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

TRABAJO DE FIN DE TITULACIÓN.

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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: Soto Touriz Erika Gabriela; ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero de 2014.

f).....

DECLARACIÓN DE AUTORÍA Y CESION DE DERECHOS

“Yo, Soto Touriz Erika Gabriela declaro ser autora 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 Mgs. Castillo Cuesta directora 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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Soto Touriz Erika Gabriela

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DEDICATION

I dedicate this thesis to God, my family, who inspired my spirit to the development of this thesis. I dedicate this research to my parents who gave me life, education, support and advice. I also dedicate this investigation to my fellow students, my teachers and friends, for their valuable help. I thank all of them from the bottom of my soul. I dedicate this research work all of them.

Erika Gabriela Soto Touriz

ACKNOWLEDGMENT

I would like to express my deepest thanks to God, my family, my friends, and tutor, who have been my inspiration to become a teacher and for their support, wise counsel, efforts and to be responsible for this achievement.

Erika Gabriela Soto Touriz

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ABSTRACT

This research analyzes the influence of large classes in the teaching and learning of English language in schools in Ecuador; the purpose of the study is to determine whether or not large classes affect the English language teaching-learning process, and the implications of classes with many students in academic, social and psychological aspects. The study was conducted in the Santa Elena province. The population of this research included students of a public high school. This research was carried out in three basic general education classrooms and two classrooms of higher Secondary education in the public high school. There were forty to sixty students per course where the questionnaire was administered. The method was quantitative. The variables considered for research focused on the influence of large classes in the English language teaching-learning process; they included class size, teaching approaches and methods, managing learning, activities for working with large classes, and classroom space and the different levels of proficiency. The data was collected in statistical tables. This study allowed to know that interaction in the English classrooms.

Key words: classrooms; student; teaching-learning.

RESÚMEN

Esta investigación analiza la influencia de las grandes clases en la enseñanza y aprendizaje de las escuelas de inglés en Ecuador, con el fin de determinar si las grandes clases afectan el proceso y las implicaciones de las clases con muchos estudiantes en aspectos académicos, sociales y psicológicos. El estudio se realizó en la Unidad Educativa " Santa Elena " en esta hermosa provincia, como es el de Santa Elena. La población de esta investigación son estudiantes de una Institución Educativa Pública. Esta investigación se llevó a cabo en tres aulas de educación básica general y de dos aulas en la escuela secundaria hasta el segundo año. Había de cuarenta a sesenta alumnos por curso en donde se administró el cuestionario. El método fue cuantitativo. Las variables consideradas para la investigación se centraron en la influencia de las clases numerosas en el idioma Inglés, tamaño de las clases, los métodos de enseñanza y métodos de aprendizaje, gestión de aprendizaje, actividades para trabajar con clases numerosas, tamaño de la clase y espacio en las aulas y los diferentes niveles de competencia. Se recogió el análisis de los datos en tablas estadísticas. Este estudio permitió concluir en general que es importante para el desarrollo de actividades, interactuar en inglés.

Palabras Clave: Aulas, Estudiante, Enseñanza- Aprendizaje.

INTRODUCTION

The importance of English language teaching cannot be ignored in the Ecuadorian schools because English is considered the most common language spoken worldwide. In the Ecuadorian educational system, there are many well-known difficulties associated with numerous groups per classroom; this aspect is associated with the quality of education offered by private institutions and public institutions. Public secondary schools have several limitations that do not allow an effective teaching and learning of the English language. These problems originate constraints that teachers have to face. An example of this is the lack of training for teachers who need to use strategies for teaching English to large groups.

This research is about “The influence of large classes in the English language teaching-learning process in Ecuadorian high schools” and It was conducted in order to determine whether or not large classes affect the English language teaching-learning process. The obtained results will benefit educational institutions in general, teachers, and students who are involved in the teaching and learning of this language that provides a lot of opportunities in the academic and professional fields, and the implications of classes with many students in academic, social and psychological aspects.

Analysis and identification of problems in the English teaching-learning process in large classes, suggests methodological strategies to improve the activities to develop teachers in the classroom.

There has been previous research related to large classes. One study was conducted by Fabunmi (2007). The aim was to identify large classes that are common features of secondary schools in Nigeria, and this has a negative impact on the

educational role of secondary teachers, so that secondary students have limited academic performance, and the lack of educational financing in most of countries of third world do not allow that the education system to have an effective class size, adequate classroom space for students and the proper use of the classrooms. These factors determine the productivity of teachers and academic performance of students. Therefore, this research reveals that the factors that influence the teaching-learning process, such as class size, space for students in the classroom is what prevents the normal development of the teaching of English.

Another study was conducted by Nakabugo (2008). The goal was to identify emerging issues in teaching large classes in Uganda, the strategies that teachers have developed over time to combat this problem, and institutional responses to the challenges. It also explores the improvements that may result from participation in teacher research on their own classroom practices and reflection on it. Although, teachers have the ability to facilitate teaching and learning in large classes, they still need governmental policies and institutional support. Urgent support required include, but is not limited to the provision of basic infrastructure such as more classroom space, sufficient furniture and instructional materials. Increasing the number of teachers to allow at least two teachers per class, providing schools with the necessary resources and enabling teachers to develop the confidence and skills to improve the learning environment in large classes seems to be paramount.

Owoeye's study (2011) determines that if the class size and school population increases the learning and student performance becomes an academic problem. As Dror (1995) analyzed the size of the class, which has become a phenomenon which influences the

motivation and performance of students as well as school administration, and the quality of school budgets. This research demonstrates that the class size is an important determinant of the level of student success.

A Similar study is Jimakorn's research (2006). The purpose of this study was to investigate teacher's beliefs towards teaching English in large classes, classroom management, teaching techniques and strategies, teaching methods, and assessment, physical constraints and relationships. The results showed that English teachers think that teaching in large classes may be possible but there are many limitations that must be considered.

Finally, the study by Ijaiya (1999) was conducted to determine the most serious effects of overcrowded classrooms in teacher-student interactions and the frequent use of strategies adopted by the teachers. The weak correlation between the views of teachers and students in the most severe effects in overcrowded classrooms, while a moderate positive correlation was found in his views on coping strategies. Both sides, however unbridled noise considered as the most serious problem. The results showed that overcrowding decreases the quantity and quality of teaching and learning with serious consequences for the achievement of educational objectives.

METHOD

Settings and participants

This study was conducted in a public high school in the city of Santa Elena. Participants included students of eighth, ninth, and tenth year of basic education, and students of first, second year of higher secondary education. Students included men and women from 12 to 17 years old.

Procedures

The investigation was conducted by reviewing the literature on topics such as teaching approaches and methods , class size (number of students) , learning management (instructions, feedback, discipline, and timing) , managing large classes, activities for working with large classes, seating arrangement and classroom space (physical space - big small/rooms), and the different levels of proficiency. It was also required to review previous studies related to the research topic. The information was obtained from various sources such as magazines, Google books, books of different authors, and tutorial provided by the university.

The data obtained was analyzed quantitatively and interpreted to achieve the objectives set out in the investigation. Several techniques were used in this study such as the survey, interview, observation and data recording.

Questionnaires were used to record data on three following aspects: social, psychological and academic. Likewise, the students were oriented about the survey and its academic purposes and they will answer according to the reference scale. The

questionnaire for academics issues contained 9 statements, for social issues 5 statements, and the psychological issues 7 for a total of 21 statements.

The results were tabulated, in a graph for each aspect and statement. Finally, conclusions and recommendations for the influence of the large classes in the teaching-learning process of the English language schools in Ecuadorian High Schools were written.

DISCUSSION

Literature Review

Nowadays undoubtedly, the English language has become a universal language. The importance of this language is observed in everyday use in technology, business, travel and study, which lets us communicate with ease in this globalized world.

In Ecuador, it is immersed in situations just like those mentioned above, mainly in the educational process in public schools; they face a lack of physical space, laboratories, training and interactive teaching methodologies.

Students in public schools in Ecuador have not developed communication skills in the English language according to the level of instruction. Therefore, this study evaluates the level of knowledge of the second language students, the conditions that influence the components and variables of the teaching-learning process.

Therefore, This Literature Review includes topics, such as Teaching Approaches and Methods, Class, Learning Management, managing large classes, activities for working with large classes, classroom space and seating arrangements, and topics and ability levels. Also, it includes a review of studies on the subject; these have been carried out in different parts of the world, so it is possible to contrast with what happens in Ecuador about learning the English language in large classes.

Teaching Approaches and Methods:

The process of communicative language teaching is an attempt to show some theoretical issues teachers should consider in large classes, where they have the commitment to language teaching. Many things have been said about language teaching languages; Finocchiaro (1983) contrasts the main sign of the Audiolingual method is based on the demand for memorizing dialogues structures , without explaining the grammatical structure and the communicative approach that gives importance to contextualization in interactive dialogues, which allow you to learn to develop the student's ability to use the linguistic system effectively and appropriately. Teachers help learners in any way, so that they motivate them to work with the language, so the language is used by the individual through daily experiences. Apart from being an interesting example, the communicative approach to teaching has stacked the cards in their favor, communication between previous approaches and traditions in language teaching. The wide acceptance of the communicative approach and relatively variously interpreted and applied that can be attributed to the fact that practitioners of different educational traditions can be identified with it, and therefore they can interpret different ways.

Larsen (2008) states that, regarding communicative teaching, the goal is to enable students to communicate in the target language. To do this, the students need knowledge of the linguistic forms, meanings, and functions. The need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors.

Communication is a process; knowledge of the forms of language is insufficient. Knowing the characteristics of the communication strategy should be the starting point for improving the quality of language teaching today. In this sense, language teachers should implement proactive strategies in their classes, or in other words, be able to apply to our teaching situation.

Larsen (2008) states that, the most obvious feature of the communicative approach to teaching is that almost everything that is done is done with a communicative intention. Students use the language through lots of communication, such as games, role-playing and problem-solving tasks activities.

Activities that are truly communicative, according to Morrow (1981), includes three common characteristics: the information gap, choice and feedback or evaluation of programmed knowledge.

