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The influence of large classes in the English language teaching-learning process in
Ecuadorian public 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 Adum Barrezueta Soraya Nazri, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Enero 2015

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Soraya Nazri Adum Barrezueta declaro ser autora del presente trabajo de fin de titulación: The influence of large classes in the English language Teaching-learning proces in Ecuadorian public high schools, de la Titulación de Licenciado Ciencias de la Educación mención Inglés, siendo Ochoa Cueva, César Augusto director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

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Soraya Nazri Adum Barrezueta

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DEDICATION

This thesis is dedicated in first place to God who has given me the greatest gift of life, and also to my lovely family; my husband Emidio, and my children Emidio Andres, Jazmin and Michele for their support.

Special thanks to my children Emidio Andres, Jazmin and Michele who have been a great source of motivation, inspiration, encouragement and strength in life and crests in my dissertation. I am graceful to them for their long patience and moral support.

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ABSTRACT

This study aims to research about the influence of large classes in the English language teaching-learning process in Ecuadorian high schools. The primary reason of this study was not only to report and inform all about this, but also determine whether or not large classes affect the English language teaching-learning process. The research was carried out in five English large classes in a public high school located in Guayaquil-Ecuador. This information comprises quantitative and qualitative data. The data was gathered by administering questionnaires among the students. This study inquires about the instructional, social, and psychological implications that large classes have on the teaching-learning process.

The findings of this study indicate that the English teaching-learning process in Ecuadorian high schools is being affected by the large size of the class, lack of professional monitoring, lack of educational and technological resources and teachers with very low English proficiency level.

Key Words: EFL teaching, teaching-learning process, large classes, Ecuadorian high school.

Resumen

Este estudio tiene como objetivo investigar la influencia de las clases numerosas en el proceso de enseñanza- aprendizaje del inglés en las escuelas secundarias del Ecuador. Este informe se realizó para determinar si las clases numerosas afectan el proceso de enseñanza- aprendizaje del inglés. Se trabajó con cinco clases numerosas de inglés en una escuela secundaria pública en Guayaquil-Ecuador.

Este estudio comprende datos cuantitativos y cualitativos recogidos mediante la administración de cuestionarios entre los estudiantes, con el objeto de responder a las preguntas: ¿Qué implicaciones de instrucción tienen las clases numerosas en el proceso de enseñanza- aprendizaje? ¿Qué implicaciones sociales tienen las clases numerosas en el proceso de enseñanza- aprendizaje? ¿Y qué consecuencias psicológicas tienen las clases numerosas en el proceso de enseñanza- aprendizaje?

Los resultados indican que la enseñanza-aprendizaje del inglés en las escuelas secundarias de Ecuador está siendo afectada por el gran número de alumnos en las clases, la falta de supervisión profesional, la falta de recursos educativos y tecnológicos y profesores con muy bajo nivel de inglés.

Palabras Claves: Enseñanza de Inglés como lengua extranjera, procesos de enseñanza y aprendizaje, clases numerosas, colegios públicos del Ecuador.

INTRODUCTION

English is a universal language around the world nowadays. It is one of the most important languages that people use for different purposes. People use it to travel around, to make business decisions, to work, to study, to communicate around different countries. English allows people to accomplish social, cultural, political, economic goals, and also gives access to better educational and professional level all over the world.

Schools in Ecuador have to be prepared to face for these challenges when students graduate from high schools, but unfortunately the teaching of English in Ecuador has not given the expected achievement because when they have finished secondary education they do not reach the appropriate level of command of the English language.

For these reasons the Ecuadorian government, in order to improve the education of the country, has made important decisions such as the improvement of the curriculum based on international standards, teachers training, updating methodologies and technologies that help to accomplish this goal. However, there are many aspects to consider in the teaching learning process of English. One of those aspects is large classes. A Large class is a universal phenomenon nowadays, and it is part of the reality of Ecuadorian high schools.

The general objective of this research work is to determine whether or not large classes affect the English teaching-process in Ecuadorian high schools. The specific objectives of this study are to answer the following questions: What instructional implications do large classes have on the teaching-learning process? What social implications do large classes have o the teaching-leaning process?, and

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

Previous studies show that there are several factors that affect the teaching-learning process of English as a foreign language. The first one was carried out by Jimakom, P. & Singhasiri, W. (2006), they said that teaching in large classes was difficult in several aspects such as the relationships of teacher and students, monitoring and giving feedback and assessment. The authors explain that teaching in large classes may be suitable for teaching receptive skills such as reading and listening even though it is not appropriate for productive skills like speaking or writing which require more attention and interaction from teachers. Teachers may need to be trained in how to teach and manage large classes.

Thalher, M. (2005), researched to determine what effects (instructional, psychological or social) large classes have on students by investigating and analysing EFL students toward large classes. The findings of this study indicate that large classes affect students educational practices and performance. Large classes are considered a double-edged sword. Students believed that in large classes there is a sense of competition and a friendly relationship among students, but on the other hand, there was a lack of concentration and attention because they felt neglected. It is important to point out that the instructional effects have the highest mean over the social and the psychological effect on EFL students, teachers should take into consideration social and psychological effects since these affects are interrelated.

In Blatchford, Russelt, Basset, Brown, & Marting, C. (2007) the attention was directed to the effects of class size on teaching of pupils aged 7-11 years, they showed that there was more individual attention in smaller classes, a more active role for pupils, and beneficial effects on the quality of the quality of teaching. The authors

used multimethod approach, integrating qualitative information from teacher's end-of-year accounts and data from case studies with quantitative information from systematic observations. Results showed that there was more individual attention in smaller classes, a more active role for pupils, and beneficial effects on the quality of teaching. It is suggested that teachers in both large and small classes need to develop strategies for more individual attention but also recognize the benefits of other forms of learning, for example, group work.

Researchers, teachers, students, private and public education institutions, and Ecuadorian Government should benefit from this study. Ministry of Education Officials who are aiming to improve the quality of the English teaching-learning process in Ecuador should pay special attention to this study. Teachers can highly benefit from this research in order to understand how they could improve as educators, incorporating new techniques, strategies, and motivating their students to learn the language with a real life application, and using it all the time in the classroom. Some conclusions and recommendations are provided at the end of this study.

METHOD

Setting and Participants

The present study was carried out in Guayaquil, Guayas Province, Ecuador. It was done in a public high school located in an urban area, the Atarazana. The students' age and grade ranged from 13 to 18-19 years old, 8th grade to 13th grade. The sample of the study consisted of 233 students. The number of students in every class was between 50 and 60.

Procedures

The first step for developing this study was reviewing the literature of the most important topics concerning the influence of large classes in the English language teaching and learning process, as well as some previous journal studies on the related topic were investigated in order to get enough background for the research process.

