticed. The tutor was explaining the topic while some students were speaking. The tutor could not manage the class. According to Blatchfordet (2002) children in small classes tended to interact with their teachers, the teaching process took place, kids paid attention to teachers, and they were more involved in the teaching-learning process.

In these observed classes, the teacher prepared the topic “I am speaking English”. He introduced people to the group, and then learners had to match paragraphs with pictures, listen for specific information, and describe people. These activities were very motivating to learners. They liked it, and they participated in every activity, which shows that a well-organized class helps promote motivation.

In classes with a large number of students: The activities done allow to practice listening, speaking, reading and writing skills.



Author: Pérez Camuendo Lucía Soraya

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

From the one hundred eighty interviewed students, sixty six of them totally agreed that the activities done allow them to practice listening, speaking, reading and writing skills, which correspond to 37% of the population. Sixty students also agreed with this statement, which correspond to 33% of the population. Forty one students partially agreed with this statement, which correspond to 23% of the population. Meanwhile, thirteen students disagreed with this statement, which correspond to 7% of the population. The teacher wrote on the board the activities for the day: “Reading: Match paragraphs with pictures. Listening: Listen for specific information. Speaking: Introduce people; Talk about where people or things are; Talk about your family. Writing: Write about your family” but, she did not have time to complete those activities because in the speaking activity she took forty minutes to try to listen to all students. It demonstrated that with large groups is difficult to develop the four main skills at the same time.

Lazar (2003) says that grammar, vocabulary and the four skills are more important since the students have to know the basic skills to communicate effectively and being fluent in a foreign language prevents misunderstanding between people of different cultures.

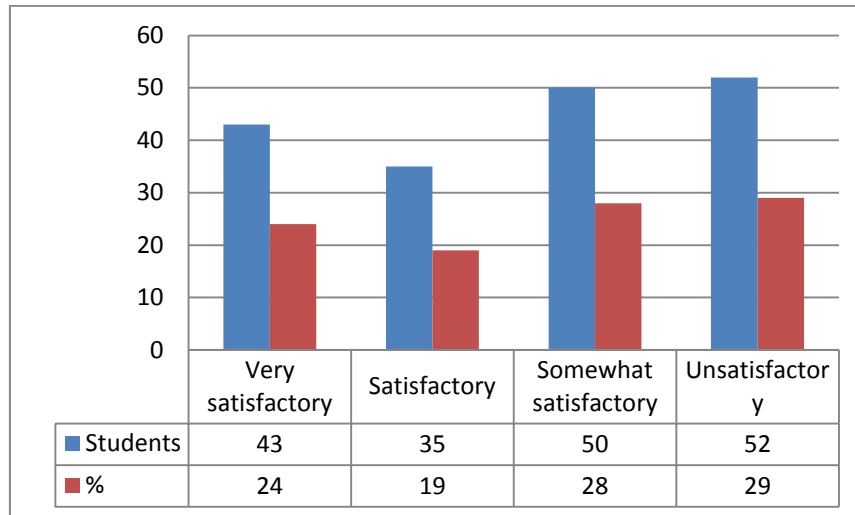
The topic in this class was “Review of the Simple Present”, in which the teacher presented a reading passage about a singer (Adele), and she practiced the verb *be* (am, is, are) with the whole class; however, she did not have time to practice Listening or Reading activities.

The teacher wrote on the board the activities for the day: “Reading: Match paragraphs with pictures. Listening: Listen for specific information. Speaking: Talk about your favorite food. Writing: Write about your favorite food” but, she did not have enough time to complete those activities because, in the speaking activity, it took her forty five minutes just to listen to all the students.

The activities proposed by the teacher in high school were motivating for students; however, students sitting at the back did not work and made jokes that were not related to the subject. The teacher could not control the students at the back. Even when the flashcards presented in class were very interesting and colorful, the students sitting at the back could not see the cards and read the letter on the board.

The topic of the observed class was “Review of the Simple Present Continuous”. The teacher presented a reading passage about some modern singers to the whole class, but he did not have time to practice any listening or reading activities.

In classes with a large number of students: The students are attentive and participate in class activities, including those sitting at the back of the classroom.



Author: Pérez Camuendo Lucía Soraya

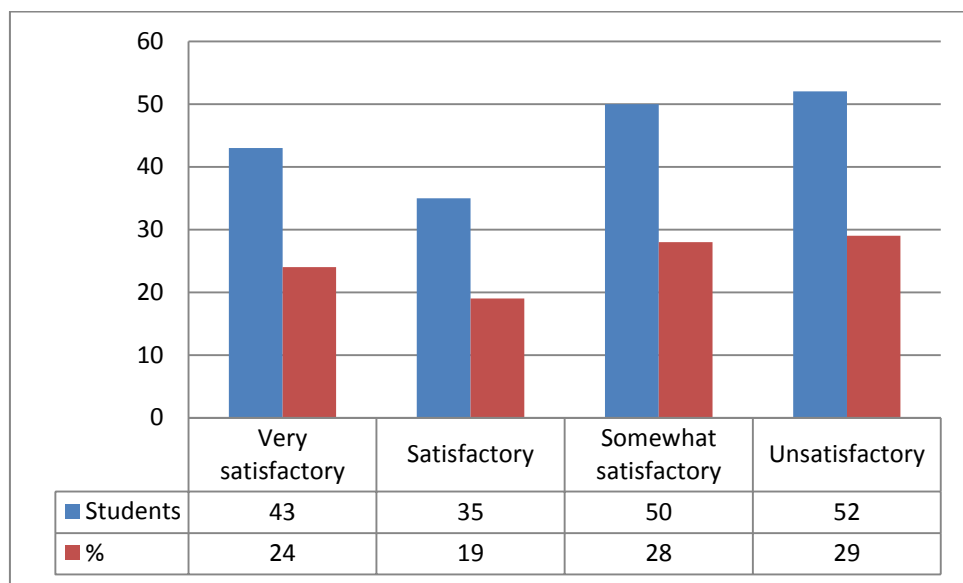
Source: 8th, 9th, 10th of basic education and 2nd, 3rd of senior high school

From the one hundred eighty interviewed students, twenty eight of them totally agreed that they are attentive and participate in class activities, including those sitting at the back of the classroom, which corresponds to 16% of the population. Fifty four students agreed with this statement, which correspond to 30% of the population. Seventy eight students partially agreed with this statement, which correspond to 43% of the population. Meanwhile twenty students disagreed with this statement, which correspond to 11% of the population. The activities proposed by the teacher were motivating for students; however, students sitting at the back did not work and made unrelated jokes. The teacher could not control the students at the back. Harmer (2001) states that communicative activities are a vital part of a teacher's repertoire. Even when the flashcards presented in class were very interesting and colorful, the students sitting at the back could not see the cards and

read the letter on the board. As the other grades, the teacher could not control the students at the back.

Wray (2003) states that to ensure the students' equal participation in classroom interaction, the teacher's collective mode of participation appeared to work as an important tool for promoting the students' view of themselves as legitimate members of the learning community.

In classes with a large number of students: Varied class activities are used such as group, individual, pair-work activities, etc.



Author: Pérez Camuendo Lucía Soraya

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

From the one hundred eighty interviewed students, a hundred nineteen of them totally agreed that varied class activities are used such as group, individual, and pair-work activities, which corresponds to 66% of the population. Forty six students agreed with this statement, which correspond to 25% of the population. Ten students

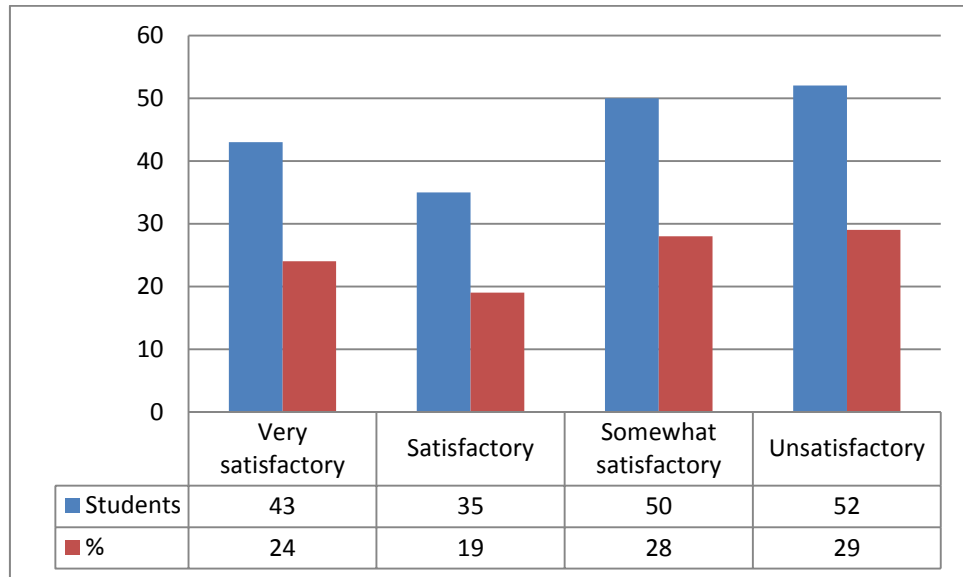
partially agreed with this statement, which correspond to 6% of the population. Meanwhile, five students disagreed with this statement, which correspond to 3% of the population. With the students working in groups in the observed classes the control of the classroom was more manageable for the teacher; she could see and interact with most of the learners.