Larsen (2008) mentions that, cooperative or collaborative learning, is essentially what the students learn from each other in groups. But, it is not the group configuration that makes cooperative learning distinctive; it is the way how students and teachers work together, which is important to develop communication skills. Students are encouraged to think in terms of positive interdependence, it means that students are not thinking about competitive and individualistic actions, but rather work cooperatively and in terms of group.

Larsen (2008) noticed that the task-based instruction, as with content-based instruction has a task-based approach as an objective to provide students with a natural context for language use. As students work to complete a task, they have ample

opportunities to interact. This interaction is thought to facilitate language acquisition as students have to work to understand and express their own meaning. Thus, they have to check to see if they have understood correctly, and sometimes have to seek clarification from teachers.

Total Physical Response (TPR) is a language teaching method, it is built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by Asher (1977), a professor of psychology at San Jose State University, California. TPR Based on grammar of language.

Asher (1977) states that, most of the grammatical structures of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative or command, by the instructor. He views the verb and particularly the verb in imperative, as the central linguistic topic around which language use and learning are organized.

Asher sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy. TPR can also be linked to the trace theory of memory in psychology. Katona (1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.

Richards (2005), considered that, the natural approach reveals what Krashen (1983) express about communication as the primary function of language, and because its focus is on teaching communication skills, he refers to the natural approach as an example of communicative approach. The natural approach is similar to other

communicative approaches that are being developed today. However, it seems that subconscious language acquisition requires separate content into different activities and skills development, such as learning a new topic intended for non-formal settings, and activities that focus on the personalization of language, since students share their favorite music, games, activities.

ClassSize

Stewart (2008) indicates that teachers in public schools have focused on provide solution to the class size, the drawbacks encountered when classes are too large. However, when the class size is smaller, more teachers are required. The real problem is the limited number of qualified language teachers. Even if the class size is an important determinant of the quality of education in the short term, smaller classes require lowering standards for the recruitment and retention of teachers. An unintended consequence would be some reduction in the quality of teachers. Moreover, it is remarkable the committed effort of teachers who meet the educational reform, overcrowding and lack of space affects the performance of students, decreasing the student teacher relationship.

Managing Learning

Gower (2005) considers that it is important to maintain the attention; everyone is listening and watching the development of the teaching-learning process, it is not desirable to give a brochure that can distract students before you need it; as a result, teachers should use simple language and short expressions without abandoning the goal of the class topic.

According to Gower (2005) teachers should use the language being 'taught'.

Long, more „polite“ language is time-wasting, slows the lesson down and involves teachers in more complicated language than the students can easily understand...”; management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. This condition refers to the most exhilarating quality that a person can show to another and that is none other than the unconditional positive regard. This is reflected in the continuing messages, verbal and nonverbal, that teachers send their students. Sometimes by mistake more often this lack of consideration and the belief that student has to do something to earn it. However, on other occasions it has been proven how powerful mutual acceptance and tolerance of individual differences in the relations between teachers and students can be.

Gower (2005) states that, giving feedback is one of the most important responsibilities of a teacher. By providing ongoing feedback you can help your students evaluate their success and progress.

Gorhan (2009) states that, the teacher directs the instructional communication process. Her/His affective orientation towards the content, the instructional strategies, the students, and simply being a teacher influences the effectiveness of the process.

On the other hand, Gorhan (2009) explains that, many teachers, the authors included, have expressed frustration at having spent hours writing descriptive comments on student papers only to have many students check the grade and toss the paper in the

waste basket by the door. Often this is because students see the assignment of a grade as a summative exercise, and do not perceive the comments on one paper as formative feedback for the next paper. For this reason, it is advisable to provide opportunities for students to obtain descriptive feedback during the process of completing a particular assignment, without being accompanied by an evaluation.

Managing Large Classes.

Baker (2000) states that, some students want to be part of a large class that is certain: there is a group of students doing their work but the teacher can not monitor and attend to all the world as numerous class. However, other students in a large class want more contact and support. There is no good solution to these challenges, but there are a variety of small answers. Teachers from around the world have contributed many proven tips to help other teachers and students become accustomed to new teaching methodologies that can improve their learning.

Today, especially in the last decade there is a growing research effort to address the problem of the teaching profession. There is also a perception that the teacher's job today is characterized by intensification and complexity of those in the teaching - learning. Not only is the increase in working time, but also the expansion of the role that teachers are called upon to perform , either by changes in the size of classes in public schools , which is the implementation of educational reforms with visible impact on the daily work in the classroom.

Activities for working with large classes.

Chickering (1987) states that, active learning includes all class activities where students do something and think about what they are doing. When students undertake active learning, they are not simply learning subject matter but they apply concepts and explore relationships between concepts, facts, and contrasting points of view. Through these activities, students construct knowledge for themselves, rather than simply receive knowledge from the instructor.

Students can certainly actively engage with course material by writing or studying with classmates outside the class. However, the strength of active learning lies in the fact that it happens during class time. Most, though not all, active learning strategies involve students working with one another to discuss conflicting viewpoints, to clarify each other's points of confusion, or use teamwork to combine expertise to solve problems.

Active learning includes approaches that have received a variety of labels in the pedagogy literature: discussion, cooperative learning, collaborative learning, interactive engagement, team-based learning, peer instruction with clickers, etc. In short, active learning refers to anything that students do in a classroom except passively listening to an instructor's lecture.

Classroom Space and Seating Arrangement

Sargent (2007) states that, classroom space is a factor that influences student attention and restricts the use of the space used by the teacher and give special attention

to students in one class period. Teachers have realized that the students feel different in certain areas of the classroom, where they tend to be more attentive and sensitive than others. Although this is partly due to the communication between the teacher and students who are in direct contact according to the location of seats in the classroom, a student seat happens to also be a factor that can cause a slight modification of the pattern of responsiveness.

Deciding how to organize the seats in the classroom is not as hard as the teacher can anticipate; the shape and size of your classroom usually guides the teacher on how to organize the classroom. Before deciding to move tables around, you should have a clear vision of how the classroom was observed. Be sure to take into account a number of variables that may have never crossed your mind. The devices and techniques used vary according to the characteristics of the student group, the training of teachers, the demands and possibilities of individual tasks, and the seating arrangement according to the individual and group class activities.

Different Levels of Proficiency

Alford (2011) mentions that, the levels of proficiency and understanding of the language is essential because it could help a student use instructionally ample graphical support , simplified language and speakers for a student who started learning English; likewise, a student can get advanced fluency. Teachers must respond to each of the different language needs and implement student assessment, which should be commensurate with the level of language proficiency. While students are developing the language, often have receptive skills (listening and reading) that are more developed

than productive skills (speaking and writing). In other words, students understand more English than they can speak or write in English. Thus, students can acquire knowledge of content, but may not have the development of English to demonstrate the knowledge acquired. They may be processing the newly acquired knowledge in their native language content.

In the following studies, the most relevant previous research about the influence of large classes in the English language teaching-learning process in high schools is summarized:

Fabunmi (2007) analyzes that, the average class size was used instead of actual class size; it was obtained by dividing the total student enrollment for each high school by the number of classrooms equipped schools.

This study shows that when taken together the factors that affect the learning process in large classes, as is the distribution of students in relation to classroom space, significantly determines that academic performance is affected, just Thus, if taken separately factors as the number of students in relation to classroom space, academic performance affected will continue, which means directly into the business carried this teacher in charge of this group.

Owoeye (2011) revealed in his study that class size influences the performance of high school students in Ekiti State , Nigeria. There was no significant difference in the performance of students in rural and urban secondary schools in terms of whether they are small or large classes.

Respondents for this research study were final year students of schools in rural and urban areas of Ekiti State , Nigeria . A total of 50 secondary schools formed the target population including 4 federal unity schools and 64 public schools.

The problem of class size has been addressed in some states of Nigeria, as in Oyo State that made an educational policy that the maximum number of students in a class should be 20. It is therefore recommended that those responsible for educational policies should formulate policies to ensure that the number of students in a class should not exceed 30 students. This in turn will cause the government to provide enough classrooms for schools. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to complement the government's effort to increase student performance in Senior Secondary Certificate of Education by building more classrooms.

Jimakorn&Singhasiri (2006) claimed that, the purpose of their study was to investigate teachers' beliefs toward teaching English in large classes. The study was a questionnaire to survey 75 tertiary-level lecturers in Thailand.

All participants had more than one year's teaching experience. The questionnaire comprised 3 parts with closed-ended and open-ended questions and rating scales. It was used to find out the teachers' beliefs concerning classroom management, teaching techniques and strategies, teaching procedures, evaluation and assessment, physical constraints, and affective relationships. The results show that tertiary- level teachers think that teaching English in large classes may be possible but many constraints should be taken into consideration.

Therefore, Thai teachers thought that teaching in large classes was difficult in several aspects such as the relationships of teachers and students, monitoring and giving feedback and assessment. However, teachers also suggested ways to deal with large classes. For example, teaching management should be well-planned and well-organized. Moreover, teaching in large classes may be suitable for teaching receptive skills such as reading and listening even though it is inappropriate for productive skills like speaking or writing which require more attention and interaction from teachers. If the school or universities cannot avoid teaching in large classes, they need to provide sessions where students can practice in small groups and consult with their teachers. With reference to the results of this study, it is quite essential for the executive administrators to understand teachers' attitudes and their beliefs as well as the nature of language learning and teaching. Also, teachers themselves may need to be trained in how to teach and manage in large classes.

Ijaiya (1999) carried out a research study related to this topic; the purpose of the study is focused on the seating arrangement in the process of teaching large classes and the ideal strategy in a high school, especially in a group of mixed abilities, as found in schools in Nigeria.

The sample used in this study consisted of teachers and students from secondary schools in Ilorin metropolis. Ilorin is considered a typical example of the growing cities in Nigeria which has been feeling the pinch of population explosion in schools. Simple random sampling technique was used; eight schools were selected out of thirty secondary schools in the township. A total of 250 students randomly selected were

served a researcher-designed questionnaire through their teachers, out of which 206 were found usable. The teachers' sample consisted of 141 teachers also randomly selected from the eight schools.