The instrument used for gathering the data comprises questionnaires in order to determine the effects of large classes on students at high school. The questionnaire was distributed to the students (233) and the items were read in Spanish in front of the students. The questionnaire contained 21 items and was divided into the following sections: 1- items (1-9) showed the instructional aspects of large classes on public high schools; 2.items (10-14) showed the social aspects for large classes on public high schools; 3.items (15-21) showed the psychological aspects of large classes on public high schools.

All the students were appropriately explained about the purpose of the study as well as about the confidence of the information supplied by them.

The approach used on this research is mainly quantitative and qualitative. The collected data was explored, explained, described, analysed, and gathered by administering questionnaires among the students. In order to present the results; the students questionnaires were tabulated and statistically graphed. The information on the graphs was then described and analysed based on the students' responses on the questionnaires and the support of the literature on this topic. This study inquires about the instructional, social, and psychological implications that large classes have on the teaching-learning process

Among the aspects considered for the analysis of the results, besides the information obtained from the different instruments and sources already mentioned, there were the general and specific objectives of the present study which signalled from beginning to end the way in which the analysis and interpretation of results was done.

DISCUSSION

Literature Review

English is an important language nowadays spoken all over the world; it is used as the official language in education, diplomacy, international business, technical and technological activities of any kind.

The teaching of English in Ecuador, for a long time has not given the expected results because the majority of the students who finish secondary education do not achieve the basic language communicative competence. In spite of having studied English during six years, students are not able to communicate in a written and oral in this language. The Ecuadorian government in order to give better opportunities for teaching and learning this language through the Ministry of Education The Senescyt (National Secretariat of Superior of Education, Science, Technology and innovation) (2012) has launched a project to improve the knowledge of English as a second language, and has implemented different policies and strategies such as the improvement of the curriculum based on international standards, teachers' training, updating methodologies and technologies that help to increase the teaching quality.

An overview of the most relevant literature on this respect as reported by several international authors on EFL and ESL topic is what follows.

Teaching Approaches and Methods

According to Anthony (1963) described an approach as set of assumptions dealing with the nature of language, learning, and teaching, while a method as an overall plan for systematic presentation of language based upon a selected approach. Here follows brief descriptions of some of the most common approaches and methods. The Grammar Translation Methods, known as the Classical Method in the

nineteenth century. This method came to "reform" language teaching methodology, and to this day this method is still being practiced in many educational contexts.

Patror and Celce-Murcia (1979) listed some of its major characteristics: gives special attention to the language grammar rules, uses the mother tongue in the class with almost no use of the target language, uses a lot of vocabulary, and provides rules for grammar. This method remains so popular it requires few skills by the teachers, and test on grammar and translations are easy to follow. But, as Richards & Rogers (1986) said that "there is no theory, no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory."

On the other hand, Total Physical Respond developed by Asher (1977) pointed out that children before they speak do a lot of listening accompanied by physical responses. He relates speech and action, teaches language through physical (motor) activity that came from the right-brain function preceded by the left-brain language processing. Asher in this method creates a positive mood in the classroom among the learners in order to facilitate learning and to reduce the stress through students. But unfortunately like other method had its limitations in reading and writing activities, for this reason '*The Natural Approach*' came about.

Krashen & Terrell (1983) defined 'The Natural Approach' method in three stages: the first one; the development of listening comprehension skills in children; the second stage is that teachers do not correct student's errors; and the last stage involves dialogues promoting fluency. There are different activities to be used in the Natural Approach to provide comprehensible input, such as: the use of vocabulary to teach parts of the body, numbers, and sequence; to identify members of the class by name.

Another concept is that of Communicative Language Teaching (CLT) which applied the use of a great deal of authentic language, as we try to build fluency. Chambers (1997). Learners are encouraged to use the language spontaneously for real-life communication in the classroom, and to construct meaning through genuine interaction with others.

Both American and British see Communicative Language teaching as an approach not as a method, and for Littlewood (1981) says that it is an integration of grammatical and functional teaching, using procedures where students work in pairs or groups using different kinds of materials.

Content-based Instructions defined by Brinston, Snow, and Wesche (1989) as “The integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material”.

In the 1990s The Whole Language Approach became popular in the United States as a way of teaching language arts skills for primary school children in a motivating and innovative form. Bergeron (1990) found that Whole Language was described as an approach based on the use of literature; the use of writing; encouragement of cooperative learning among students, and concern for students’ attitude.

Richards & Rogers (2001) described another method. The Cooperative Language Learning emphasizes cooperation and interaction that involves activities in pairs of learners or in small groups in the classroom. This method was designed to develop cooperative among students, working together, helping to each other rather than to compete.

Class size (number of students)

There are many definitions of class size to be considered. A class with less than 20 students is considered as a small; classroom with more than 20 students is considered as a large class (Finn, Pannozzo, & Acgukkes, 2003). Fin et al. (2003) says that class size reduction will benefit to students 'learning behaviors; social behaviors, and promote student-teacher interactions. The authors also found a great academic achievement on small classes, the children participate more often during the class and teachers pay more attention to individualized students.

Project likes STAR, Project SAGE, and the Lasting Benefits reported strong evidence that students in small classes in elementary grades were learning more and interacting with each other, also the reduction of discipline problems.

Managing Learning (instruction, feedback, discipline, and timing)

In order to make instructions effectively, teachers should first attract students 'attention to be sure everyone is listening and watching; using simple language and giving short expressions students will easily understand the language practice to avoid confusion. Gower, Phillips, & Walters (2005).

Nunan, & Lamb (2000) say that giving clear instruction is an essential management skill for all the teachers for the success of classroom task and activities. They include some other modes of direct instruction like: model, elicit, demonstrative and exemplify.

Another important aspect of language learning and teaching is giving feedback, when teachers want to praise a student or reinforce a particular response. Gower, Phillips, & Walters (2005) point out that the main aim is to see if the students understood the instructions, to assess on how well they are performing in a particular activity, and to evaluate their language strengths and weaknesses.

However, students can learn the language more when the atmosphere of the class is relaxed, friendly in which students can interact with each other, and when the students have confidence in you. Maintaining discipline is an important and necessary aspect for monitoring specially for younger students, students that are not well-motivated, and sometimes in monolingual classes. Gower, Phillip. & Walters (2005).

On the other hand, Nunan & Lamb (2000) dealing with behavior problems emerge as a result of confusion of too much rules, roles of the teachers on which what the teachers expect from the students to be doing, and that students have clear expectations of how teachers behave, if these expectations are not met, behaviors problems will arise. The authors say that prevent the behavior problem is better than to deal with it.

Nunan & Lamb (2000) indicate one of the key factors distinguishing experienced from inexperienced teachers is the ability to determine how long a task or an activity will last.