In this observed class while the students were doing some tasks specially the speaking tasks, the teacher formed groups to talk about and describe personalities. Consequently, a good strategy to control large classes is the use of pair or group work. Brown (2007) mentions set up small “learning centers” in your class where students can do individualized work. Scrivener (2012) agrees with Brown (2007) saying that large classes are likely to benefit from lots of pair and group work because it grants learners the opportunity to use and/or practice the language themselves. Students enjoyed completing the task and presenting it to their classmates. While students were working in groups, the control of the classroom was more manageable for the teacher because she could see and interact with most learners, and they were involved in the learning process.

In the observed classes, while the students were performing their speaking tasks, the teacher formed groups to talk about and describe people. Because students were working in groups, it was easier for the teacher to manage and control the class. This also allowed her to interact with the most of the learners. Consequently, a good strategy to help manage large classes is through pair and/or group work activities.

House (2011) states that when students work together, the opportunities for language use are greatly increased and group task provide a natural and meaningful context for practicing language.

In classes with a large number of students: Activities such as plays, competitions, debates, games, etc. are used in class.



Author: Pérez Camuendo Lucía Soraya

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

Fifty students totally agreed that activities such as plays, competitions, debates, and games were used in class, which corresponds to 29% of the population. Fifty five students agreed with this statement, which corresponds to 31% of the population. Forty students partially agreed with this statement, which corresponds to 22%. Meanwhile, thirty three students disagreed with this statement, which correspond to 18%. It is important to mention that the teacher in eight of basic did not use innovative activities. The book had many ideas but with large groups the tutor has to create new ways to engage students in the teaching learning process. The multiple intelligences were not taking into account. That large class had many learning styles and the teacher did not prepare different strategies to teach prepositions of place.

In this lesson, the teacher used three activities to carry out her lesson: bingo, a memory game, and a mock debate about people's personalities. The multiple intelligences were taking into account in ninth of basic. Therefore, the management of the class is not only to take care of the discipline, but also to innovate in the teaching-learning process.

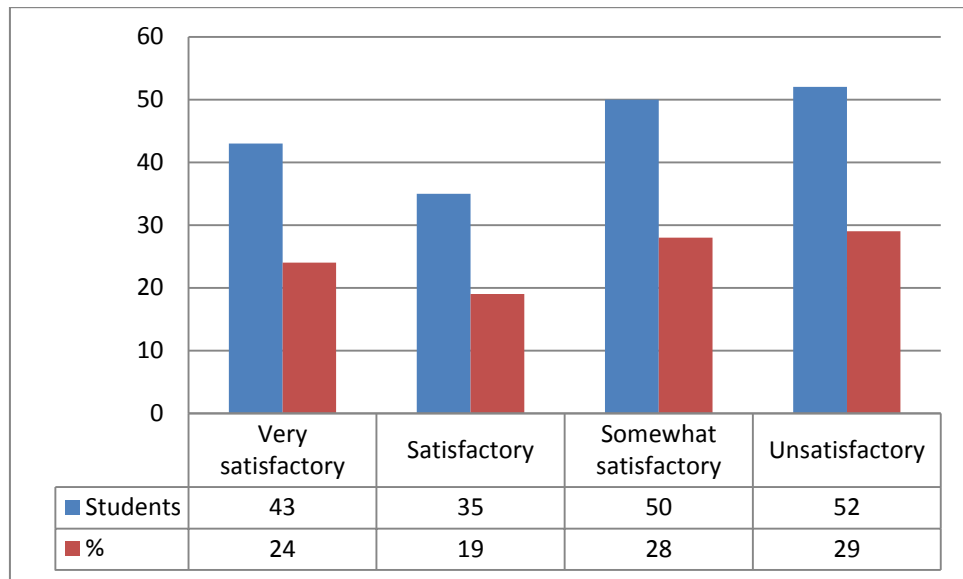
In this grade, while the students were doing the speaking tasks, the teacher formed groups to carry out an oral presentation. With the students working in groups, the control of the classroom was more manageable for the teacher; she could see and interact with most of the learners. In the end, it seemed students enjoyed completing the task and presenting it to their classmates.

It was noticed that the teacher senior high school did not used innovating activities. The book had many ideas, but with large groups the tutor had to create new ways to engage students in the teaching-learning process. The multiple intelligences were not taking into account. That large class had many learning styles and the teacher did not prepare different strategies to address the lesson's objective.

In this class, the teacher used a bingo game, a memory game, and a debate to review people's personalities. Multiple intelligences were taken into consideration for this class. Therefore, classroom management is not only being able to control discipline, but also innovating in the teaching-learning process.

House (2011) mentions that as meaningful communication is the purpose of an English language class, all classroom activities must develop communicative skills.

In classes with a large number of students: Students can cheat during the test.



Author: Pérez Camuendo Lucía Soraya

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

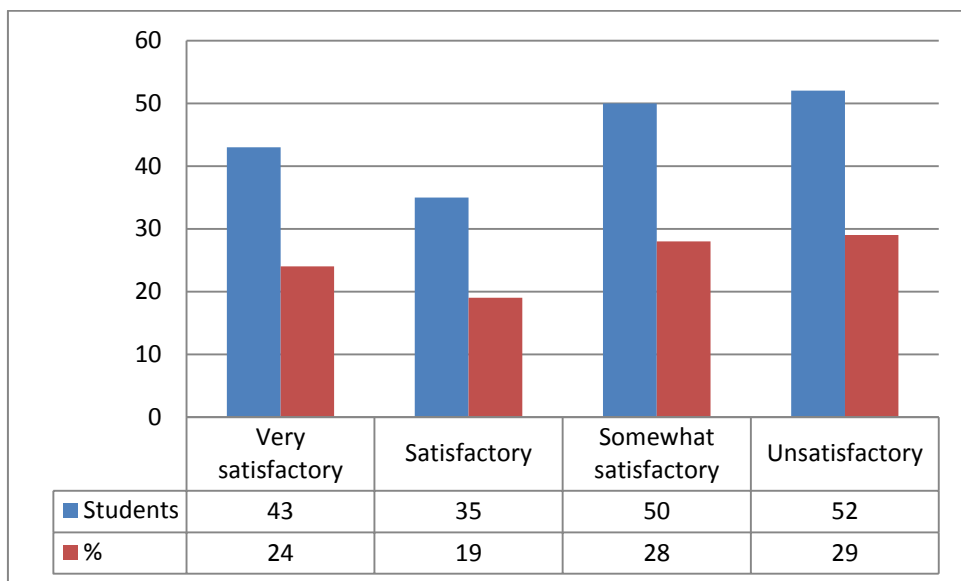
Twelve students totally agreed that they can cheat during the test which corresponds to 7% of the population. Fifteen students agreed with this statement, which corresponds to 8%. Twenty eight students partially agreed with this statement which corresponds to 16%. Meanwhile, one hundred twenty five students disagreed with this statement, which correspond to 69%. Despite the large number of students in this year, it was perceived that students did not talk during the prepositions test, most likely due to the presence of the researcher in the class. But in general students' cheating on the test was not observed.

Despite the large number of students, learners did not talk during the two tests probably due to the presence of the researcher. In this grade, students were not seen cheating during the test.

When the teacher passed the test in this observed grade, the students were cheating all the time. The teacher did not control the group. It was noticed that the test was difficult; some questions were not reinforced prior to the class, which may have caused students to cheat and copy the answers during the test. Therefore, preventing students in a large class from cheating can be a challenging task.

Power (2008) states that deal constructively with the problem of cheating, educators need to understand the causes and conditions that lead to the behavior. Such knowledge could help in determining proper sanctions and finding ways to stem the problem.

In classes with a large number of students: Students get distracted by doing assignments from other subjects.



Author: Pérez Camuendo Lucía Soraya

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

Thirteen students totally agreed that they get distracted by doing assignments from other subjects, which corresponds to 7% of the population. Twenty seven students agreed with this statement, which correspond to 15% of the population. Thirty six students partially agreed with this statement, which corresponds to 20%. Meanwhile, one hundred and four students disagreed with this statement, which correspond to 58%. It is noteworthy to mention that in this year of basic, some of the students completed their homework assignments from other subjects during the class; this was unperceived and unseen by the teacher.