From the findings of this study, it can be summarized that the seating arrangements in overcrowded classes limit the quantity and quality of interactions between teachers and students, as well as the quality of teaching and learning. The results also check the ability of teachers to address the problems. Indulging in negative reinforcement as a punishment, it is not educationally appropriate. These are direct consequences of inadequate classrooms and furniture as well as poor quality training of teachers.

Nakabugo's study (2008) had the purpose of determining the alternative teaching methods which may be suitable to mediate learning in large classes in limited contexts.

The study was conducted in two phases. First, the baseline survey included 20 schools among 35 teachers . The second phase was reflective action involving ten teachers in five schools in order to further develop the strategies that had been identified as having the greatest potential to facilitate teaching and learning in their large classes

While teachers can do what is in their ability to facilitate teaching and learning in large classes, they still require institutional and policy support. Urgent support required includes, but not limited to the provision of basic infrastructure such as more classroom space . Increase the number of teachers to allow at least two teachers per class, providing schools with the necessary resources and training teachers to develop the confidence and

skills to improve the learning environment in large classes. It will also be necessary to examine the duration of lesson for public school classes in relation to the current 40 minutes, also the need to review the distribution of instructional time based on changes in class size. Finally, although the ideal situation would argue for reducing class sizes , this research argues that in cases where resources are limited in accordance with the number of students , alternative strategies to increase learning in large classes must be selected before.

This research argues that, in addition to teacher training in specific strategies for large classes, the necessary materials should be provided, self-learning culture must be cultivated. This study determined that there was no need to stop teachers together in action and participation with others, in finding long-term solutions to the problems of large classes.

While teachers can do what is in their ability to facilitate teaching and learning in large classes, they still require institutional support and urgent support from government policies.

Description, analysis and interpretation of results

In this part of the study, a quantitative analysis is presented; it is based on the aspect analyzed through the method that was applied. The results are presented through statistical graphics. The analysis of these results will be supported and contrasted with information obtained through questionnaires to students in the classroom, to meet the objective of the survey.

Quantitative Analysis

Instructional aspect: in classes with a large number of students

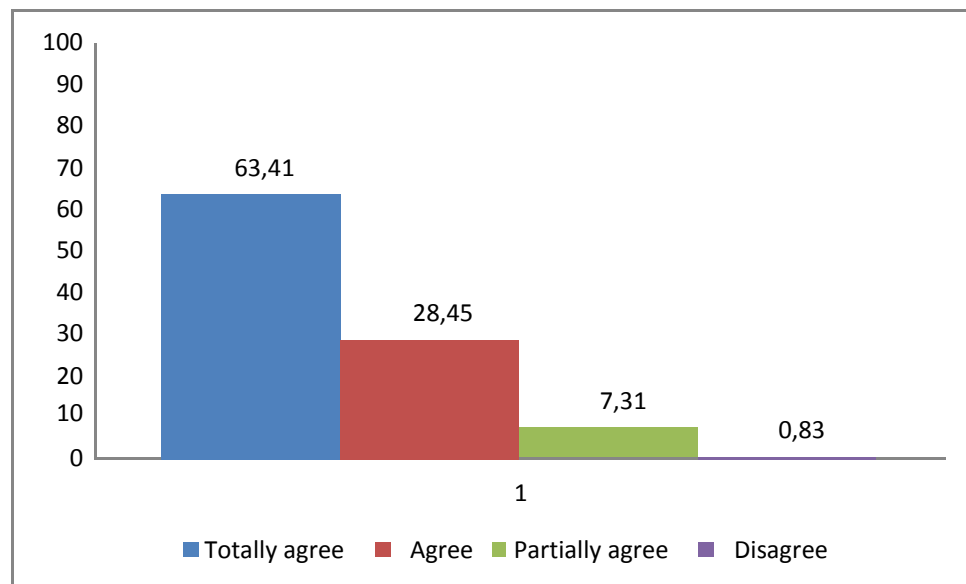
N°	In classes with a large number of students:	<i>Totally agree</i>		<i>Agree</i>		<i>Partially agree</i>		<i>Disagree</i>		<i>TOTAL</i>	
		f	%	f	%	f	%	f	%	f	%
1.	The activities done in class help to apply what students learn in class.	15 6	63,4 1	70 5	28,4 5	1 8	7,3 1	2 3	0,8 3	24 6	10 0
2.	The activities done allow to practice listening, speaking, reading and writing skills.	15 7	63,8 2	83 3	33,7 3	6 5	2,4 5	0 0	0 0	24 6	10 0
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	16	6,5	13 0	52,8 4	8 2	33, 33	1 8	7,3 3	24 6	10 0
4.	Varied class activities are used such as group, individual, pair-work activities, etc.	18 6	75,6	59	23,9 8	1	0,4 2	0	0	24 6	10 0

5.	Activities such as plays, competitions, debates, games, etc. are used in class.	80	32,52	68	27,64	66	26,82	32	13,02	246	100
6.	Students can cheat during the test.	5	2,05	32	13,00	44	17,88	15	6,07	246	100
7.	Students get distracted by doing assignments from other subjects.	15	6,11	22	8,94	62	25,20	14	5,75	246	100
8.	The seating arrangement facilitates the tasks that are carried out in class.	127	51,62	90	36,58	24	9,75	55	2,05	246	100
9.	Students cannot receive regular feedback from the teacher due to the large number of students.	67	27,23	104	42,27	61	24,79	14	5,71	246	100

Graph 1

Statement 1

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



Author: Erika Soto

Source: Students' Questionnaire

In statement 1, the information obtained is related to the learning activities that students develop in class, 156 students, representing 63.41 % totally agree with the information expressed in statement 1; 70 of them, representing 28.45%, agree with this statement; 18 students, representing 7.31% partially agree with statement 1; on the other hand only 2 students, which represent 0.83%, disagree with this statement.

These results indicate that the majority of English teachers in Santa Elena Education Unit, conduct classroom activities that help students learn. This shows that teachers are prepared to use techniques and group strategies when teaching large classes. However, it is necessary to consider that 18 students who partially agree, that the activities done in class help to apply what they learn in class.

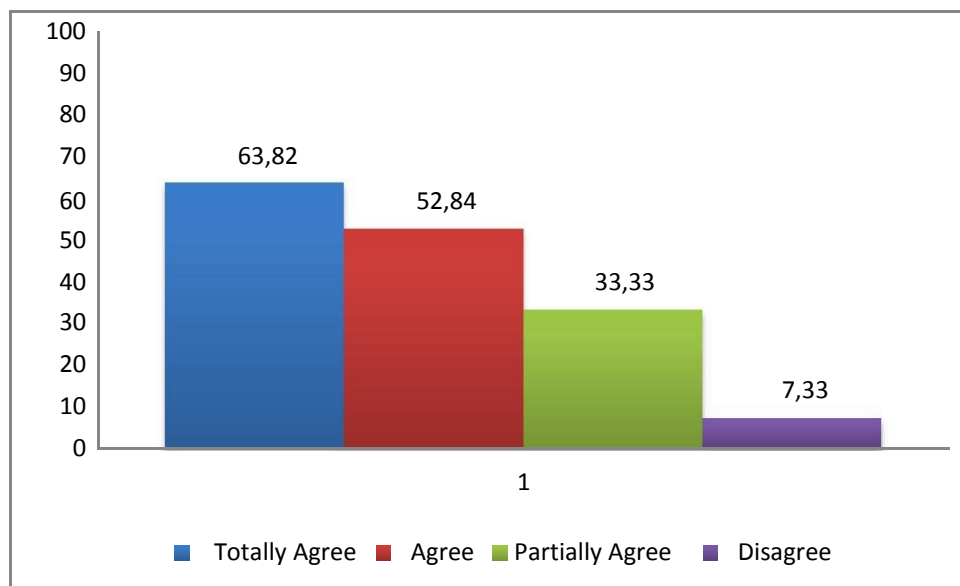
Chickering (1987) indicates that active learning includes all activities in the classroom where students do something, to think about what they are doing, so that the educational process occurs and it reaches the English language skills.

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

Graph 2

Statement 2

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



Author: Erika Soto

Source: Students' Questionnaire

Regarding statement 2 which states that the activities done allow students to practice listening, speaking, reading and writing skills. The results show that 63.82 % of students totally agree with statement 2, 33.73% agree on the information expressed in this statement; 2.45% of the participants partially agree with statement. Finally, it is interesting to observe that nobody disagrees with this statement.

These results indicate that the majority of English teachers in Santa Elena Education Unit, conduct classroom activities that help students learn. This shows that teachers are prepared to apply activities that reinforce listening, speaking, reading and writing skills.

Alford (2011) mentions that the levels of competence and understanding of language is essential, as it could help a student develop foreign language skills and receptive skills (listening and reading) that are more developed than productive skills (speaking and written). In other words, students understand more English than they can speak or write in English, putting into practice the newly acquired knowledge and relating them to the mother tongue.

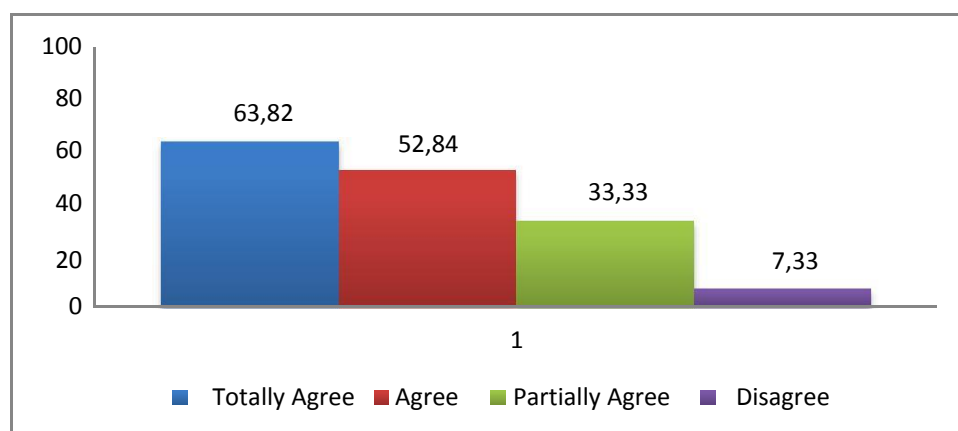
The students are attentive and participate in class activities, including those sitting at the back of the classroom.