Managing large classes

Woodward (2001) indicates that definition of large class is associated with many problems in the classroom, such as too much noise, too many students, restricted space, no enough materials to be used for everyone, the lack of target language use if students speak common languages. In order to work efficiently in large classes he suggests to learn students 'names, attract students 'attention involving them from the beginning of the lesson, give students natural oral/aural target practice and use in the class by working in pair or group work.

Dealing with the problem of large classes, a group of students, teachers, and researchers at the University of Lancaster in the United Kingdom (Colman 1989a,

1989b; Nolasco & Arthur 1988.). Shaming who investigated in that group, focused on physical location on motivation and achievement in an overcrowded class, has found that students who sit at the front of the class have greater academic achievement, they are more motivated, and the interaction between teacher and student take part comparing with those who are seated at the back. She suggests in order dealing with the two-zone problem; teachers should use different techniques such as pair and group work.

Activities for working with large classes

According to Brown (2001) working with large classes present many problems on which language teachers have to deal with. The large number of students in the class minimized the students 'attention, the opportunities for the students to speak during the class are lessened, and the feedback of the students is limited. In spite to solve some of these problems he suggests make the students feel that they are important by naming them with their names, assigning interactive activities at the beginning of the class to make feel them part of the crowd, given the chance to the students to perform in English by working in pair or small group, do as many as possible of listening comprehension activities with tapes, videos, ect.

Brown (2001) claims that in despite of the problem working with large classes; there are many solutions on which teachers can do with the whole class. He gives the importance part in large classes, "pair work and group work" that minimize student participation, given clear instructions and feedback. However, the authors emphasizes that working with large classes has disadvantages, but also have one main advantage; as how they are big, sense of humor is more funny, and the students feel more warm and envelop.

Classroom space and Seating Arrangement (physical space-big/small rooms)

Teachers must consider that students are members of a team; they should be able to see each other and to talk one another in English, and to facilitate interaction among them. One alternative of doing so is to arrange the classroom in patterns of semi-circles, U-shapes, or concentric circles on large classes. If the class size is small, only one circle may need. In classes where the students come from different language background, it is preferably students do not sit next to each other of the same native language speaking; English will be more practiced in the classroom. Brown (2001).

On the other hand, Gower, Phillips, & Walters explain that the way teachers organize the positions of the students where do they sit in the classroom depend on a number of factors: the attitude between the teachers and the students, whether the type of the activity to be develop is acceptable, if the group of the students is monolingual or multilingual. They also suggest arranging the classroom "café style" on which students are allowed to work in pair work or group work, and teacher will be able to look at each other. In other words, seating arrangement depends on the size of the class, group, type of activity and furniture style.

Different levels of proficiency

There are different kinds of proficiency levels in the same large classes, or even in small classes facing the teachers with the problem of challenging the higher-level students and not overwhelming the lower-level students, most of the time due byproduct of institutional placement. Brown (2001) gives some suggestions to deal with, such as: do not classify "the good students" and "the bad students", rather teachers should identify their skills and abilities so they can manage the students

‘needs. Placing students in the same group of varying ranges, and other students of the same range in a group together can provide advantages and disadvantages.

Classes where the students are at different-level learning, Harmer (2007) describes “mixed-ability groups” as one of the biggest problems teachers faced having students with different abilities. Some teachers adopt a strategy of solution such as peer help and teaching, putting the strong students and the weak students together in pairs or groups. This have to be done in a non-judgmental manner, so students should not feel to be treated differently, but rather should have the benefits of different treatment explained to them.

There are some studies investigated the effect in the English language teaching-learning process. These studies give a clear definition and analyze some important aspects that affect English teaching and learning process. They were taken from specialized journals. Here follows a summary of the most relevant points of five studies related to this situation.

The first study was conducted by Jimakom & Singhasiri (2006) who investigated teachers ‘beliefs in terms of perceptions, opinions and attitudes toward teaching English in large classes, for doing this the authors chose 75 lecturers from state universities in Thailand, they were all instructors of English language, made up of 17 males and 58 females. The Department of Language, School of Liberal Arts, and KMUTT distributed a questionnaire in order to access the opinions and perceptions of the teachers. The questionnaire was composed of three parts with: the first part, open-ended questions, it was about the participant’s personal details; the second part, closed-ended questionnaire, concerns the participant’s knowledge of their university’s policy on class size; and the third one, it related the facts and opinions on Large Classes.

After analyzed the data collected, the authors found that when the classroom is large, the teaching and learning process became more difficult; there is no chance to interact with the students, the students do not receive the same level of attention form the teachers, giving feedback to the students takes a great deal of time. Most of the teachers saw that teaching in large classes were likely less beneficial for productive skills.

The authors concluded that teachers thought that teaching in large classes was difficult in different ways such as giving feedback, monitoring and assessment, the relationships among teachers and students. Teachers also beliefs that teaching in large classes the receptive skills in reading and listening were appropriate, even though it was in appropriate for productive skills in speaking and writing.

Blatchford & Brow (2001) developed a study aimed at researching in a systematic way the relationship between class size and classroom processes by examining the effects through primary and secondary school stages, and to see if lower attaining pupils experienced more individual attention. The authors also extend research by comparing effects on pupil classroom engagement and teacher, and the interaction among pupil. A systematic observation was carried out on 686 pupils in 49 schools: divided in 27 primary schools and 22 secondary schools. Generally two year groups were observed in each school. There were used multilevel methods in order to examine relationship between class size and observation measures, controlling for potentially confounding factors like pupil attainment, gender, special education needs. One special feature of this study is that it also employed more sophisticated statistical analysis comparing to other previous studies by examining the effects of class size on moments by moments classroom

interactions and pupil engagement. The authors had been called the “experienced” class size.

The results showed that both at primary and secondary levels pupils in small classes received more individual attention from the teachers, and they had more interactions with them. The authors pointed out in this study that classroom engagement decreased in large classes in particular for lower attaining pupils at secondary level. In contrast, in smaller classes low attaining pupils showed more on task behaviors.

The authors concluded that in order to facilitate engagement in learning and more individual attentions from teachers; low attaining pupils can benefit from smaller classes at secondary level. Teachers should be aware of how pupils in large classes can drift off task especially for low attaining pupils that seem to be most affected.

Blachford, Russell, Bassett, Brown & Martin (2007) researched on the effects class size differences on teaching English in the later years of primary education of pupils aged 7 – 11. These authors reported in this study the relationships between class size when the pupils were in 7-11, and teaching. They used multimethod approach, integrating qualitative information from teachers ‘end of year accounts, and data from case studies with quantitative information from systematic observations. The KS2 sample comprised 75 schools; there were 42 classes in all, about 486 questionnaires were distributed in the 3 schools years.