In this observed year of basic, there was not an opportunity to do homework of other subjects because they were involved in the teaching-learning process. The assignments created by the teacher were interesting. She used lots of age-appropriate flashcards, current songs, and TPR activities, which engaged learners throughout the class.

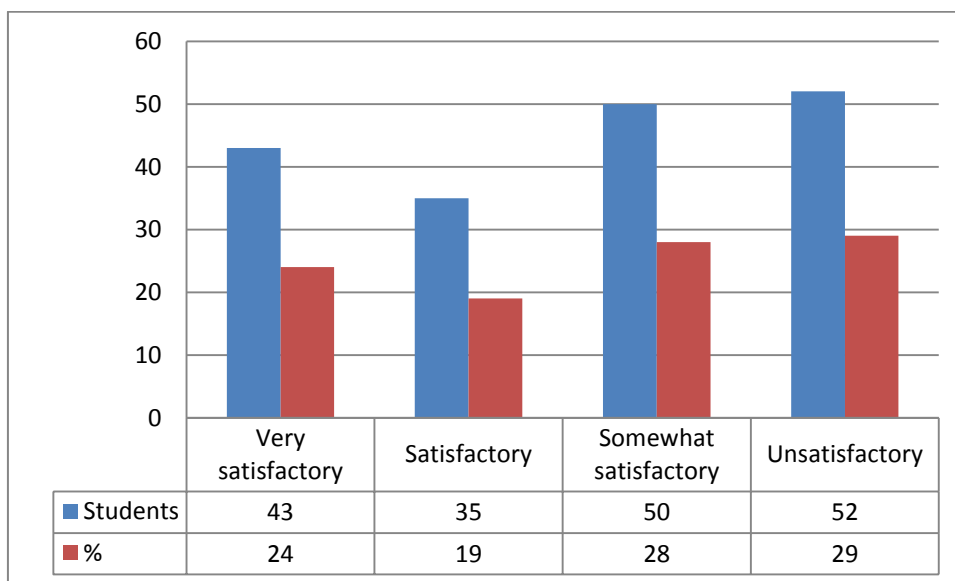
In this grade, there was an opportunity to do assignments of other subjects. Therefore, in large classes, avoiding students from doing assignments from other subjects presents a challenge.

In another course, students were doing different tasks about Social Studies, Math, Science, etc. Teacher did not notice the development of those tasks.

Opportunities to do homework from other subjects did not present themselves because students were involved in the teaching-learning process. The classroom assignments created by the teacher were interesting. He used a lot of age-appropriate flashcards, current songs, and TPR activities, allowing learners to be engaged

throughout the class. Consequently, when learners are involved in the learning process, they do not have time to do different assignments.

In classes with a large number of students: The seating arrangement facilitates the tasks that are carried out in class.



Author: Pérez Camuendo Lucía Soraya

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

Sixty students totally agreed that the seating arrangement facilitates the tasks that are carried out in class which corresponds to 33% of the population. Sixty eight students agreed with this statement, which correspond to 38% of the population, thirty nine students partially agreed with this statement, which corresponds to 22%. Meanwhile, thirteen students disagreed with this statement, which correspond to 7%. It was perceived that the size of the class affected the teaching-learning process and the development of the assignments. A problem appeared when there was not enough space in the classroom. Consequently, students in eight gradedid not have enough space to move and do TPR activities or develop group work. According to Hayes

(1997) the arrangement of the class in groups serves these purposes more effectively, but this would require a high degree of class control.

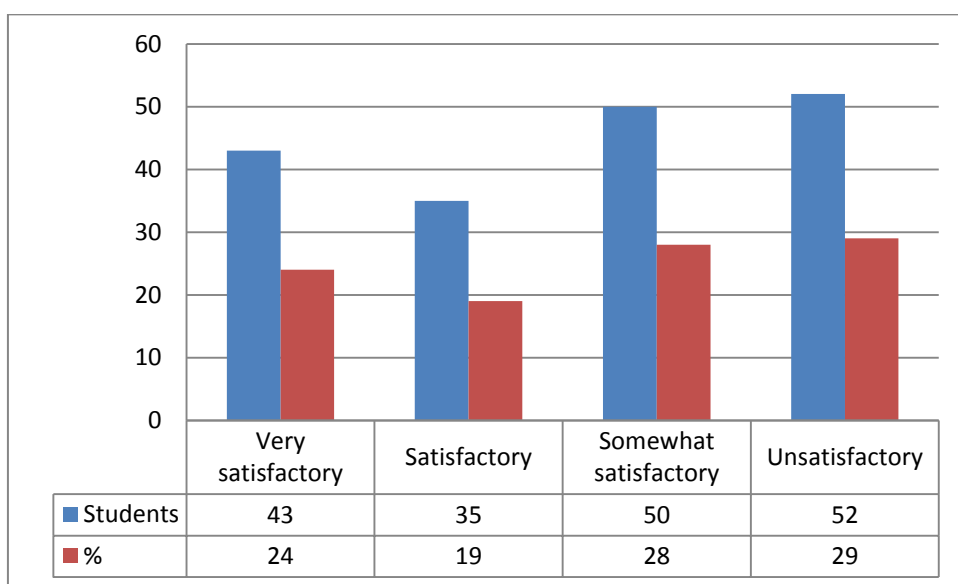
During this class, its large size seemed to have affected the teaching-learning process and the development of the assignments. A problem appeared when there was not enough space in the classroom. Consequently, students in this course did not have enough space to move and do TPR activities or develop group work activities. Fielder (1954) says that it is clear that the association between student achievement and class size is deeply rooted. In the same way, Hacsı (2002) declares that most parents and teachers firmly believe that reducing class size will lead to improved student achievement.

Due to the large size of students in the observed class, the teaching-learning process and the development of the assignments were affected. For instance, not having enough space in the classroom to carry out the activities presented a problem. Consequently, students did not have enough space to move and do TPR activities or develop group work. According to Hayes (1997), the arrangement of the class in groups serves most of these purposes best and this would require a high degree of class control. Eggen (1989) establishes that the environment must be arranged so all the students can see the board, and other instructional aids all the time.

It was perceived that the large size of the class affected the teaching-learning process as well as and the development of the assignments. A problem appeared when there was not enough space in the classroom. Consequently, students did not have enough space to move and to do TPR activities or develop group work.

The large number of students in senior high school affected the teaching-learning process as well as the development of the assignments. Learners could not move about freely or develop group work activities comfortably.

In classes with a large number of students: Students cannot receive regular feedback from the teacher due to the large number of students.



Author: Pérez Camuendo Lucía Soraya

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

Twenty nine students totally agreed that they cannot receive regular feedback from the teacher due to the large number of students, which corresponds to 16% of the population. Forty four students agreed with this statement, which correspond to 24% of the population. Sixty one students partially agreed with this statement, which corresponds to 34%. Meanwhile, forty six students disagreed with this statement, which correspond to 26%. In this observed class, the teacher did not encourage students' interaction either by pair or group work; the teacher did not offer chances for learners to understand the topic, "Prepositions of place". Students did not have

meaningful feedback from the instructor, so they did not reinforce the acquired knowledge. In this large class, the teacher could not make a positive feedback because she did not have time to check all the students' responses and she did not adapt new strategies in class. Dunn (2009) states that classes must be small to ensure ample opportunities with sufficient feedback.

In this grade, the teacher encouraged students' interaction either by pair or group work, the teacher offered chances for learners to understand the topic "Possessive pronouns". Students had meaningful feedback from the tutor, so the teenagers reinforced the acquired knowledge. In this large class, the teacher gave positive feedback because she had different strategies to check all the students' responses. She did a short conversation activity about the topic of *possessives* with students in pairs, and she played memory and guessing games with flash cards. While students were working, she was correcting mistakes and answering students' questions. Stronge (2007) explains that effective teachers provide feedback in an appropriate manner and ensure that relates specifically to the criteria of the task. Likewise, Maxom (2009) explicates one of the keys to a successful activity in the classroom is the way you give instructions.

In this observed class, the teacher did not encourage students' interaction either by pair or group work; the teacher did not offer learning opportunities to understand the topic "Expressions of quantity". Students did not have meaningful feedback from the tutor, so they were unable to reinforce the acquired knowledge. In this large class, the teacher could not make a positive feedback because she did not have time to check all the students' responses and she did not adapt new strategies in class.

In another grade, the teacher encouraged students' interaction either by pair or group work and offered learners plenty of opportunities to understand the aim of the class ("Expressing preferences"). Students had meaningful feedback from the tutor, so the teenagers reinforced the acquired knowledge. In this large class, the teacher made a positive feedback because she had different strategies to check all the students' responses. He did a short conversation activity with students in pair about accept or reject suggestions, she played memory games and played guessing games with flash cards while students were working she was correcting mistakes and solving student's questions.