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

Graph 3

Statement 3

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



Author: Erika Soto

Source: Students' Questionnaire

In statement 3, the information obtained is related to the attention and participation in class including those sitting at the back of the classroom.

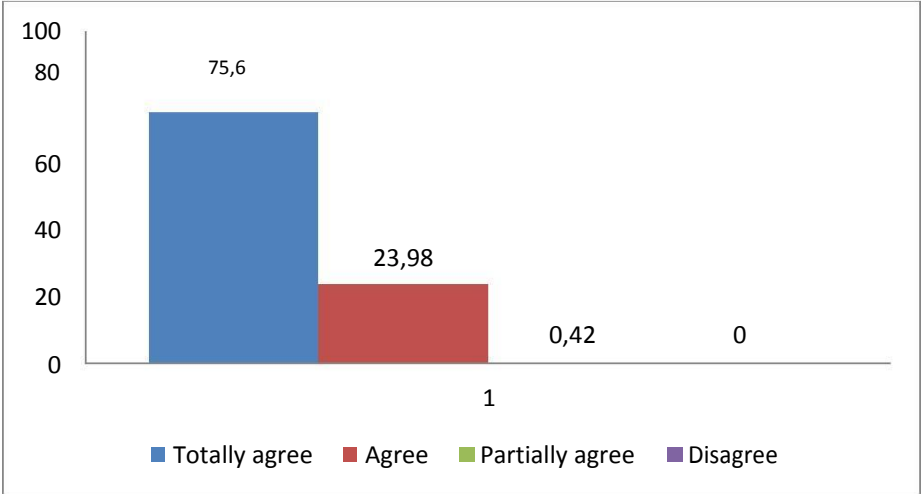
The results show that from the total number of students who participated , 16 students, representing 6,50 % totally agree with statement 3; 130 of them, representing 52,84% agree with statement 3, 82 students , representing 33.33% partially agree with the information expressed in this statement; however, 18 of them representing 7,33 disagree with the statement 3.

These results indicate that English teachers try to promote students' attention and participation by involving the whole class including those students in the back of the classroom.

Statement 4

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

Graph 4



Author: Erika Soto
Source: Students' Questionnaire

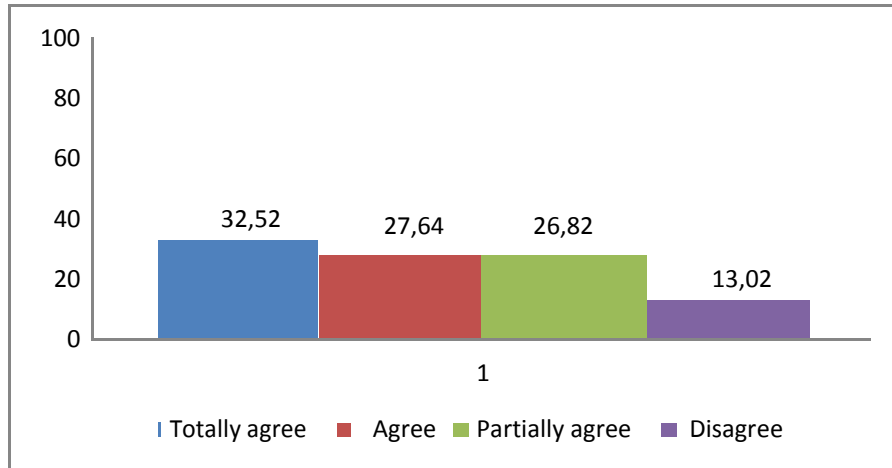
In statement 4, the information obtained is related to the varied class activities such as group, individual, pair-work activities, etc. The results show that, from the total number of students who replied to the variables, 186 students , representing 75,6 % totally agree, 59 of them , representing 23,98% agree, 1 students , representing 0,42% partially agree , and nobody disagrees.

These results demonstrate that English teachers promote a variety of activities in which the students are interested in participating either individually or in pairs, to develop shared learning activities. The activities reinforce learning and maintain the attention of many kinds.

Haddad (2006) indicates, students work together to discuss and solve problems, a process which is also known as collaborative learning and cooperative learning. In a large class, students work in pairs or larger groups can help each other. They are not bored listening to his speech teacher. Group exercises give students the opportunity to meet and work with others, a good first step toward building a sense of community. Moreover, in the "real" world, working with others is an important skill. Increase opportunities for students to work together can help develop this skill. In addition, work in small groups encourages students who may be reluctant to participate in a large class to become active learners.

Statement 5

Activities such as plays, competitions, debates, games, etc. are used in class. Graph 5



Author: Erika Soto

Source: Students' Questionnaire

In statement 5, the information obtained is related to the activities such as plays or competitions. The results show that the total number of students who replied to the variables, 80 students, representing 32,52 % totally agree; 68 of them , representing 27,64% agree, 66 students , representing 26,82% partially agree , and 32 of them representing 13,02 disagree. The results are evidence that English teachers mostly develop individual and group activities like a competition, that remain attentive to students learning with order and discipline.

Chickering&Gamson (1987) shows that active learning is encouraged in classes that use structured exercises, challenging discussions, team projects, and peer reviews. Active learning can also occur outside the classroom. there thousands of internships, opportunities for independent study and cooperative work programs through the country

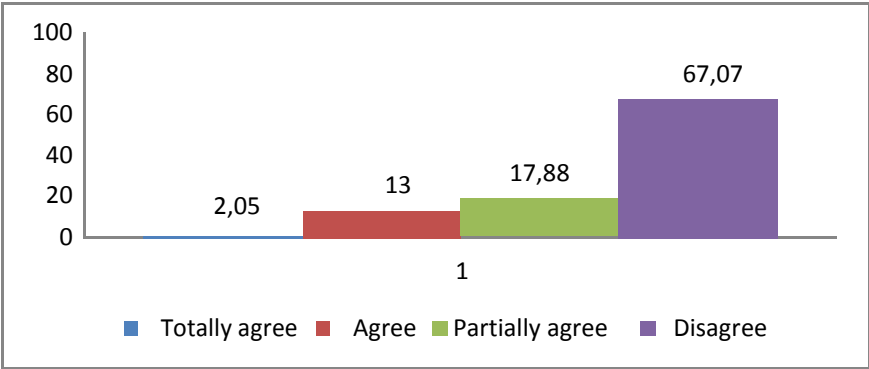
in all types of colleges and universities, in all kinds of fields, for all types of students.

Students also can help design and deliver courses or parts of courses.

Statement 6

Students can cheat during the test.

Graph 6



Author: Erika Soto

Source: Students' Questionnaire

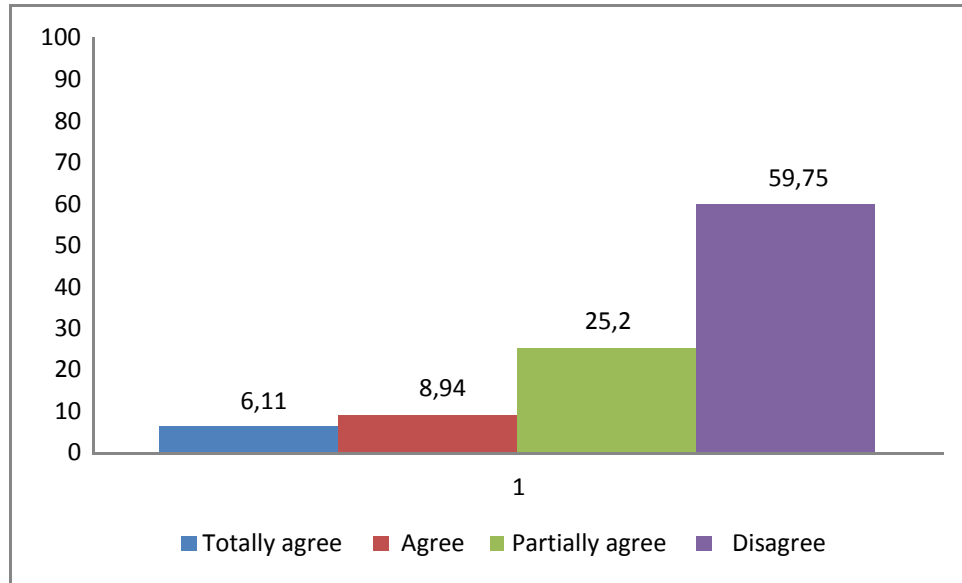
In statement 6, the information obtained is related to tricks during the test. The results show that the total number of students who replied to the variables, 5 students, representing 2,05 % totally agree, 32 of them , representing 13,00% agree, 44 students , representing 17,88% partially agree , and 165 of them representing 67,07 disagree.

The results show that, most of the English teachers control the development of the class lessons and assessments, maintaining order and discipline at the time of applying test; this shows that teachers should be aware of the attitude of each student, in addition, teachers should permanently maintains motivation when controlling the development of the evaluation or testing unit socialized and thus obtain the desired success in the learning process.

Statement 7

Students get distracted by doing assignments from other subjects.

Graph 7



Author: Erika Soto

Source: Students' Questionnaire

In statement 7, the information obtained is related to the students get distracted by doing assignments from other subjects.

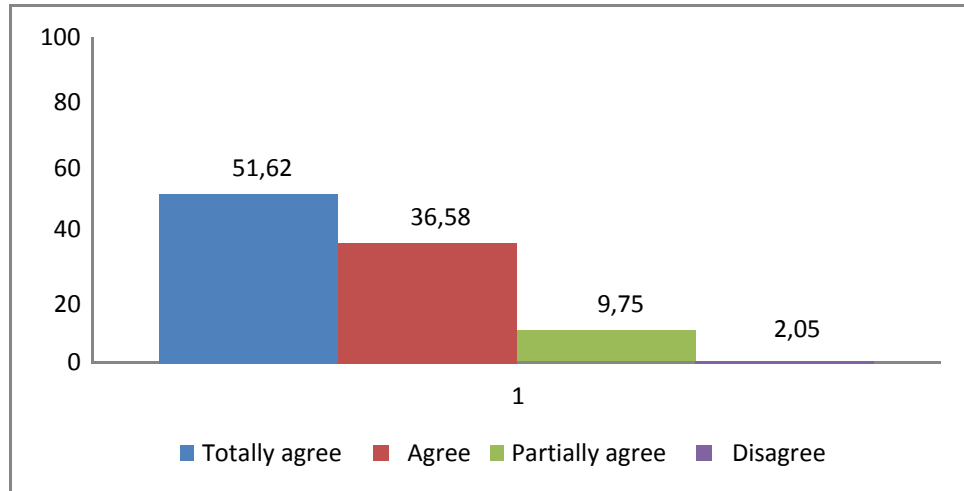
The results show that the total number of students who replied to the variables, 15 students, representing 6,11 % totally agree, 22 of them , representing 8,94% agree, 62 students , representing 25,20% partially agree , and 147 of them representing 59,75% disagree.