The results indicated that there was more individual attention in smaller classes comparing with large classes, children in small classes interact more with their teachers, children were more often the teachers ‘attention, and more teaching took place in small classes; on the contrary, children in large classes spend less time

actively interacting with the teacher in terms of responding or initiating. Results from end-of-year teacher questionnaires and case study showed that class size affect the amount of individual attention, the interactions between teachers and children, the depth of teacher's knowledge of children in their classes.

The authors concluded that both in large and small classes need to develop strategies for more individual attention but also recognize the benefit of other forms of learning, for example group work. The authors also concluded that small classes seemed to affect in teaching in predictable ways; more time for teachers 'assessment, easier to control, better planning, and less teachers stress. In general small classes are preferable, the size of group is very important because this really affect the quality of leaning. They suggested to implement collaborative group work, but this need special development and teachers and pupils most be trained.

Likewise to the previous authors, Thalher (2005) have carried out a research in order to determining what effect (instructional, psychological or social) large classes have on students by investigating and analyzing EFL students 'attitudes toward large classes. The findings aimed to adopt strategies and to develop effective approaches and practices in order to cope with the problems of large classes, and what students who are learning English think about this situational (physical) factor.

The participants of this study were 230 male and female students randomly chosen. The subject population of the study was limited to non-English Major EFL students at An-Najah National University in Palestine.

The instruments that were used in this study are: Procedure and Data Collection, the date for the questionnaire was collected and classified into tree major areas: instructional, psychological and social; questionnaire, on which the researched

distributed to the students E10103 who were learning English as a university requirement.

The results showed clear evidence that the instructional effects have the highest mean over the social and psychological effects, when students came late to the class, they found difficult to seat in the front row, this would affect their learning. Another was the lack of space, and students felt that their teachers neglected the practical skills due to their inability to control the class, on which classroom interaction was neglected, too. However, it appeared that despite the negative aspects of learning English in large classes, there can be some positive aspects like students can get information from both teachers and students, there is a sense of competitions and a friendly relationship among students in large classes. Another results showed in large classes, negative effect students 'learning and achievement, when they would not have the opportunity to express themselves.

The author concluded that the instructional effects have the higher mean over the social and psychological effects, classroom interaction are negatively associated with class size. The students demonstrated negative and positive effects on large classes. The author pointed out while dealing with the negative instructional effects, teachers should take into consideration the social and the psychological effect since these effects are interrelated. Finally, the author concluded with some recommendations to deal with the problems of large classes in teaching EFL students.

The last study is the one done by Adeyemi (2008) about the influence of class size on the quality of output in secondary schools in Ekiti State, Nigeria. This study aimed to determine what relationship exists between class-size and the quality output in secondary schools and if there is any significant difference between the quality of

output of students in large classes and small classes. The authors randomly selected 120 schools through stratified random sampling technique. The population of the study comprised all the 141 secondary schools that present candidates for the year 2003 SSC examinations in the State. This study used an inventory as an instrument to collect data information, and there was analyzed with the use of chi square test, correlation analysis and t-test. Semi-structured interview was conducted with 30 principles of schools and 30 educator's officers, their responses were analyzed through the content analysis technique. The random sample was used in order to select 141 principals and 232 education officers. The average class size was determined by dividing by the total number of students in each class.

The results of this study showed that pupils in smaller class-size achieved better results and had better quality of output from pupils in large class-size. The mean scores were higher in schools having an average class-size of 35 students.

The author concluded with some recommendations that the State Government should bill more classrooms in all secondary schools in the State to cater for all small class-size.

Description, Analysis, and Interpretation of Results

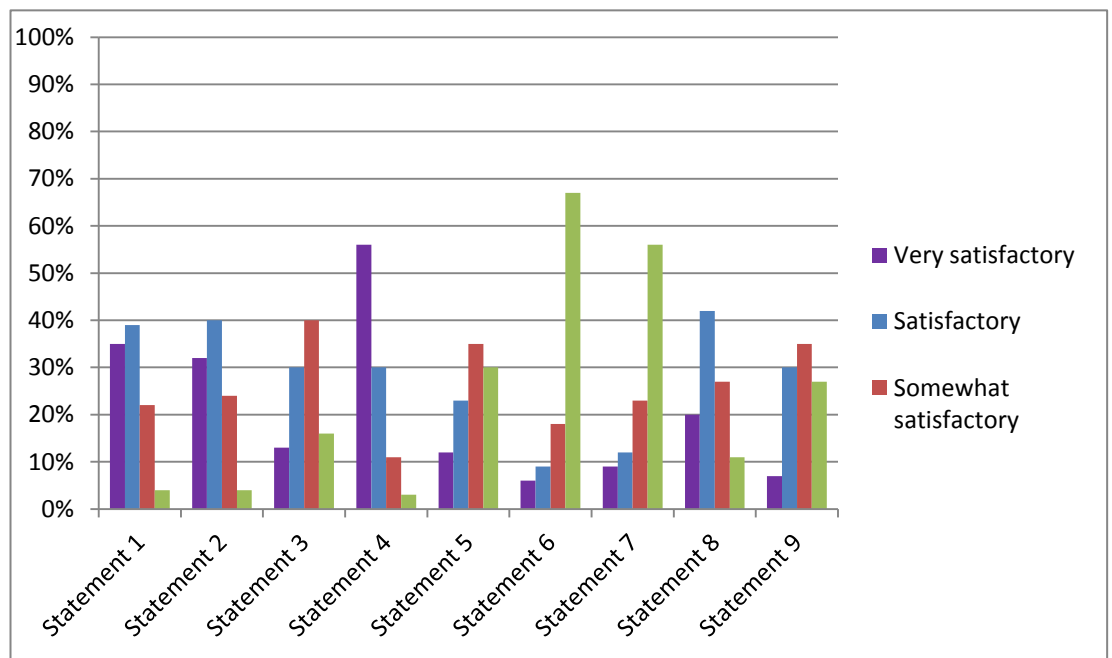
The next section of the study describes analyses and interprets the results gathered from the students' questionnaires. The general approach of this study is quantitative.

This approach was developed based on the data from a questionnaire which was divided into three main aspects: academic, social and psychological; these aimed to answer the three main purposes of the research. The questionnaire was answered by 233 high school students, from the first to the last year of high school, between the ages of 12 to 18.

As a result of the tabulation of the data, a graphic will show the results in each investigated implications; instructional; social and psychological, these results were drawn on the students' responses on the questionnaire. The analysis and interpretation of the results will give some light on the status of these important aspects of the teaching-learning process among students from the sample population in Guayaquil.