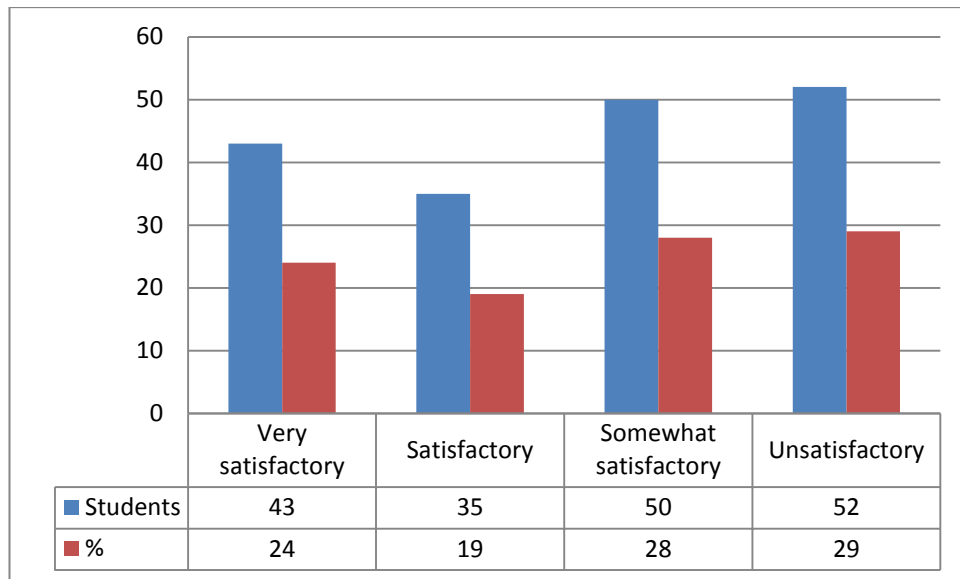
Chart two: What social implications do large classes have on the teaching-learning process?

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		F	%	F	%	f	%	F	%	F	%
10.	There is a proper balance of student-student and teacher-student interaction.	60	33	73	41	38	21	9	5	180	100
11.	Students have the opportunity to build relationships with their classmates.	76	42	59	33	35	19	10	6	180	100
12.	The teacher has problems remembering all the students' name.	54	30	48	26	46	26	32	18	180	100
13.	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	41	23	68	38	47	26	24	13	180	100
14.	It is easier for students to use their cellphone or any other mobile device without seen by the teacher.	23	12	25	14	37	21	95	53	180	100

Author: Pérez Camuendo Lucía Soraya

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

In classes with a large number of students: There is a proper balance of student-student and teacher-student interaction.



Author: Pérez Camuendo Lucía Soraya

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

As we can see in chart two, from the one hundred eighty interviewed students, sixty of them totally agreed that there is a proper balance of student-student and teacher-student interaction which correspond to 33% of the population. Seventy three students agreed with this statement, which correspond to 41% of the population. Thirty eight students partially agreed with this statement, which correspond to 21% of the population. Meanwhile, nine students disagreed with this statement, which correspond to 5% of the population. In eight of basic, the objective was talking about where people are from. McMahon (1997) states that learning should be a social and collaborative activity. In this large class, the students exchanged different skills and information which allowed them to interact in a natural context and specially enjoy the class. The advanced students answered most of the questions in the class, and the teacher interacted only with these advanced students while the rest of the classroom did not participate in the activity.

In this observed class, the aim was to identify people from descriptions. Students were noticed exchanging different skills and information, which allowed them to interact and enjoy the class. The advanced students answered questions in the class, and the teacher interacted with them continuously. Because she was worried about the underperforming students, the teacher delegated high-level students to help them. Consequently, in large classes, this could be an effective strategy to engage low-level learners in the process.

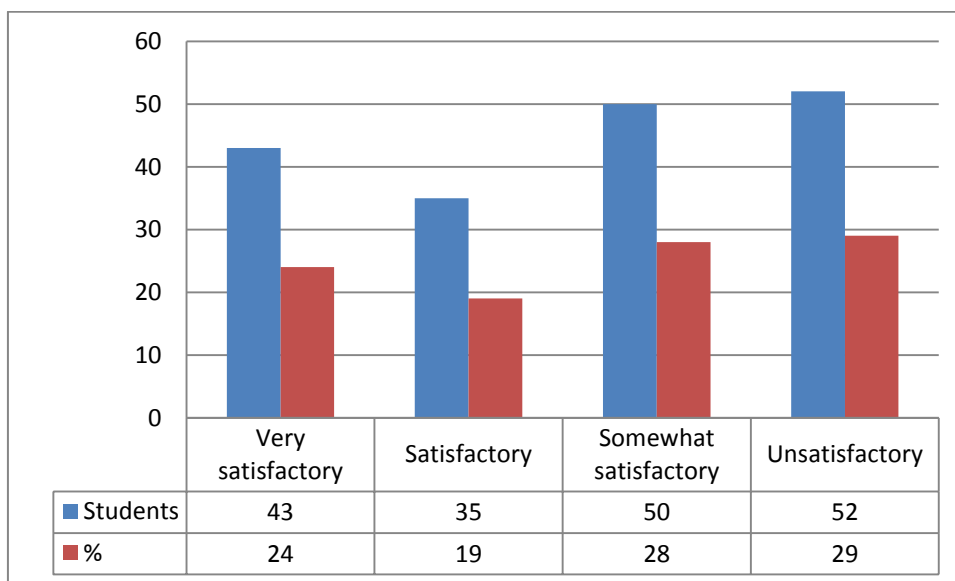
It was noticed that students exchanged different ideas and information, which allowed them to interact in a natural setting and to appreciate the class. The more advanced students answered most of the questions in the class, and the teacher interacted with them all the time while the rest of the classroom did not participate in active learning activities.

In senior high school, the objective was to use verbs in the past form (irregular). In this large class, the students exchanged different ideas and information, which allowed them to interact in a natural context and enjoy the class. The advanced students answered most of the questions in the class, and the teacher interacted all the time with them while the rest of the classroom did not participate in the activities.

In another grade, students exchanged different ideas and information, which allowed them to interact in a normal situation and like the class. The teacher interacted with all the students in the class and allowed both the strong and weak students to participate. The teacher paid a bit more attention to low-level students and also had higher-level students help them as well. Consequently, in large class the

help of advance students is a good strategy to engage low English level learners in the process.

In classes with a large number of students: Students have the opportunity to build relationships with their classmates.



Author: Pérez Camuendo Lucía Soraya

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

Seventy six students totally agreed that they have the opportunity to build relationships with their classmates which corresponds to 42% of the population. Fifty nine students agreed with this statement, which correspond to 33% of the population. Thirty five students partially agreed with this statement, which corresponds to 19%. Meanwhile, ten students disagreed with this statement, which correspond to 6%. In all the observed classes, it was noticed that students developed many relationships with their classmates. They cooperated with each other, they were friendly especially with female students, and they developed many social skills. They also compared

answers and corrected mistakes and exchanged information about the topic of the class.

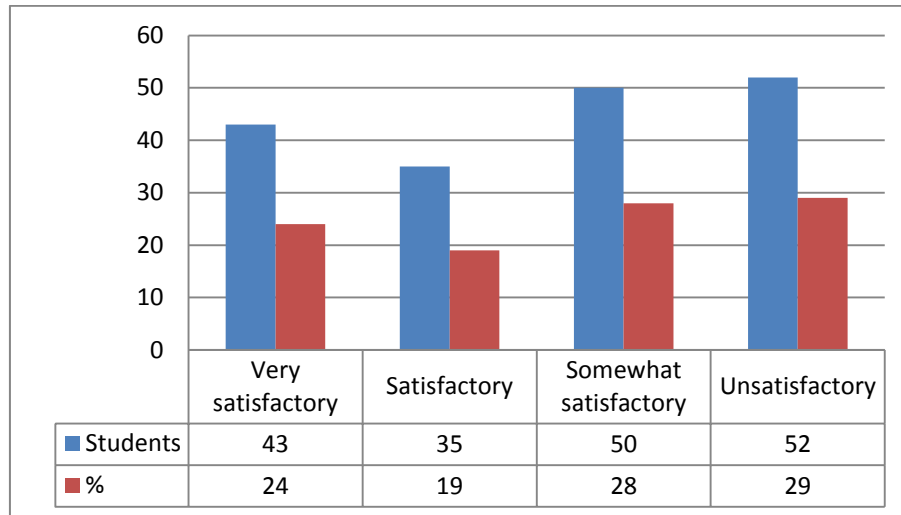
In each of the observed classes, students developed many relationships with their classmates every day. They cooperated with each other and they developed many social skills. It was noticed that in large classes the communicative skill can be developed if the teacher manages the group with innovative activities.

In all the observed classes, students developed many relationships with their peers every day. They cooperated with each other, and they were friendly to each other, particularly to female students. They also shared information about expressions of quantity and exchanged information from the topic. As we can see, it is possible to carry out oral activities in large classes.