The teacher encourage to large groups, so as not to be distracted at the time of the class; this is evidenced by the result obtained in the statement 7 getting the highest percentage of students who disagree with this statement, which shows that teachers English hold the attention of students throughout the learning process.

Statement 8

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

Graph 8



Author: Erika Soto

Source: Students' Questionnaire

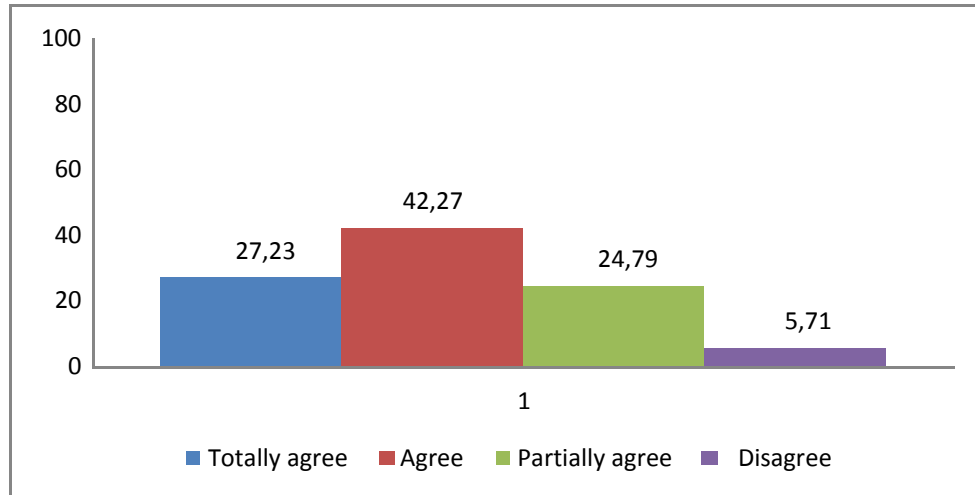
In statement 8, the information obtained is related to the seating arrangement facilitates the tasks that are carried out in class. The results show that the total number of students who replied to the variables, 127 students, representing 51,62% totally agree, 90 of them, representing 36,58% agree, 24 students, representing 9,75% partially agree, and 5 of them representing 2,05 disagree.

This shows that the distribution of the desks in the classroom is appropriate to keep students active, favoring diversification of group activities that require different learning styles, allowing the development of multiple intelligences, mentoring, cooperative learning without neglecting good, teacher-student and student-student communication.

Statement 9

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

Graph 9



Author: Erika Soto

Source: Students' Questionnaire

In statement 9, the information obtained is related to students cannot receive regular feedback from the teacher due to the large number of students. The results show that the total number of students who replied to the variables, 67 students, representing 27,23 % totally agree, 104 of them , representing 42,27% agree, 61 students , representing 24,79% partially agree, and 14 of them representing 5,71 disagree. The feedback that students receive on their school work is reduced on numerous occasions numerical grades or corrections different color pen. This type of feedback is clearly insufficient inadequate if the aim is that students learn to improve their productions. Aware of the problem, many teachers choose alternative proposals feasible and reliable formative assessment such as patterns for analytical evaluation, self-assessment

activities and portfolios that help to overcome many of the shortcomings of traditional systems of classroom assessment.

Haddad (2006) expressed about the feedback helps students to improve what they are doing and if they understand the topic being taught. Consequently, the feedback helps both the student in learning the English language, and the teacher in the educational task. For example, ask students to express in relation to the pace of their learning activities: Is the teacher too fast? How to relate in class, the main activities with possible readings? Students understand their examples and how they are being explained the main issues? In addition to developing, writing exercises and group activities

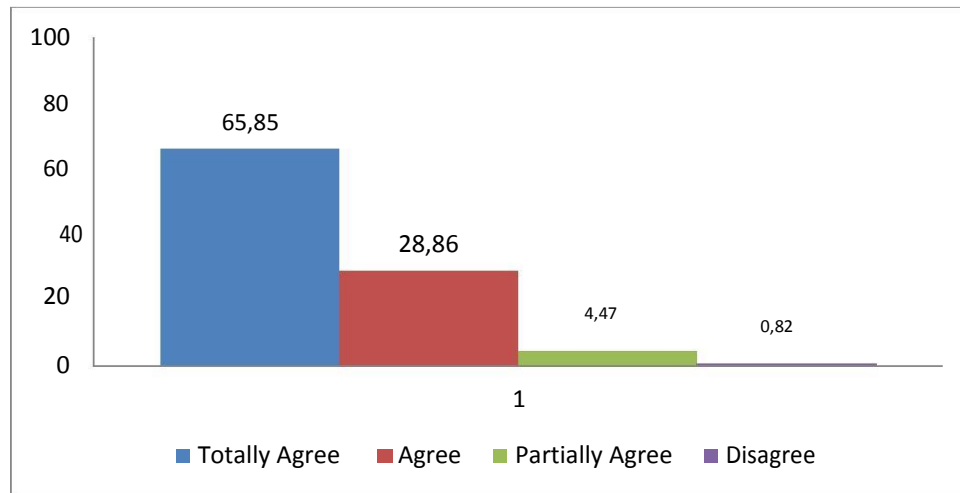
Social aspects: In classes with a large number of students

N°	In classes with a large number of students:	Totally Agree		Agree		Partially Agree		Disagree		TOTAL	
		f	%	f	%	f	%	F	%	F	%
10.	Exists interaction among students and between teacher and students.	162	65,85	71	28,86	11	4,47	2	0,82	246	100
11	I have the opportunity to interact with more people.	124	50,4	107	43,49	14	5,69	1	0,42	246	100
12	The teacher does not remember the names of all students.	20	8,15	87	35,36	107	43,49	32	13	246	100
13	The atmosphere is less tense and there is less chance That makes constant questions the teacher to the student.	53	21,54	125	50,81	63	25,6	5	2,05	246	100
14	Can use my cell phone or other electronic device without getting caught by the teacher.	23	9,35	23	9,35	50	20,32	150	60,97	246	100

Statement 10

There is a proper balance of student-student and teacher-student interaction.

Graph 10



Author: Erika Soto

Source: Students' Questionnaire

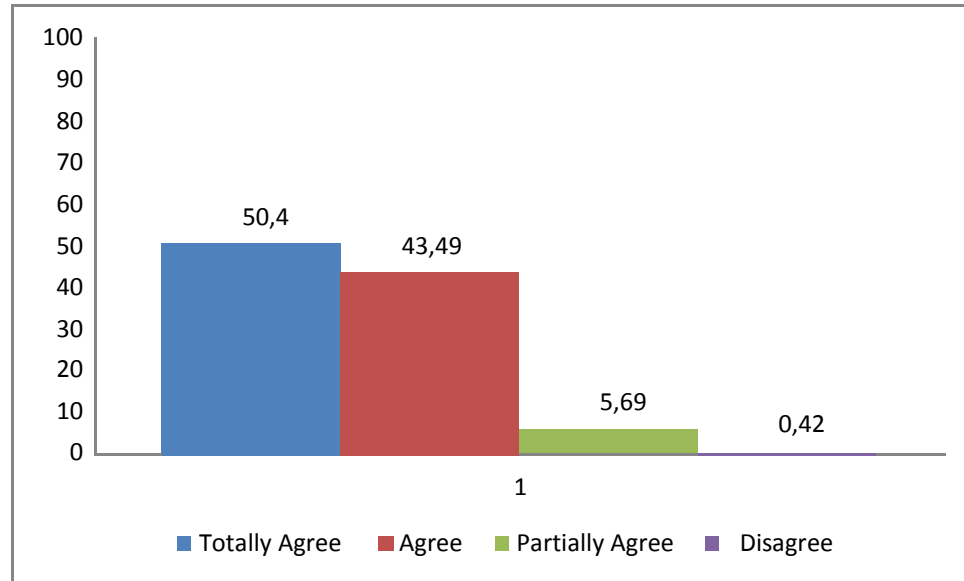
In statement 10, the information obtained is related to the interaction of student-student and teacher-student. The results show that the total number of students who replied to the variables, 162 students, representing 65,85% totally agree, 71 of them, representing 28,86% agree, 11 students, representing 4,47% partially agree, and 2 of them representing 0,82 disagree.

Create supportive environments involves coordinating the classroom, the task and the instruction given. A task that is given to individuals to complete is structured differently than a given small groups of students to complete task collaboratively. The strategy of creating supportive environments provides a positive and productive tone for any situation in which the task is complete.

Statement 11

Students have the opportunity to build relationships with their classmates.

Graph 11



Author: Erika Soto

Source: Students' Questionnaire

In statement 11, the information obtained is related to the students and their opportunities to build relationships with their classmates. The results show that the total number of students who replied to the variables, 124 students, representing 50,40% totally agree, 107 of them, representing 43,49% agree, 14 students, representing 5,69% partially agree, and 1 of them representing 0,42% disagree. The analysis of the interaction that occurs in the classroom with different number of students in order to make qualitative comparisons to evaluate the general conditions of the emotional climate of the classroom and its relationship to learning achievement.