1. 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.	81	35%	90	39%	52	22%	10	4%	233	100%
2	The activities done allow to practice listening, speaking, reading and writing skills.	74	32%	94	40%	55	24%	10	4%	233	100%
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	31	13%	71	30%	93	40%	38	16%	233	100%
4	Varied class activities are used such as group, individual, pair-work activities, etc.	130	56%	70	30%	26	11%	7	3%	233	100%
5	Activities such as plays, competitions, debates, games, etc. are used in class.	27	12%	54	23%	81	35%	71	30%	233	100%
6	Students can cheat during the test.	15	6%	20	9%	42	18%	156	67%	233	100%
7	Students get distracted by doing assignments from other subjects.	21	9%	28	12%	53	23%	131	56%	233	100%
8	The seating arrangement facilitates the tasks that are carried out in class.	47	20%	97	42%	63	27%	26	11%	233	100%
9	Students cannot receive regular feedback from the teacher due to the large number of students.	17	7%	71	30%	82	35%	63	27%	233	100%



In Statement 1, the students' responses were *Satisfactory*, with a percentage of 39%; and 35% of the students' responses were *Very Satisfactory*. This means that the activities in class do help them apply what they have learned. These results can be considered positive because the participants show that there is in-class competition, but also that they pay attention to their English teacher.

Thalher (2005) says that students can share with their classmates and compare their answers with them for the purpose of evaluating and proving themselves. This atmosphere of competition would lead to positive learning and achievement.

In Statement 2, the results show 40% of the students that participated on this survey classified as *Satisfactory* that the activities done in class help them practice their listening, speaking, reading and writing skills. Teaching in large classes may be suitable for teaching receptive skills such as reading and listening even though it is appropriate for productive skills like speaking or writing which require more attention and interaction from teachers. Only 10 students rated this statement as *Unsatisfactory*. The students consider themselves passive listeners in the large class because the atmosphere was teacher-centered.

According to Nunan (1999), task-based instruction uses task activities which require comprehending, producing, manipulating or interacting in the target language. The amount of listening, reading, speaking and writing involve real-life tasks that take students into the world outside the classroom in order for them to utilize all four skills. The task-based instruction helps learners explore the multitude of communication opportunities provided in their surroundings and can be carried out individually, in pairs or in small cooperative groups.

Statement 3 shows 93 students that represent the 40% of the participants of this survey who agreed on grading *Somewhat satisfactory* the fact that students are

attentive and participate in class activities, including those seating at the back of the classroom. The 30% of the students believe this statement can be rated as *Satisfactory*. This means that students demonstrated positive responses towards large classes.

According to the students' responses, it appears that they can get information from both teachers and other students. Through active learning, both students and teachers participate in the learning process, and they can receive more and faster feedback.

Shamin (n.d.) her research was carried out in Pakistan, focused on the effect of physical location on motivation and achievement in large classes. She reports that there was a great deal of competition for the front seats, and students adopted a range of strategies to get the front seats. Students who sit or who are seated at the front of the class have greater academic advantage than those seated further back because they can actually take part in the lesson. It was also observed that the majority of large class teachers created, within their large class, a smaller class of students in the front only.

The students' responses on Statement 4 were high, 56% of the students evaluated as *Very satisfactory* that varied class activities are used by the teacher such as group, individual, pair-work activities. These responses are positive, students show that they can share with their classmates and compare their answers with them for the purpose of evaluating and proving themselves. Only 3% of the participants on this study agreed on categorizing this statement as *Unsatisfactory*.

When referring to large classes, teachers should adopt new strategies, for example arranging the class in groups (five students per group). As Hayes (1997)

explained, arranging the class into groups would require a high degree of class control, meaning that a teacher would also need to be more involved .

Pair and group work can also be problematic in classrooms where there is a mismatch between the expectations of the teacher and those of the students.

Consider the following case study from Nunan (1988), in which problems arose because the teacher believed that students learn to speak by speaking and that pair and group work maximized opportunities to speak, while the learners believed that their role was to sit passively and absorb knowledge from the teacher.

On the other hand, Harmer (1983) argues that “pair work” helps improving students language abilities, as speaking, writing and reading. Besides the method used, the quality of the class that a teacher develops will also be related to the time spent per group and individually.

Anwar (2012) explains that group work helps the learners to carry on more interaction among each other’s. He also says that “The students improve their cognitive and affective aspects by group work”.

For Statement 5, 35% of the students graded as *Somewhat satisfactory* that activities such as plays, competitions, debates, games, etc. are used in class. The lowest percentage is represented by 27 students that rated this statement as *Very Satisfactory*. Teachers in large class size found restricted the use of certain active learning instructional activities because it is difficult to involve all students in large classes.

Nunan (1989) states that the teacher tries to make school fun for students by introducing games and enrichment activities. Still, there are problems. Many students pay little attention during lessons, and seatwork is often not completed or not done carefully. This problem occurs even though the teacher holds academic

activities to a minimum and tries to make them as pleasant as possible. Here the teacher has to adopt the role of entertainer. Although this role is appropriate at certain times, at other times it is inappropriate. When to switch from one role to another will depend on the context and environment in which the learning takes place.

Another aspect to be considered when teachers want to do activities such as plays, competitions, debates, games in class, is the lack of space; physical space is extremely limited and does not let the teachers change the setting in the classroom.

The 67% of the students in Statement 6, that is 156 students, agreed on rating *Unsatisfactory* the fact that students can cheat during a test. Only 15 students graded this statement as *Very Satisfactory*. These responses are positive since students show that there is sense of honesty. However, from experience as an English teacher and from information of some studies, students in large classes are too close that they can see classmates' papers during the exams. As stated by The CSHE (Center for the Study by Higher Education) (2012), one reason students may deliberately cheat in a large class is because they may feel somewhat anonymous and "lost in the crowd" and are less likely to be caught.

From the results in the Statement 7 above, students graded the fact that get distracted by doing assignments from other subjects, the great majority represented by 131 students or the 56% rated on *Unsatisfactory*, while the least stands for 9% on *Very Satisfactory*. According to the students' responses, it appears that students do not get distracted by doing assignments from other subjects and time-wasters.

Harmer (1991) points out that the success of many activities depends on good organization and on the students knowing exactly what they have to do. A lot of time can be wasted if the teacher omits to give students vital information or issues

conflicting and confusing instructions. The main purpose of the teacher when organizing an activity is to tell the students what they are to talk about or write or read about, give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over.

For statement 8, 42% of the participants graded as *Satisfactory* the seating arrangement on which facilitates the tasks that are carried out in class. Only 11% of the students believe that this statement can be rated as *Unsatisfactory*.

In this regard, 26 students agree that there is no space in the classroom. The lack of space is a fact that affects both students and teachers because it is not possible for teachers to be able to do any kind of moving desks around or even breaking the class into groups, the classes are so crowded that teachers are physically unable to move anything around within the classroom.