Therefore, if the teacher manages a large group of students with innovating activities, developing communicative language skills is feasible.

Fraser (2012) says that although some of my classes are large I try to develop a learning environment that is based on relationships, trust and knowing and interacting with each student on a regular basis.

In classes with a large number of students: The teacher has problems remembering all the students' name.



Author: Pérez Camuendo Lucía Soraya

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

Fifty four students totally agreed that the teacher has problems remembering all the students' names, which corresponds to 30% of the population. Forty eight students agreed with this statement, which correspond to 26% of the population. Forty six students partially agreed with this statement, which corresponds to 26%. Meanwhile, thirty two students disagreed with this statement, which correspond to 18%. The teacher was asking information questions about the use of *these, this, that, and those*. When she asked different questions, she did not remember the names of the 40% of students in the class. Students were not motivated because the teacher did not remember their names and they did not like to participate actively. They said that the teacher did not care about them.

In another grade, the activity was listening for specific information and to complete a chart. When she asked different questions, she did not remember the

names of the 30% of students in the class. Students were not motivated because the teacher did not remember their names and they did not like to participate actively.

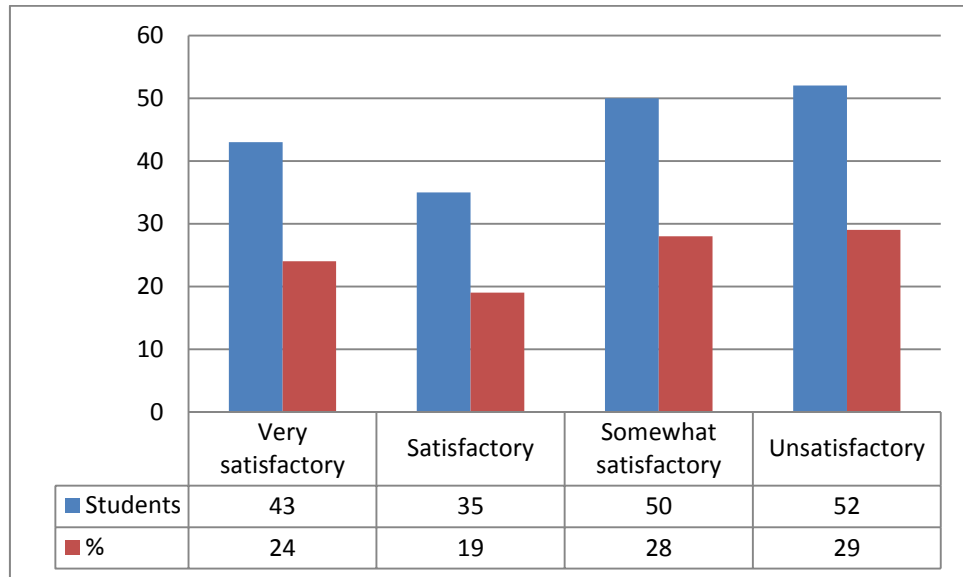
In this year of education, the teacher used “expressions of quantity” in sentences. When she asked different questions, she did not remember the names of the 60% of students in the class.

During this class, the teacher and students played a “memory game” to review the past form of irregular verbs. When it was a student’s turn to speak, at times, the teacher could not remember some of their names. When she asked different questions, she did not remember the names of 60% of her students. Students were not interested because the teacher did not remember their names, and they did not want to contribute in class.

In this observed class, the activity was listening for specific information to complete a chart. When the teacher asked different questions, she did not remember the names of approximately 30% of the students in the class, causing motivation levels to decrease and students to become more unwilling to participate

Fraser (2012) states that valuing students and the essence of which they are means that we attend to small things in addition to larger issues. Some of the “small” things include getting names right.

In classes with a large number of students: The atmosphere is less stressful since the teacher does not ask several questions to the same student.



Author: Pérez Camuendo Lucía Soraya

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

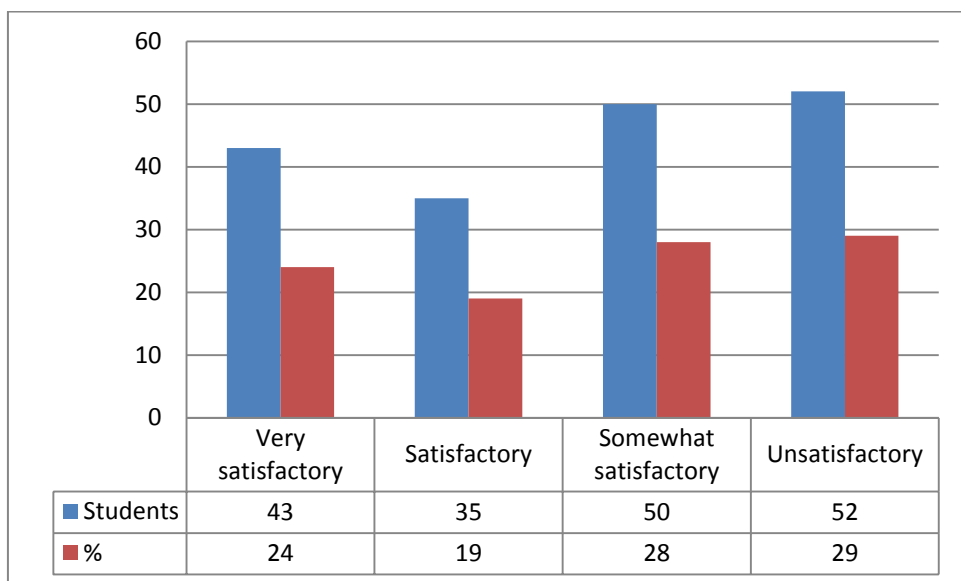
Forty one students totally agreed that the atmosphere is less stressful since the teacher does not ask several questions to the same student which corresponds to 23% of the population. Sixty eight students agreed with this statement, which correspond to 38% of the population. Sixty eight students agreed with this statement, which correspond to 38% of the population. Forty seven students partially agree with this statement, which corresponds to 26%. Meanwhile, twenty four students disagreed with this statement, which correspond to 13%. In eight of basic, the students showed an attitude of relax in the classroom because they did not answer many questions asked by the teacher. The social interaction in the classroom is very important to engage students; otherwise, they will benefit from the learning process.

The students showed an attitude of relax in the classroom because they did not answer many of the questions asked by the teacher or even their classmates.

In some classes the students were not relaxed in the classroom because they had to answer many of the questions raised by the teacher. Sometimes the social interaction in the classrooms was very stressful.

Wagner (2009) says that the teacher may have to make an extra effort to solve the problems and get the students working together. Pairing incompatible students to work on projects in which they must rely on each other may be an excellent thing to do.

In classes with a large number of students: It is easier for students to use their cellphone or any other mobile device without seen by the teacher.



Author: Pérez Camuendo Lucía Soraya

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

Twenty three students totally agreed that it is easier for students to use their cellphone or any other mobile device without seen by the teacher which corresponds to 12% of the population. Twenty five students agreed with this statement, which correspond to 14% of the population. Thirty seven students partially agreed with this

statement, which corresponds to 21% of the population. Meanwhile, ninety five students disagreed with this statement, which correspond to 53% of the population. In this year, devices such as cell phones or tablets of any kind were not observed. In this perceived class, the presence of technological gadgets was not observed. Perhaps, the presence of the researcher inhibited students from using them.

In another grade, the presence of many gadgets such as cellphones and small radios was noticed by the researcher but unnoticed by the teacher. In large classes, it is very difficult to control the use of cellphones because their use tends to go unnoticed by teachers.

In general, it was observed that the teacher was unable to pay attention to all the students, which caused other students to become more uninterested and to stop working on class-related tasks.