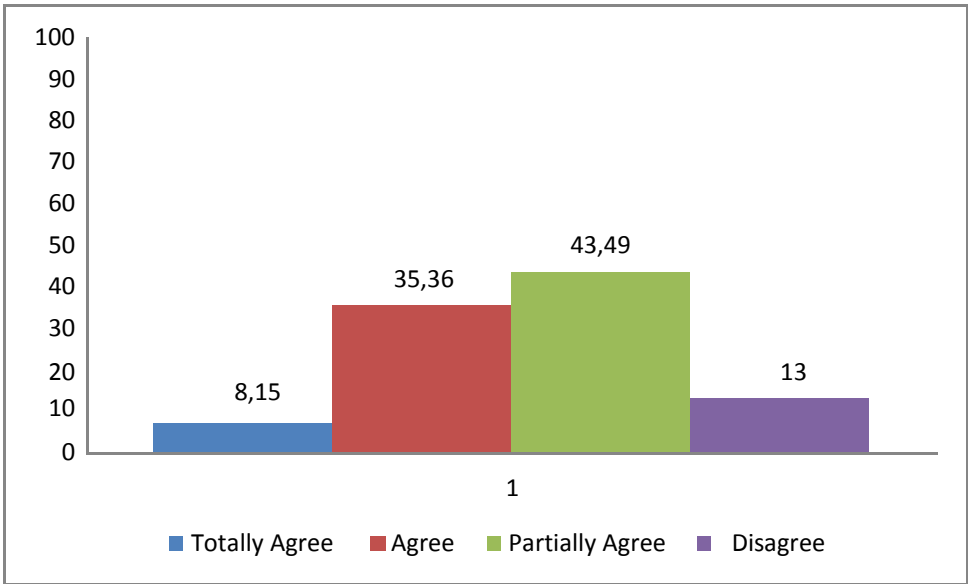
Gorham (2009) states that, teaching is about building relationships effectively and affective communication with their students. Effective teachers are effective

communicators. They are the ones who understand communication and learning are interdependent and knowledge and attitudes students take with them from the classroom selectively express a complex assortment of verbal and nonverbal messages on the subject, the teacher, and themselves same. They are those who are more concerned about what students have learned that what I have taught, recognizing that those two things are not necessarily synonyms. They are those who consciously and strategically to make decisions about both what is communicated and how it communicates way.

Statement 12

The teacher has problems remembering all the students' names.

Graph 12



Author: Erika Soto
 Source: Students' Questionnaire

In statement 12, the information obtained is related to the teacher and their problems remembering all the student's names. The results show that the total number of students who replied to the variables, 20 students, representing 8,15 % totally agree, 87

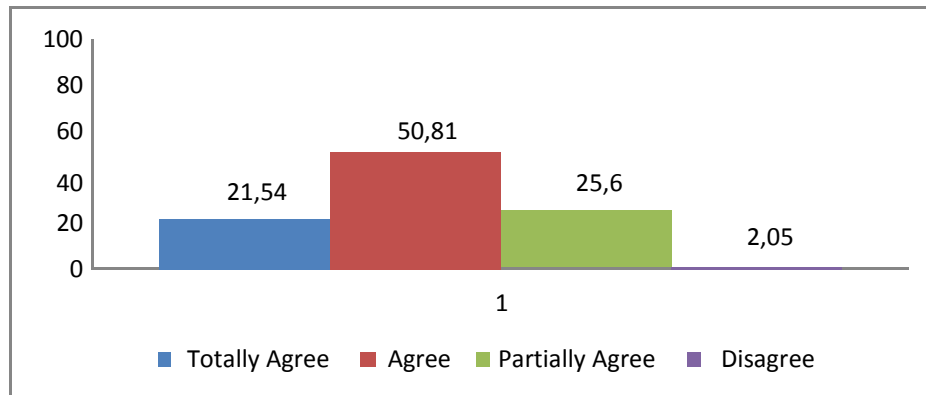
of them , representing 35,36% agree, 107 students , representing 43,49% partially agree , and 32 of them representing 13 disagree.

Haddad (2006)notes that although it may seem alarming in a large class, learn the names of their students is the first step in creating a comfortable classroom anime student participation. It also shows that students who are interested in them as individuals. Fortunately there are many simple ways to learn names of the students and get to know them: List seats. Ask students to sit in the same seating for the first few weeks and prepare a seating chart. try memorize four or five names in each class session.

Statement 13

The atmosphere is less stressful since the teacher does not ask several questions to the same

Graph 13



Author: Erika Soto

Source: Students' Questionnaire

In statement 13, is intended to discover if the atmosphere is less stressful since the teacher does not ask several questions to the same student. The results show that from the total number of students who replied to this question, 53 students, representing 21,54

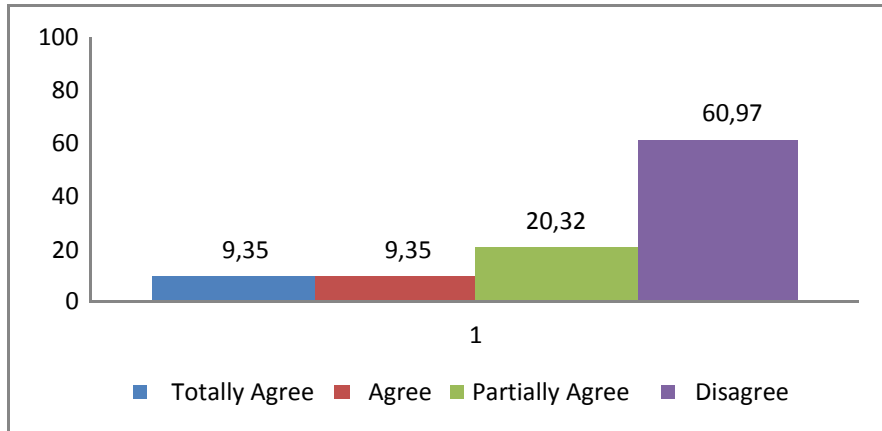
% totally agree, 125 of them , representing 50,81% agree, 63 students , representing 25,6% partially agree , and 5 of them representing 2,05 disagree. Traditionally, a good student behavior is related to extrinsic factors such as rewards and punishments. However, it is interesting to observe that when we assign complex tasks that require sustained effort and creativity, this kind of rewards do not work to sustain long-term motivation. Motivation must be permanent which will allow students to learn easily, overcome difficulties and achieve the impossible, eliminating the belief that the atmosphere is tense with frequent questions asked by the teacher.

Gower (2005) expresses that, rapport is such an important factor in determining whether a class is a success or not. Students are prepared to contribute and learn to use the language more when the atmosphere is relaxed and you and the students all get on well together, and when they have confidence in you. While the students play a large part in determining the atmosphere in the classroom, it can nevertheless be encouraged or deterred by your general attitude.

Statement 14

It is easier for students to use their cellphone or any other mobile device without being seen by the teacher

Graph 14



Author: Erika Soto

Source: Students' Questionnaire

In statement 14, the information obtained is related to the use of electronic device without being seen by the teacher. The results show that the total number of students who replied to the variables, 23 students, representing 9,35% totally agree, 23 of them, representing 9,35% agree, 50 students, representing 20,32% partially agree, and 150 of them representing 60,97 disagree. It is more than understandable that there are doubts exist regarding the use of cell phone in the classroom. The consequences of the lack of knowledge of these devices and their responsible management can lead a nefarious use thereof and their use in inappropriate situations.

Froschauer (2012) states that experienced teachers have learned that prevention of discipline problems is better than using class time to answer them. You may have seen (or experienced) classrooms were barren, joyless, and regimented. By establishing routines, organized, and use of interesting activities with relevant content, teachers can work with students to create and attractive learning environment.

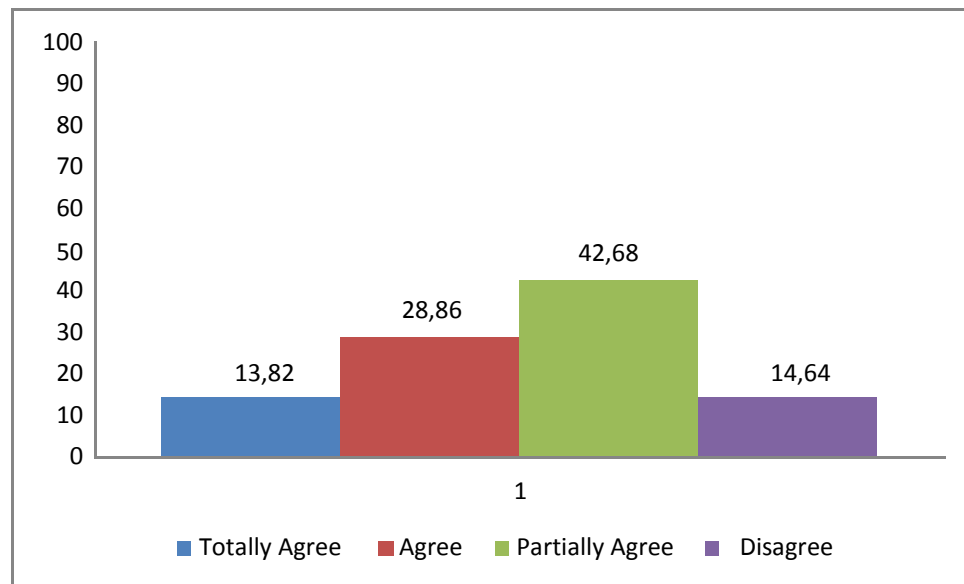
Psychological aspects: In classes with a large number of students

N°	In classes with a large number of students:	Totally Agree		Agree		Partially Agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15	The atmosphere is stressful.	34	1,3,8,2	71	2,8,8,6	1,0,5	4,2,6,8	36	14,64	2,4,6	10,0
16	I feel uncomfortable when talking in front of my peers.	76	3,0,8,9	89	3,6,1,7	5,5	2,2,3,5	26	10,59	2,4,6	10,0
17	I have less opportunity to express myself.	28	1,1,3,8	12,2	4,9,5,9	8,0	3,2,5,2	16	6,5,1	2,4,6	10,0
18	I do not like to participate because I feel shy.	34	1,3,8,2	76	3,0,8,9	6,4	2,6,0,1	72	29,26	2,4,6	10,0
19	the teacher does not pay attention equally to all students.	30	1,2,2,1	75	3,0,4,8	6,2	2,5,2,0	79	32,11	2,4,6	10,0
20	I feel like I can compete healthily with other students.	90	3,6,5,8	10,4	4,2,2,7	3,9	1,5,8,5	13	5,3	2,4,6	10,0
21	I feel relaxed because I can pass by unnoticed.	28	1,1,4	76	3,0,8,9	8,4	3,4,1,4	58	23,57	2,4,6	10,0

Statement 15

The atmosphere is stressful.