It is believed that special arrangements in the classroom where students have enough space to move and work on their activities positively affect students' on-task behaviour and social interaction (Kaya & Burguess, 2007). Baron (1992) believed that seating arrangement should be treated as priority when thinking of a classroom with maximum on task-behavior.

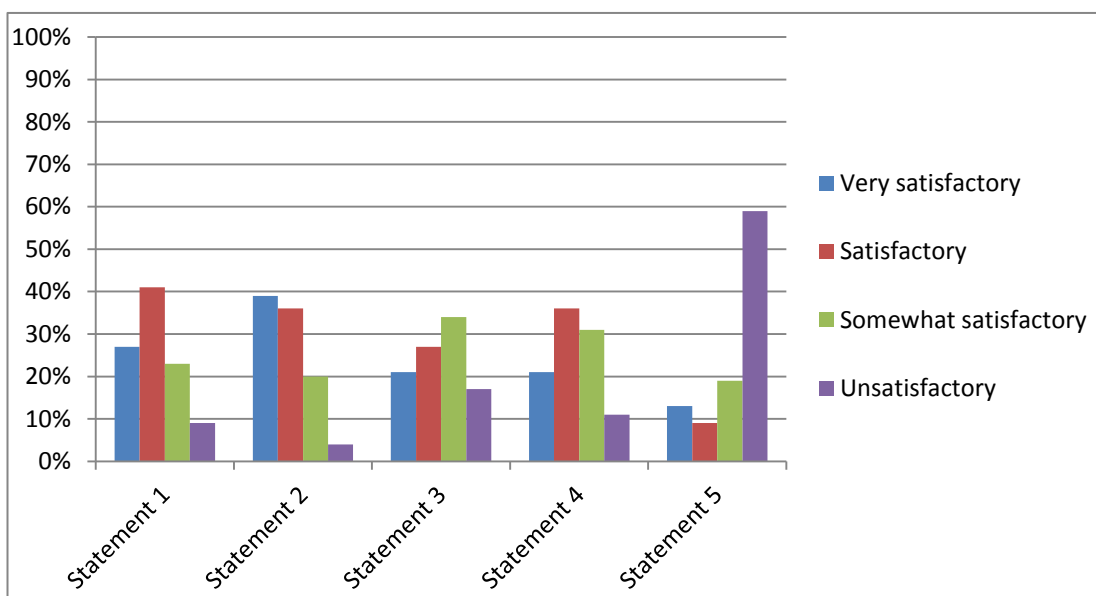
Deciding on a specific seating arrangement depends on the teacher's beliefs and what he/she thinks his/her role in the class is. If teachers want to guarantee on-task behaviour during individual work, they should arrange their classroom furniture in rows and columns so as to minimize student-student interactions. However, if the purpose of the class is to have interaction among students and the teacher, it would be better to let student sit either in a U-shape or in circles. Bonus and Riordan (1998) further highlighted this idea that effectiveness of any seating arrangement depends on the activity done in class.

From the 233 students who answered the questionnaire in statement 9, the majority, 85 students or the 35% of the participants on the survey, have classified as *Somewhat Satisfactory* the fact that students cannot receive regular feedback from the teacher due to the large number of students. Giving feedback was one indicator that supported the evaluation problems that large classes may have. According to the students' responses, teachers rarely provide feedback after each lesson. Providing the right kind of feedback to the students can make a significant difference in the teaching-learning process in large classes. The teachers should make the class easier to understand by all students and manageable, without making it boring or less attractive.

Brookhart (2008) says that feedback requires practice, it needs to be targeted specifically to the audience you have as a teacher and to the type of students you have. Mackenzie (2000) explains that students need structure in the classroom because it "paves the way for cooperation and learning by defining the path you want your students to say on". A teacher can give feedback by praising and encouraging the students, by correcting them; having open discussions can be also a form of feedback. Feedback should always be done in a positive way. (Gower et al, 2005).

2. 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	%
1	There is a proper balance of student-student and teacher-student interaction.	64	27%	95	41%	53	23%	21	9%	233	100%
2	Students have the opportunity to build relationships with their classmates.	92	39%	85	36%	46	20%	10	4%	233	100%
3	The teacher has problems remembering all the students' names.	50	21%	63	27%	80	34%	40	17%	233	100%
4	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	49	21%	85	36%	73	31%	26	11%	233	100%
5	It is easier for students to use their cellphone or any other mobile	31	13%	20	9%	44	19%	138	59%	233	100%



As shown in statement 1, the majority represented by 41% of the participants on the survey agreed on rating as *Satisfactory* the balance of student-student and teacher-student interaction; while only 9% believe that this statement is

Unsatisfactory, it means that only 21 students out of 233 disagreed on the proper balance of student-student and teacher-student interaction.

However, fifty three students said that there is a proper balance of student-student and teacher-student interaction.

The interaction among classmates seems to play a very important role for students in order for them to learn and develop their abilities; leading to a better understanding of the subject and the achievement of the objectives set by the teacher.

It is important to analyze that a class with more than 25 students becomes more difficult to methods and strategies; teachers could arrange students by groups and set projects and even more to have individual time to address the doubts of every student. Besides, there is a high probability that some students are slow learners and so, these students do not receive more attention or support by the teacher.

Brown (2001) also refers that there are other teacher strategies that promote interaction. Pair work and group work give rise to interaction. Giving directions ("Open your books," "Do the following exercise") can stimulate interaction. Organizational language ("Get into small groups") is important. Responding to genuinely to student-initiated questions is essential. Encouraging students to develop their own strategies is an excellent mean of stimulating the learner to develop tools of interaction. However, as teachers build some tools for creating effective interactive classroom lesson, consider teachers questioning strategies as one of the most important teaching behaviours for teachers to master.

One of the most critical problems faced by teachers of large classes is that students feel isolated and are often anonymous to both the teacher and another (Svinicki and Mckeachi 2010). Students who perceive that they are anonymous

often feel less personal responsibility for learning, have decreased motivation to learn, and attend class less frequently (Cooper & Robinson 2000).

For Statement 2, 39% of the students graded as *Very Satisfactory*, followed by 36% *Satisfactory* on the fact that students have the opportunity to build relationships with other students. These results show clear evidence that in large classes in some cases, there are advantage and disadvantage in others. As stated by Hess (2001), "in large classes there are always enough students to get interaction going, there is a rich variety of human resources".

When learning a foreign language it is extremely important to have better relationships as a base in order to achieve a social interaction. As McManont (1997) states, the learning process should be an activity related to the social and collaborative aspects; and large classes can contribute to students enabling them to make friends and exchange knowledge.

The 80 students represented by 34% of the people that participated on this survey, graded Statement 3 as *Somewhat satisfactory* that the teacher has problems remembering the name of all the students. Sixty three students out of 233 said that the teacher has problems remembering all students' names.