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

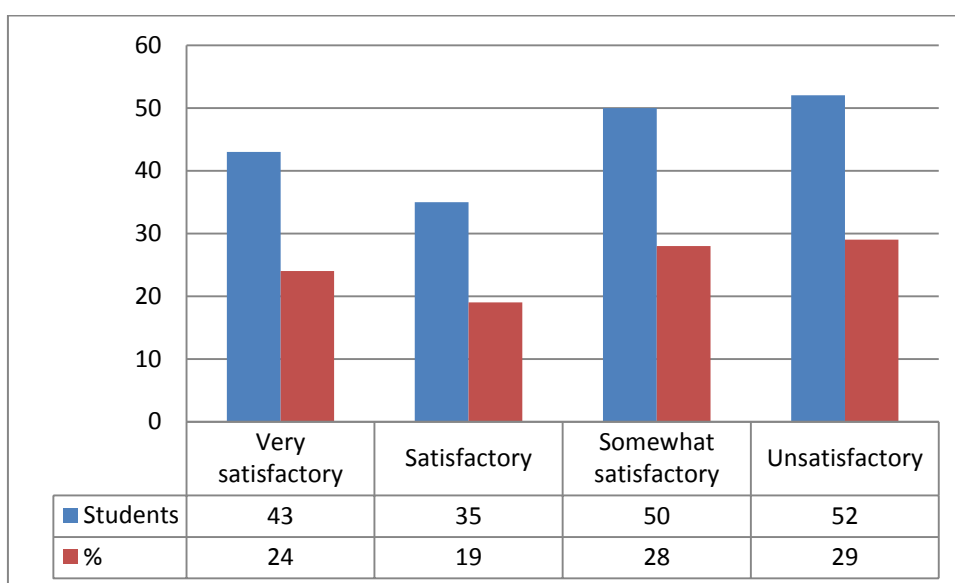
N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	F	%	f	%	F	%	F	%
15.	The atmosphere is stressful	54	30	39	22	51	28	36	20	180	100
16.	Students feel inhibited when speaking in front of the rest.	61	34	51	28	36	20	32	18	180	100
17.	Students do not have the opportunity to express their opinions.	29	16	62	35	53	29	36	20	180	100
18.	Students do not like to participate because they feel afraid.	44	24	48	27	47	26	41	23	180	100
19.	The teacher does not pay equal attention to al his/her students.	52	29	50	28	34	19	44	24	180	100
20.	Students feel they can act competitively	71	39	52	29	37	21	20	11	180	100

	with other students.										
21.	Students feel relaxed because they can go unnoticed.	43	24	35	19	50	28	52	29	180	100

Author: Pérez Camuendo Lucía Soraya

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

In classes with a large number of students: The atmosphere is stressful.



Author: Pérez Camuendo Lucía Soraya

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

As we can see in chart three, from the one hundred interviewed students, fifty four of them totally agreed that the atmosphere is stressful, which correspond to 30% of the population. Thirty nine students agreed with this statement, which correspond to 22% of the population. Fifty one students partially agreed with this statement, which correspond to 28% of the population. Meanwhile, thirty six students disagreed with this statement, which correspond to 20% of the population. The topic in this year of basic was “The Simple Present Tense” (to-be). When the teacher presented a poster about professions around the world and the use and examples of the verb *to be* in its forms *am*, *is*, and *are*, students were listening to the teacher. However, the

teacher was the center of the lesson, but the students did not have any role in the class; they were just passive spectators, not concerned about completing the classroom assignment.

In another class the topic was “The Simple Present Tense” using the verb *to be*. The teacher presented a song with activities in the present simple tense with the verb *to be*. Students were engaged the whole class and played a central role in the lesson. They were active spectators and concerned about competing with one another. Consequently, the atmosphere in the large classes is better when many strategies are applied with learners.

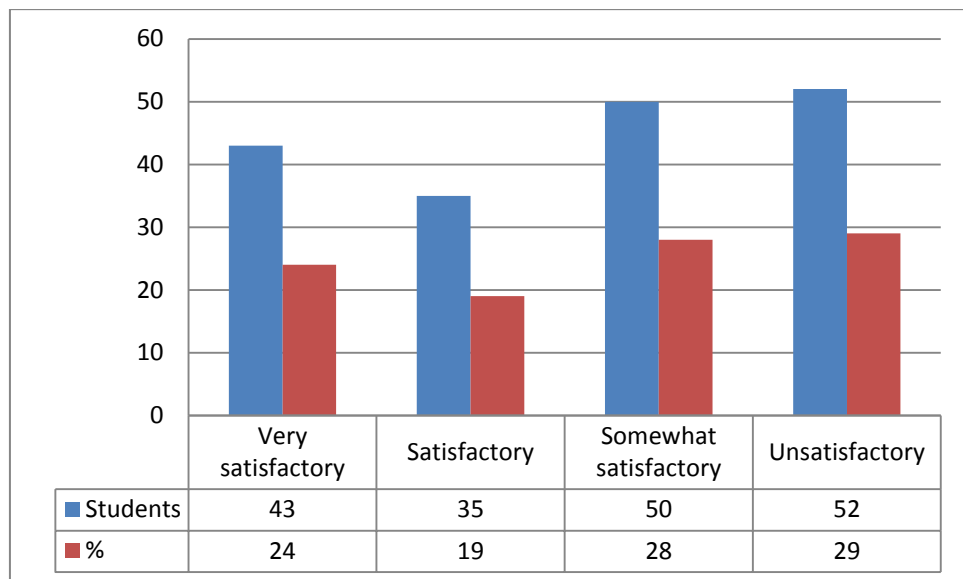
The topic for another year of basic was “Foods at the Supermarket”. When the teacher presented a poster about foods around the world and the use of *expressions of quantity* with some examples, it was noticed that the students were listening to the teacher; however, she was the center of the lesson, and students did not have any role in the class—they were just passive spectators and were not concerned about competing with one another. Consequently, the atmosphere in large classes negatively affects learners because they do not strive or are compelled to learn.

These activities were not develop correctly because there are many ways to show the use of different contents through games or dramatizations. If the class is large, many strategies need to be to help students attain knowledge, to attract student’s attention, and to promote classroom participation. As teenagers they do not engage in the learning process, they need motivation and interaction; otherwise, they will not make an effort.

The topic for this grade was “Guessing the meaning of vocabulary words”. When the teacher presented a song containing new vocabulary words, the students were listening to the teacher. This was a fun activity where the teacher and the students were the center of the lesson.

Hue (2008) states that classroom management involves teachers steering and coordinating a complex environment for the purpose of effective learning and teaching. Consequently, the atmosphere in large classes is better when the teacher makes use of a variety of strategies with learners.

In classes with a large number of students: Students feel inhibited when speaking in front of the rest.



Author: Pérez Camuendo Lucía Soraya

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

Sixty one students totally agreed they feel inhibited when they speak in front of the rest, which corresponds to 34% of the population. Fifty one students agreed with this statement, which correspond to 28% of the population. Thirty six students

partially agreed with this statement, which corresponds to 20%. Meanwhile, thirty two students disagreed with this statement, which correspond to 18%. In this year, the low level of English that students had was noticed. Because of their low levels of language knowledge and proficiency, students were unable to carry out the task the teacher had prepared. Therefore, students also felt inhibited when having to speak in front of the class.

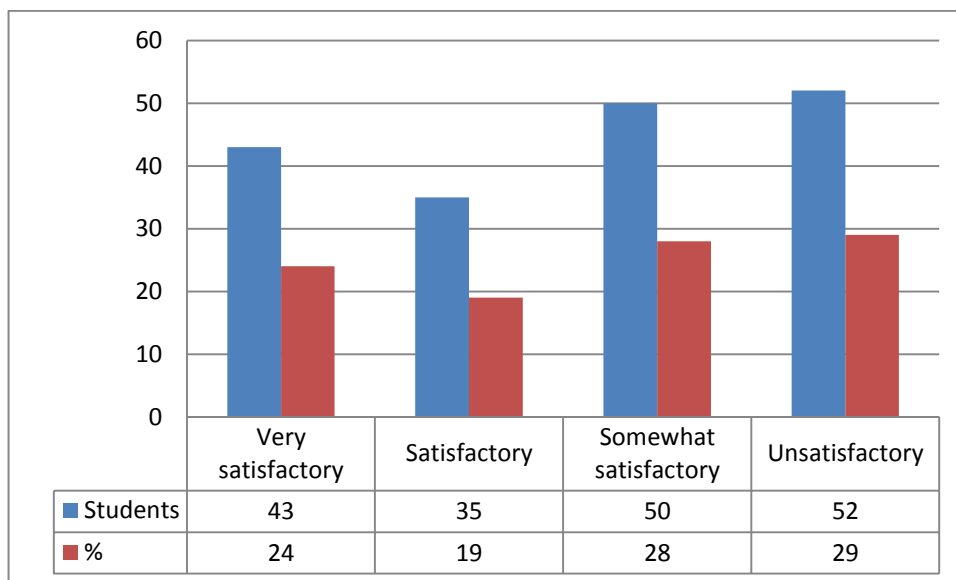
An important factor detected in the observed class was students' low level of English proficiency. However, the teacher used varied activities for different learning styles. Some students felt inhibited when they had to speak in front of the class because of their low language level, but the teacher tried to keep working with the whole class despite their different English levels.

In this class, students' low levels of English proficiency were noticed, which limited their classroom performance. Hence, students felt inhibited when they speak in front of the class because of their low level.

In this year, learners' low levels of English ability were observed, which limited their classroom routine. So, students felt repressed when they speak in front of the course.

In the perceived classes, low levels of English proficiency were observed. However, the teacher used varied activities for different learning styles. Some students felt inhibited when they spoke in front of the class because of their low English level, but the teacher was concerned to keep working with the whole class despite the different levels.

In classes with a large number of students: Students do not have the opportunity to express their opinions.