Graph 15



Author: Erika Soto

Source: Students' Questionnaire

In statement 15, the information obtained is related to the stressful atmosphere.

The results show that 34 students, representing 13,82 % totally agree, 71 of them , representing 28,86% agree, 105 students , representing 42,68% partially agree, and 36 of them representing 14,64 disagree.

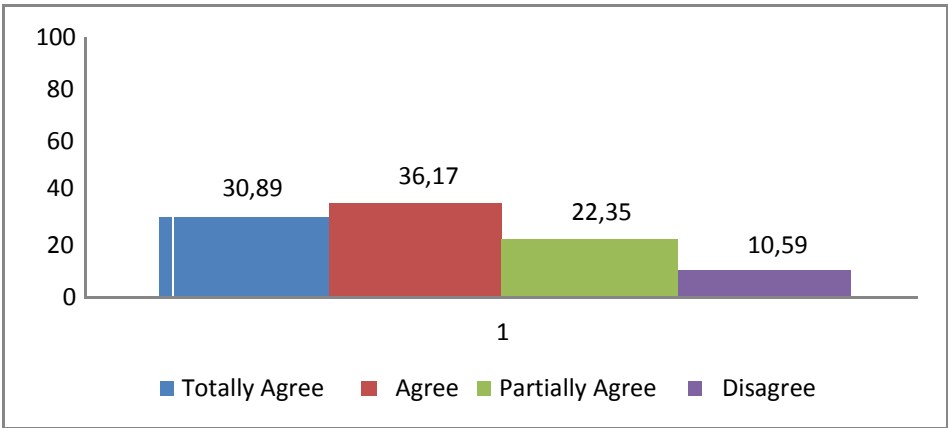
As results show, percentage of students partially agree and perceive stress in their classroom. Teachers should study the possible correlation of the perceived stress with academic performance so that they can adapt new strategies to reduce that stress.

Haddad (2006) states that students can also benefit from being in large classes. When there are many students in a class, they can share many different ideas and interesting life experiences. This encourages students and gives life to the parts of their classes where students can discuss and learn from each other. During the project work, students can learn to share responsibility and help others, and to listen, to be patient, and expressed in a diverse group of people - skills will be invaluable to them throughout their life. This also gives you variety and accelerates the work.

Statement 16

Students feel inhibited when speaking in front of the rest.

Graph 16



Author: Erika Soto
 Source: Students' Questionnaire

In statement 16, the information obtained is related to the students felt inhibited speaking in front of the rest. The results show that the total number of students who replied to the variables, 76 students, representing 30,89 % totally agree, 89 of them , representing 36,17% agree, 55 students , representing 22,35% partially agree , and 26 of them representing 10,59 disagree.

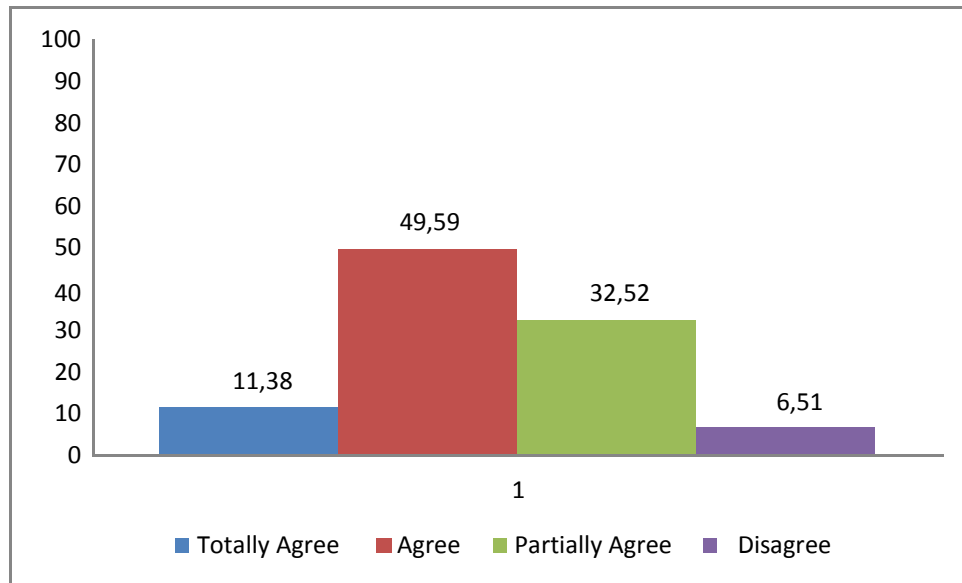
It can be interpreted that the social context depends on the mood of each person, which allows the student to be recognized and understood in the school environment by establishing positive links in the social environment that evolves. This being part of their needs and emotions that develop trust and confidence in themselves, allowing them to make mistakes and take risks considering the mistakes of others.

Gorhan (2009) indicates, "no environment can strongly affect a person unless it is strongly interactive". We believe that when students are more actively involved in the learning process, more learning is likely to occur than when they are passive observers. For example, more learning is likely in classrooms where there are many student-to-teacher interactions, student-to-student interactions, and question and answer sessions; where teachers provide feedback and students are encouraged to communicate about the content. Students often learn more by participating in the learning process than by sitting by and watching or listening. When students don't do, they may or may not learn. Often very passive, unmotivated students will not learn in a passive, unmotivated environment. Hence, we have to make learning fun and exciting.

Statement 17

Students do not have the opportunity to express their opinions.

Graph 17



Author: Erika Soto
 Source: Students' Questionnaire

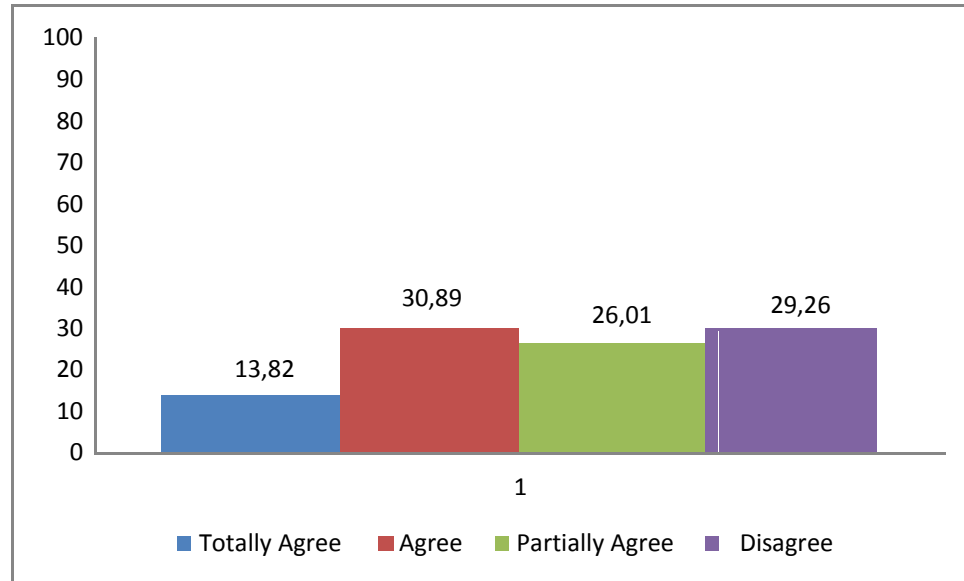
In statement 17, the information obtained is related to the students do not have the opportunity to express their opinions. The results show that the total number of students who replied to the variables, 28 students, representing 11,38 % totally agree, 122 of them , representing 49,59% agree, 80 students , representing 32,52% partially agree , and 16 of them representing 6,51 disagree.

Gorhan (2009) states that, if the basic needs of students are met, the teacher has more positive feelings toward her or his students. Teachers who can not meet the needs of the student or not recognize the needs of students are often less positive about their students than teachers who recognize and meet the needs of students. A classroom full of students satisfied leads to satisfaction instructor.

Statement 18

Students do not like to participate because they feel afraid.

Graph 18



Author: Erika Soto

Source: Students' Questionnaire

In statement 18, the information obtained is related to the fact that students like or do not like to participate because they feel afraid. The results show that from the total number of students who answered, 34 students, representing 13,82 % totally agree, 76 of them , representing 30,89% agree, 64 students , representing 26,01% partially agree , and 72 of them representing 29,26 disagree.

This research shows that students' emotions are a determining factor in the construction of their learning and their participation in the classroom; an annoyed or bored student does not perform actions favorable for learning materials or contents covered by the teacher at the time, for expressing his/her interest in participating, asking questions, asking new examples or discussing a concept. On the other hand, a self-

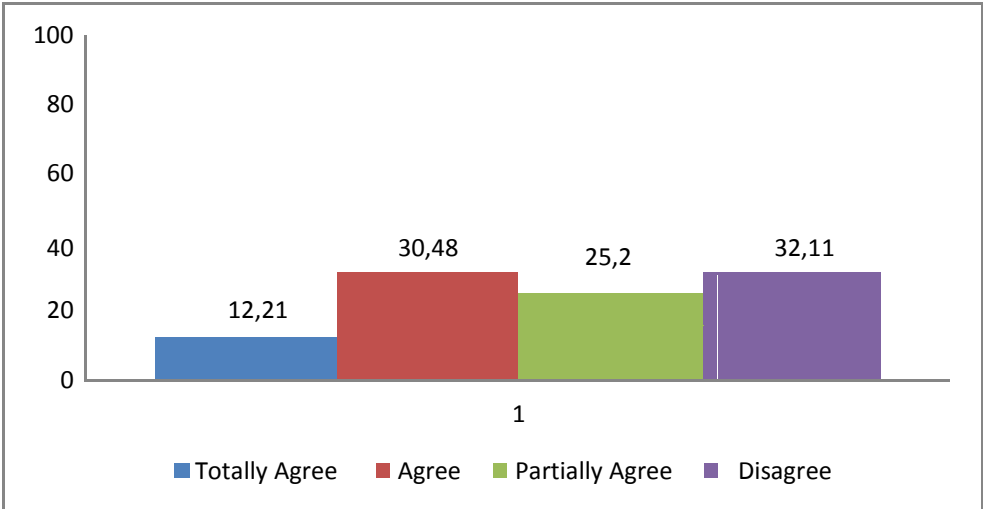
motivated and interested student can participate in many ways, thus favoring the construction of his/her learning.