Harmer (1983) argues that the teacher should draw the attention of individual students to help establish control in the class by calling students by names in order to solve the problem of teachers' ignorance especially when the students feel that they are neglected. Naming will bridge the gap between the student and the teacher. Teachers should create a safe and friendly learning atmosphere that motivates students in the classroom interaction.

The relationship among teachers and students is not as close as it should be, because most of the time the teachers do not remember the students names. Teachers should use the first name of all the students in order to build a better relationship.

In order to have effective teaching in the classroom, teachers should motivate their students by using their names when giving examples or using words in sentences, and they should involve them in classroom activities by telling them that there are marks for classroom participation.

According to Brown (2001) working with large classes present many problems on which language teachers have to deal with. The large numbers of students in the class minimize the students' attention, the opportunities for the students to speak during the class are lessened, and the feedback of the students is limited. In spite of solving some of these problems he suggests to make the students feel that they are important by naming them with their names, assigning interactive activities at the beginning of the class to make them feel part of the crowd, given the chance to the students to perform in English by working in pairs or small groups.

Statement 4 was rated by the majority 36% as *Satisfactory*. In this case, the atmosphere is less stressful since the teacher does not ask several questions to the same student. Only 26 students agreed on grading this statement as *Unsatisfactory* representing 11%.

The students feel that the atmosphere in the large class was safe because they did not have to answer every question. They thought that they were not active students because of the large class.

However, students can learn the language more when the atmosphere of the class is relaxed, and friendly in which students can interact with each other, and when the students have confidence in the teacher. An important aspect of monitoring

is the discipline often necessary for less motivated students, younger students and sometime monolingual classes, where the temptation might be to abandon the task or to talk away unnecessarily in the mother tongue. Gower, Phillip. & Walters (2005).

As we can see in statement 5 the great majority represented by 138 students or the 59% graded as *Unsatisfactory* the fact that it is easier for students to use their cellphone or any other mobile device without being seen by the teacher. The results clearly show evidence that there are not discipline problems.

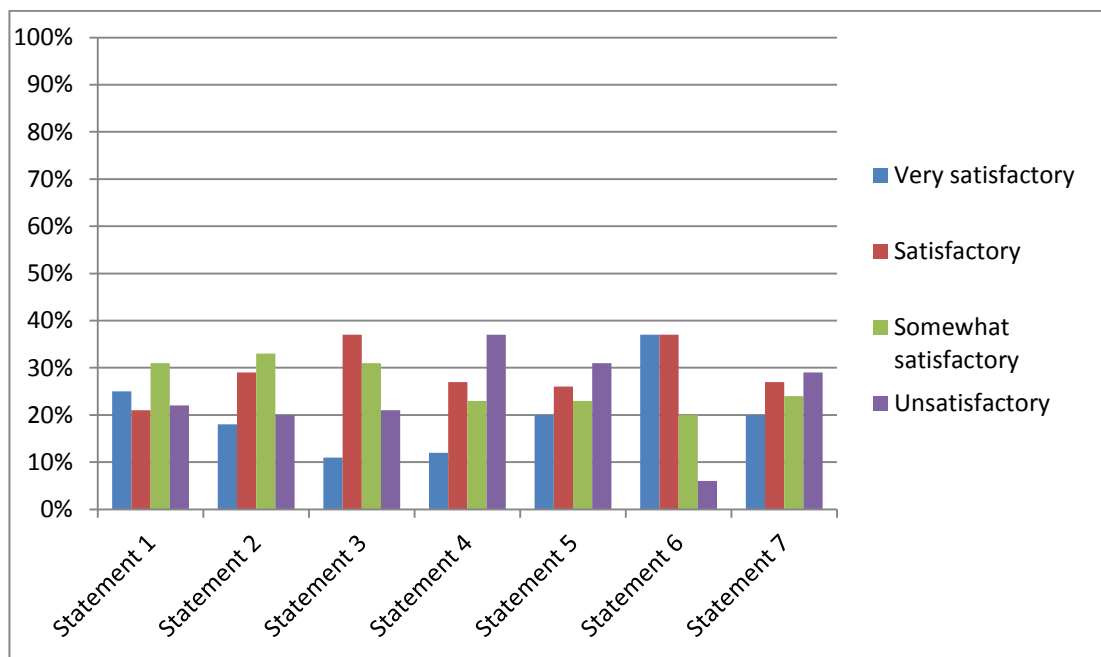
On the other hand, Nunan & Lamb (2000) say that dealing with behavior problems emerge as a result of confusion of too many rules, roles of the teachers on which what the teachers expect from the students to be doing, and that students have clear expectations of how teachers behave, if these expectations are not met, behaviors problems will arise. The authors say that preventing behavior problem is better than dealing with it.

In the language classroom, Harmer (1991) suggests that disruptive behavior can be attributed to the teacher; the students or the institution. Student behavior can be affected by a desire to be noticed, by the proximity of another potentially disruptive student, or even by the time of day.

There are different distractions during class. The majority of the students recognize that a cellphone is the biggest of them since they are playing, texting, or listening to music all the time, hiding the device from the teacher.

3. 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	%
1	The atmosphere is stressful.	59	25%	50	21%	72	31%	52	22%	233	100%
2	Students feel inhibited when speaking in front of the rest.	43	18%	68	29%	76	33%	46	20%	233	100%
3	Students do not have the opportunity to express their opinions.	26	11%	86	37%	73	31%	48	21%	233	100%
4	Students do not like to participate because they feel afraid.	29	12%	63	27%	54	23%	87	37%	233	100%
5	The teacher does not pay equal attention to all his/her students.	47	20%	60	26%	53	23%	73	31%	233	100%
6	Students feel they can act competitively with other students.	86	37%	86	37%	46	20%	15	6%	233	100%
7	Students feel relaxed because they can go unnoticed.	46	20%	64	27%	55	24%	68	29%	233	100%



In Statement 1 the majority of the students represented by 31% of the survey graded as *Somewhat satisfactory* the fact that the atmosphere in class is stressful; this

is followed by the 25% on *Very Satisfactory*, 22% on *Unsatisfactory* and 21% on *Satisfactory*.

The size of the classroom and location are propitious to cause problems of discomfort and stress among the students. The space of the classroom is small in relation to the number of students. Crowded classroom may cause several problems like discipline straggling; teachers have problems to monitoring the students.

Stevens (1978) states that an overcrowded class is one of the constraints on teaching /learning effectiveness. According to him, overcrowded classes reduce teacher's attention per pupil and produce real physical discomfort and distraction. Similarly, Harmer (1983) points out that those over-crowded classrooms, which are badly lit, are one of the bad physical conditions which affect learner's attitudes negatively.