Author: Pérez Camuendo Lucía Soraya

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

Twenty nine students totally agreed that students do not have the opportunity to express their opinions, which corresponds to 16% of the population. Sixty two students agreed with this statement, which correspond to 35% of the population. Fifty three students partially agreed with this statement, which corresponds to 29%. Meanwhile, thirty six students disagreed with this statement, which correspond to 20%. In this observed class; the teacher prepared the topic, Where is your family from? The teacher used material about famous artists in the USA, so the students understood all the information presented. Then, she asked main information about other famous artists, and the learners were motivated to answer those questions. Nevertheless, not all the learners had time to talk about that interesting topic. Consequently, in large classes, students do not have the opportunity to express their ideas.

In another class, the teacher prepared the topic “Talk about yourself”, with interesting material about her life as a model for students to understand. She asked main information about different students and the learners were motivated to answer those questions nevertheless, not all the teens had time to talk about that interesting topic.

The next class the teacher prepared the topic “At the Supermarket” and brought interesting material about markets in Ecuador and all the students understood the information presented. Then, she asked for main information about students’ favorite food, and the learners were motivated to answer those questions; nevertheless, not all the students had time to talk about that interesting topic.

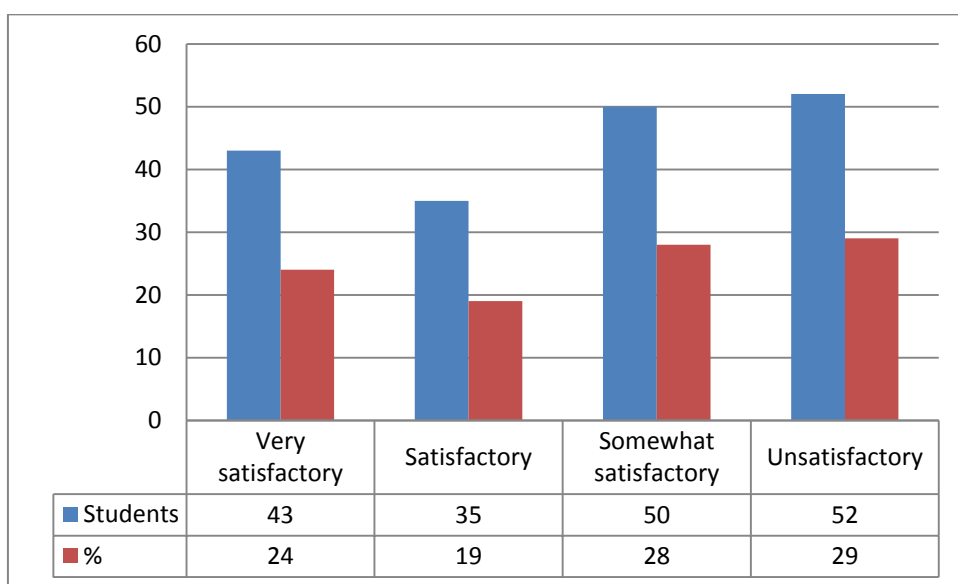
In this class, the teacher formed pair groups and the students had to create a dramatization of how to respect rules in class. The activity was funny, but not all the students had time to do their presentation. The teacher did not listen to the whole groups.

In another observed class, the teacher prepared the topic “Guess new words”. The teacher gave personal examples, so the students could understand what to do. He asked main information about different students and new vocabulary words, and the learners were motivated to answer those questions; nevertheless, students did not have enough time to talk to complete the task successfully.

Bender (1994) says that it is important to circulate about the room before or after classes, talking to the students about how they are doing and answering their questions.

Consequently, in large classes, students do not have enough opportunities to express their thoughts or give their opinions. They do not have enough occasions to declare their ideas.

In classes with a large number of students: Students do not like to participate because they feel afraid.



Author: Pérez Camuendo Lucía Soraya

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

Forty four students totally agreed that students do not like to participate because they feel afraid, which corresponds to 44% of the population. Forty eight students agreed with this statement, which correspond to 27% of the population. Forty seven students partially agreed with this statement, which corresponds to 26%. Meanwhile, forty one students disagreed with this statement, which correspond to 23%. In this observed class, the teacher presented the use of the articles “a” and “an” in sentences through a poster with many pictures and the grammar rule. The teacher’s explanation was clear and some students participated by giving their own

examples. Students were able to create new sentences on the board. Despite understanding the topic, some students did not participate actively. They understood the information but they said that they did not like to answer every question because there were other students in the class that were able to participate.

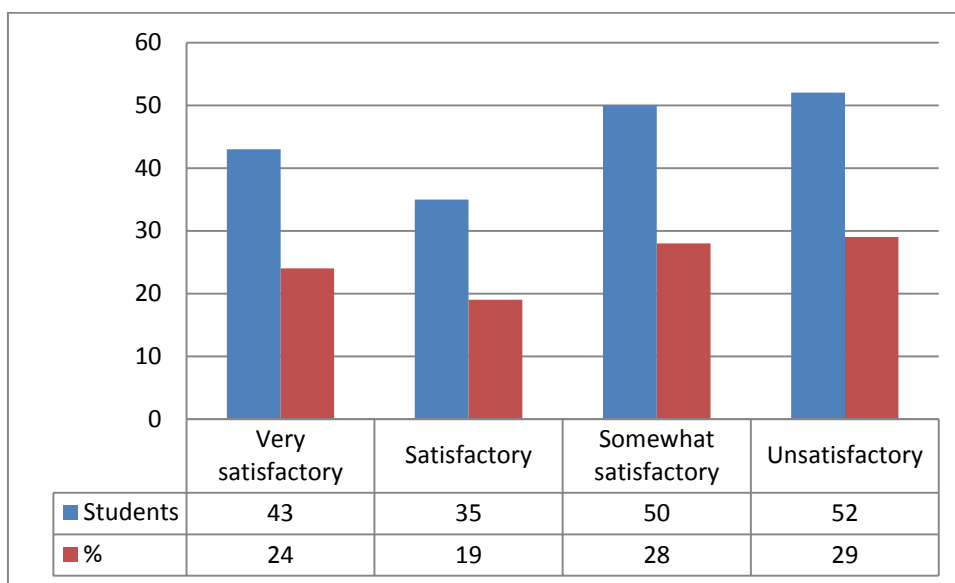
The next class, the teacher presented the use of *Do* and *Does* in questions through a poster containing many pictures and the grammar rules. The teacher's explanation was clear, and some students participated by giving examples of their own. Students were able to create new sentences on the board. Despite understanding the topic, some students did not participate actively. They understood the information, but they said that they did not like to answer every question because there were many other students in the class that would. They took advantage of the large size of the class to avoid having to participate as much and as often as other students, thus enabling a lax, carefree classroom environment where not all students have to contribute.

In the period observed, the teacher explained *expressions of quantity* by using a poster that contained pictures and by giving examples. Her explanation was clear, which was then evidenced when students' gave their own examples using *expressions of quantity* correctly. Students were also able to create new sentences on the board without any trouble. Despite understanding the topic, some students did not participate actively. Therefore, in the class, the setting was comfortable for passive learners. Bell (2001) says when we talk about multilevel English classes; we tend to focus on the variation in the students' control of the language. On the other hand Brown (2007) says hardly a teaching day goes by in this profession without someone

referring to students' proficiency levels with the terms "beginning," "intermediate," or "advanced."

In another lesson, the teacher used flashcards with adjectives, a poster, mimicry, and a guessing game. The teacher's explanation was clear, and some students gave correct examples. Students were able to create new sentences and to read them to the class. Despite understanding the topic, some students did not participate actively. They understood the information, but they said that they were reluctant to participate because the teacher usually relied on other people to provide answers to her questions.

In classes with a large number of students: The teacher does not pay equal attention to all his/her students.



Author: Pérez Camuendo Lucía Soraya

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

Fifty two students totally agreed that the teacher does not pay equal attention to all students, which correspond to 29% of the population. Fifty students agreed with this statement, which correspond to 28% of the population. Thirty four students partially agreed with this statement, which corresponds to 19%. Meanwhile, forty four students disagreed with this statement, which correspond to 24%. In eight of basic, a student was sleepy and the teacher did not notice him. It seemed the topic—which was about forming information questions with professions—was not interesting for the students. During the class the teacher was interacting with specific students and the other students were joking or talking. For this reason, it was noticed that in large classes the teacher does not always pay equal attention to all the students.