Gorhan (2009) states that many students do not learn when they are afraid, anxiety, apprehension or fear. Students are not effectively communicated with us when they have fear, anxiety, apprehension or fear of communicating with us. Students do well when they have tests complete fear, anxiety, apprehension or fear of testing situations. In short, students do not do well in the classroom environment when they are fearful, anxious, apprehensive or scared.

Statement 19

The teacher does not pay equal attention to all his/her students.

Graph 19



Author: Erika Soto
Source: Students' Questionnaire

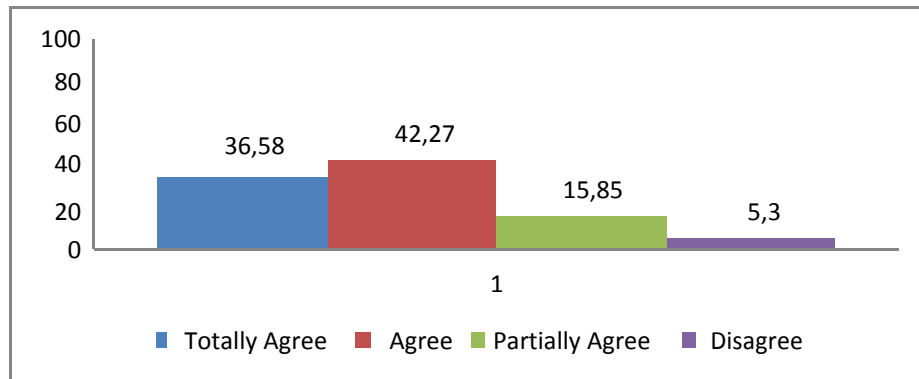
In statement 19, is intended to know if the teacher pays equal attention to all his/her students. The results show 30 students, representing 12,21 % totally agree, 75 of them , representing 30,48% agree, 62 students , representing 25,20% partially agree , and 79 of them representing 32,11 disagree. The results indicate that most of students disagree with this statement.

Gorham (2009) shows that, teachers who have poor communication skills or ineffective communication with their students are more likely to misbehave or have behaviors that are indicative of teacher misconduct. It is clear that effective communication between teacher and student is a prerequisite for successful teaching and learning of students. Teachers who are ineffective communicators often receive very little positive feedback from their students, they have difficulty responding to comments, can not establish credibility with students, have less control over their students, have reduced affinity with students, communication and have a more defensive, hostile to students of teachers who are effective communicators.

Statement 20

Students feel they can act competitively with other students

Graph 20



Author: Erika Soto

Source: Students' Questionnaire

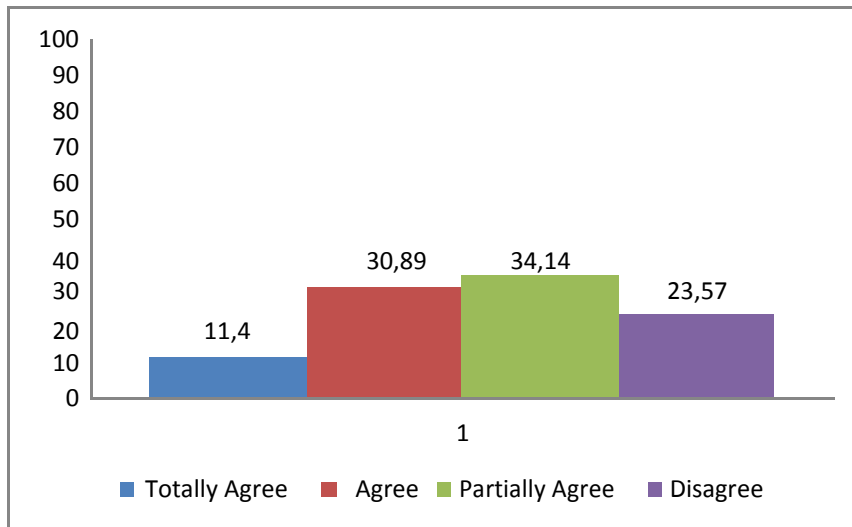
In statement 20, the information obtained is related to the fact that students feel they can act competitively with other students. The results show that, 90 students, representing 36,58 % totally agree, 104 of them , representing 42,27 agree, 39 students , representing 15,85% partially agree , and 13 of them representing 5,3 disagree. The act of competing often results in the interaction of opposition, in which teachers should encourage students' efforts.

Haddad (2006) recommend that there are many other active learning strategies that you can use in large classes. Not all of your students need to participate in all of these activities, especially those that require individual answers; in large classes, there might not be enough time. However, all of your students should be given the chance to participate in many of them. The challenge lies in selecting the type of activity to match the purpose or objective you have in mind for your lesson.

Statement 21

Students feel relaxed because they can go unnoticed.

Graph 21



Author: Erika Soto

Source: Students' Questionnaire

In statement 21, the information obtained is related to the fact that students feel relaxed because they can go unnoticed. The results show that from the total number of students who replied to this question, 28 students, representing 11,4 % totally agree, 76 of them , representing 30,89% agree, 84 students , representing 34,14% partially agree , and 58 of them representing 23,57 disagree.

Gorhan (2009) believes that, often going to set expectations for ourselves and our students that are too high or unreachable. In our efforts to be better we become compulsive and aggressive and we forget one of our main objectives is to establish a human learning environment where all students can learn and perform to their levels. When setting expectations that no student can and expectations are for us we can not deliver, then you can become a problem for us and for our students.

CONCLUSIONS

- Students indicated that they can develop activities that demonstrate what they learn in English and enable them to practice the skills of listening, speaking, reading and writing English.
- Students indicate that teachers use individual and group motivational strategies including the last rows of the class to sustain attention during the learning process.
- Students in mostly indicate that teachers guide the evaluation process with regard to academic dishonesty, given a training of teachers.
- Students are aware that the teacher organizes time in different activities during the process of learning, knowledge building activities assigned to the entire classroom.
- The majority of respondents indicated that English teachers use group strategies in the process of teaching and learning, so that allows them to interact, it is also appropriated to the process of English classes, especially in activities of partners, especially when you have difficulties in identifying students.
- Students surveyed indicate that they are not allowed to use electronic devices and must be respected institutional regulations, this depends teacher who can master class in the learning process so that students do not create chaos during learning.
- This research shows that students have a state of stress and the teacher should remove any mood through permanent motivation, to achieve participation without fear and to develop the linguistic skills of the English language.

RECOMMENDATION

- Consider the importance of English in large classes, as part of the teaching-learning process, where various activities that encourage students to develop language skills are performed.
- Develop activities to assess the level of English language learning, to establish a feedback through the development of group work or using individual strategies, so that they can achieve the four skills.
- The teacher establishes themed activities that encourage and maintain student attention, arousing interest and pleasure in participating actively in the development of the class
- Teachers maintain environment of trust and respect for the individuality of the students, so they do not feel isolated, but the teacher should consider working with large groups as well as giving effective and affective support, these can be valuable resources for showing that the teacher enjoys teaching them; on the other hand, that can create a barrier in communication between teacher and student.

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ANNEXES

Survey Application

Photo N.1

Eighth Year of Basic Education



Photo N. 2

Ninth Year



Photo N.3

Tenth Year of Basic Education



Photo N. 4

First Year



Photo N. 5

Second Year.



Appendix N° 2

INSTRUMENTS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

Name of institution: _____

Type of institution: Public () Private ()

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

1st senior highschool () 2nd senior highschool () 3rd senior highschool ()

City: _____

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

A. Academic issues

	In classes with a large number of students:	Very satisfactory	Satisfactory	Somewhat satisfactory	Dissatisfactory
1.	The activities done in class help to apply what students learn in class.				
2.	The activities done allow to practice listening, speaking, reading and writing skills.				
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.				
4.	Varied class activities are used such as group, individual, pair-work activities, etc.				
5.	Activities such as plays, competitions, debates, games, etc. are used in class.				
6.	Students can cheat during the test.				
7.	Students get distracted by doing assignments from other subjects.				
8.	The seating arrangement facilitates the tasks that are carried out in class.				
9.	Students cannot receive regular feedback from the teacher due to the large number of students.				

B. Social issues

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

CHART ANALYSIS

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

C. Psychological issues:

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

Thank you for your collaboration!

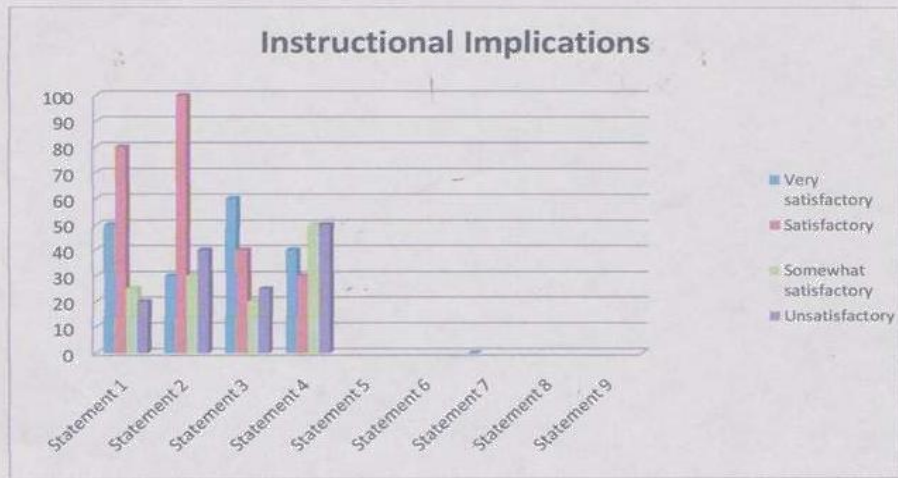
1. I am very satisfied with the results.
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100. I am dissatisfied with the results.

CHART ANALYSIS

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.										

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



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

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