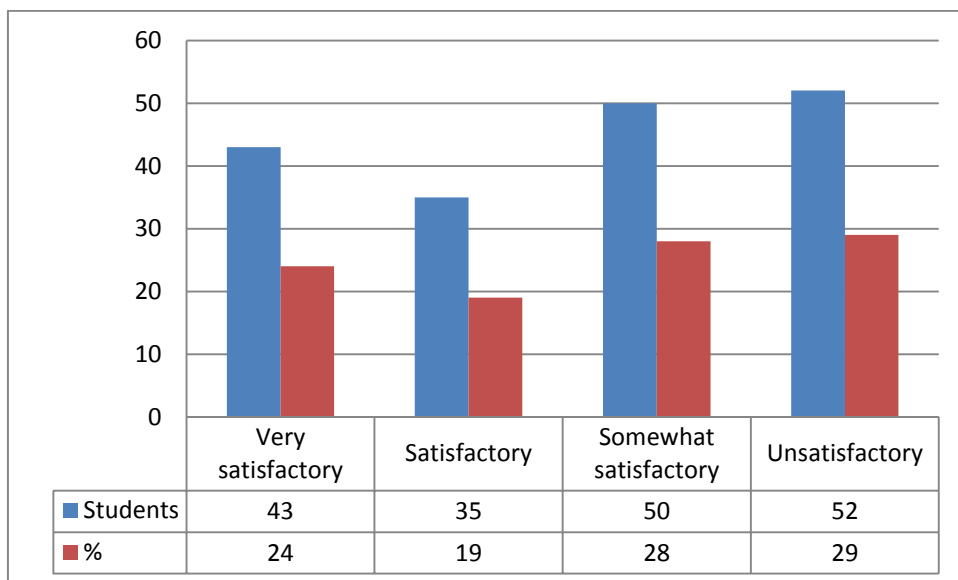
During the observed classes, the teacher tried to relate with all the learners, but it was very difficult because she did not have enough time to develop students' speaking skills.

During the observed classes, the teacher interacted with a few students who seemed to be interested while other students were joking or talking.

In senior high school, there were several uninterested students, probably because the topic was uninteresting (classroom rules writing).

During the whole classes in senior high school, the teacher tried to speak with all the students, but it was very challenging considering the number of students in the class.

In classes with a large number of students: Students feel they can act competitively with other students.



Author: Pérez Camuendo Lucía Soraya

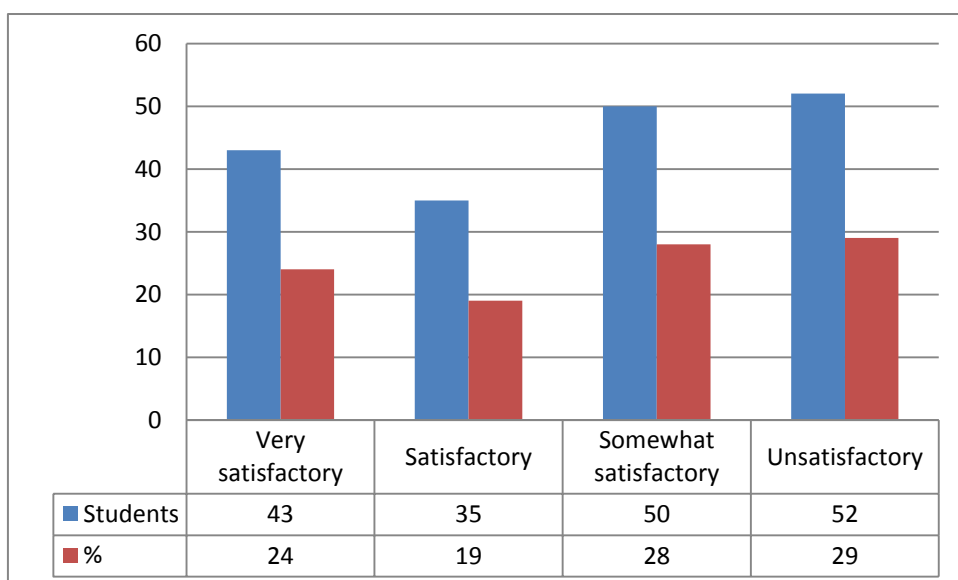
Source: 8th, 9th, 10th of basic education and 2nd, 3rd of senior high school

Seventy one students totally agreed that they feel they can act competitively with other students which correspond to 39% of the population. Fifty two students agreed with this statement, which correspond to 29% of the population. Thirty seven students partially agreed with this statement, which corresponds to 21%. Meanwhile, twenty students disagreed with this statement, which correspond to 11%. In all the observed classes, students were motivated to learn English when the topic was interesting according to their age. When TPR activities were done, they were very competitive and tried to answer any question; however, the physical space was not appropriate for them. When the teacher was doing competitive activities, there was no time to cheat or bother in class; yet controlling discipline was very hard. Harmer agrees with Richards (2001) TPR is a language teaching method built around the coordination of speech and action.

In the observed classes, teenagers were motivated to learn English when the topic was interesting and age appropriate. When TPR activities were done, scholars were very competitive and tried to answer every question; however, the physical space was not appropriate to carry out these activities. When the teacher was carrying out competitive tasks, there was no time to cheat or bother in class, yet controlling discipline was challenging.

When activities that involved students to be more active were done, they were very competitive and tried to answer every question; however, the physical space was not appropriate for these kinds of activities. Though having to control students and keep down the noise may present a challenge, these kinds of activities makes it more difficult for students to be disruptive in class.

In classes with a large number of students: Students feel relaxed because they can go unnoticed.



Author: Pérez Camuendo Lucía Soraya

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

Forty three students totally agreed that they feel relaxed because they can go unnoticed, which correspond to 24% of the population. Thirty five students agreed with this statement, which correspond to 19% of the population. Fifty students partially agreed with this statement, which corresponds to 28%. Meanwhile, fifty two students disagreed with this statement, which correspond to 29%. In all the observed classes even though the teacher could not pay attention to all the students and seemed to be struggling to get them all involved, some students were very relaxed because the teacher could not pay attention to the whole group.

The teacher could not pay attention to all the students, and she seemed to have difficulty controlling the classroom discipline. While she was trying to control one side of the classroom, the other students were not engaged: some were talking to their peers while others were just sitting quietly not doing classroom-related work.

The teacher had difficulty paying attention to all the students. When the teacher was helping a student, the rest of the class was not working and not focused on the task.

In another class, while the teacher was tending to a few students, the rest assumed a more passive role, thus making it difficult for the teacher to pay attention to all the students mainly because of the large number of students in the class.

Large classes present more challenges for classroom administration, students control, preparation, and evaluation. Teachers have too much pressure to work with large classes.

It was perceived that in all the observed classes, many teachers were concerned about the physical restrictions put by large numbers of students. They feel

unable to do a good job with the learners. The Large numbers of students do not let student interaction, since there was no enough space in the classroom to move about. Some teachers were very tired and stressed in the classes because they could not teach and reinforce the different topics presented.

In all the observed classes some teachers were worried by the discipline aspects of those large classes. They feel they were not able to control what was happening, and most of the observed lessons were too noisy. Most of the teachers were worried because they could not meet the students' needs.

House (2011) states that class management is all about making the best use of class time and generating the maximum amount of practice and learning opportunities for all the group, and doing so simultaneously rather than individually wherever possible.

Conclusions

- It was observed that students sitting at the back of the classroom did not interact in large classes.

- In all the observed classes, students were motivated with the use of different materials such as worksheets, flashcards, posters, bingo games, and songs. Despite being large groups, the use of different materials and strategies let teachers have proper classroom management techniques of their classes.

- In the observed classes, the teachers encouraged students to interact by pair or group work to provide opportunities for them to learn from their classmates.

- Individual attention was not possible. Most learners were not involved in communicative activities because the teacher could not control the class.

- Smart students were bored, and students with low levels of English were very confused and had negative appreciations of themselves. Some students made fun of the errors their classmates make, so those low-level students did not seem to be motivated to learn English.

- In the observed classes, the teacher—not the students—was the center of the class.

Recommendations

- I recommend teachers use more interactive materials such as online exercises, YouTube songs, online worksheets, posters, flashcards, and videos because they facilitate the teaching and learning of English. If the school lacks Internet access, teachers can still bring in all this material from home and work offline.

- Teachers have to find ways to improve their strategies and methods whether they are going to teach in a public or private school.

- Teachers should create good teacher-student interactions to construct a cooperative and active learning space through the use of age-appropriate materials, interesting topics, and respect.

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ANNEX N° 1

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

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	F	%	f	%	F	%	f	%
1.	The activities done in class help to apply what students learn in class.										
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.										

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

fN°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	F	%	f	%	f	%	f	%
10.	There is a proper balance of student-student and teacher-student interaction.										
11.	Students have the opportunity to build relationships with their classmates.										

12.	The teacher has problems remembering all the students' name.										
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 seen by the teacher.										

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

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	f	%	f	%	f	%
10.	There is a proper balance of student-student and teacher-student interaction.										
11.	Students have the opportunity to build relationships with their classmates.										
12.	The teacher has problems remembering all the students' name.										
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 seen by the teacher.										

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

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15.	The atmosphere is stressful										

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.											