The Natural Approach is the method which emphasizes reception instead of production. In the Natural Approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness of learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input. It is up to students the choice to start speaking and it is the teacher's task to provide an inviting atmosphere by reducing anxiety feeling, and promoting friendship (Richards & Rogers, 2001).

In Statement 2, 33% of the surveyed people rated as *Somewhat satisfactory* that students feel inhibited when speaking in front of their classmates; this is close to the 29% that rated as *Satisfactory* this statement.

Students believed that in the large class, they would not have the opportunity to express themselves which would result in anxiety discomfort and boredom. These findings were negative since they affect students' learning and achievement.

Harmer (1983) argues that no matter how bad the conditions are, teachers can create an atmosphere of acceptance and security. The psychological effect of large classes is important to be taken into consideration when dealing with large classes.

For the Statement 3, the majority of the student that represents the 37% agreed on grading as *Satisfactory* that they do not have the opportunity to express their ideas in class. Only 11% believe this statement as *Very Satisfactory*. Bennett (1995) states that student's interest and motivation can be influenced by the class size; while Gilbert (1995) says that students learning could be impacted by effective teaching strategies.

In large classes, students believe that they do not have the opportunity to express their opinion, they feel inhibited when speaking in front of classmates and all of these factors may contribute to make the class stressful, leading to create distress among students. That is why teachers should consider paying attention to the psychological aspects of the students, as Harmer (1983) states that even on bad conditions teachers could create an atmosphere of acceptance and security.

In order for teachers to motivate students, to make them participate, teachers should praise those who answer and ask questions. Teachers should keep eye-contact with the students from all parts of the classroom, moving around the classroom, showing body language, having a lively and interesting class.

Students will learn more if they are actively engaged in discussions than if they sit passively day after day without participating. We all know reticent students who rarely participate in classroom but still get excellent grades, but most students

benefit from opportunities to practice oral communication skills, and distributing response opportunities helps keep students attentive and accountable. Good & Brophy (1987).

Research shows that there is a great deal of variation in the chances afforded to different students to speak in class. Jackson and Lahaderne (1967), found that some students were up to twenty-five times more likely to be called to speak than other. Furthermore, it is generally the more able students who get called upon. If teachers accept that students learn to speak by speaking, this means that those most in need of the opportunity to speak are probably given the least amount of classroom talking time.

In statement 4, 37% of the students classified as *Unsatisfactory* the fact that they do not like to participate in class because they feel afraid; while 12% rated this statement as *Very Satisfactory*. Teachers should relate the topic taught to "real life" situations, and sometimes use humor to reduce tension. They should not frustrate them no matter how silly their questions are.

Students do not like to participate because they feel afraid when they are part of a large class, there are many effects on their behavior such as students do not have the confidence to get involved in the class. In contrast with a small number of students in a class, teachers are able to pay attention to all the students, thereby holding them accountable for participation rather than ignoring those who are passive, Blachford and Mortimore (1994).

The teacher should create an environment where the voice of students is heard, that is given them more opportunities to express themselves. The most important thing to do in order to encourage students to speak their mind in class is to convince them that making mistakes is a natural part in the process of practicing

speaking. So, students should not be afraid. For this purpose, teachers have to choose topics related to real life situations, the environmental sustainability, problems of educations, health, economic and social development that engage students in a lively discussion. Teachers should follow some principles of paradox and pedagogical design to make the speaking session successful.

However, students can learn the language more when the atmosphere of the class is relaxed, friendly in which students can interact with each other, and when the students have confidence in you. Maintaining discipline is an important and necessary aspect for monitoring specially for younger students, students that are not well-motivated, and sometimes in monolingual classes. Gower, Phillip. & Walters (2005).

In Statement 5 the teacher does not pay equal attention to his/her students, it was mainly rated as *Unsatisfactory* by 31% of the students, followed by 26% on *Satisfactory*, 23% on *Somewhat satisfactory* and 20% on *Very Satisfactory*. In large classes students cannot receive one on one explanation by the teacher. Teachers should create more opportunities for all students to participate and feel equally involved.

Stevens (1978) argues that overcrowded classes reduce teacher's attention per pupil and produce real physical discomfort and distraction. Izzo (1980) claims that the size of class is an important physical factor. It influences the choice and decreases the amount of individual attention the teacher can give to each student. She found that small classes are preferable for language learning and correlated significantly with language achievement. Kennedy and Kennedy (1996) indicate that the size of the English class is worrying them since they believed that as soon as the number of groups passes a number, it becomes difficult to control what happens.

For statement 6 is related to how students can act competitively with other students, they agreed both on *Very satisfactory* and *Satisfactory* having the same percentage of responses for both categories (37%). Only 6% of the people rated this statement as *Unsatisfactory*. Students feel that besides the competitiveness and the relationship among classmates, the lack of attention in large classes disturbs their psychological development.

Bennett (1995) states that student's interest and motivation can be influenced by the class size; while Gilbert (1995) says that students learning could be impacted by effective teaching strategies. However, the results on the surveys showed that student's performance and teachers methods are affected by the size of the class.

Students can feel relaxed in class because they are unnoticed. In Statement 7, 29% of the people that participated on the survey rated as *Unsatisfactory* the fact that students feel relaxed in class because they are unnoticed. This result is followed by 27% on *Satisfactory*, 24 on *Somewhat satisfactory* and 20% on *Very satisfactory*.

Since the classes are large, it is a fact that the teacher is not able to provide individual attention to all of the students. This affects to the students because they do not receive the necessary feedback according to their specific needs. In the relation among the students and the teacher, there are not major problems since there are not conflicts or discord.

In despite of what has been previously explained, there can be an improvement on students and teachers psychological aspects, by enlisting their participation or collaboration.

According to Pate-Bain, et al (1992), by providing individualized instruction, teachers can increase optimum proximal development of each student. They added that teachers of small classes were able to increase monitoring of student learning

and behaviour and had a more detailed knowledge of each student's needs.

Conclusions

- It is found in this study that classroom interactions in large classes among classmates and teachers contribute to the learning process in order to develop their abilities, learning to a better understanding of the subject and the achievement of the objectives set by the teacher. These results can be considered positive because the participants show that there is in-class competition, and also they pay attention to their English teacher.
- In large classes students cannot receive one on one explanation by the teacher. There was lack of concentration and attention because students felt they had no opportunity to express themselves; this, of course, would affect their psychological development.
- The relationship among teachers and students is not as close as it should be, because most of the time the teachers do not remember the students names and so the students feel ignored.
- The result of this study appeared that despite the negative aspects of learning English in large classes, there can be some positive aspects like students can get information from both teachers and students, there is a sense of competition and a friendly relationship among students in large classes.
- Large classes can create distress among students because of their shyness or lack of opportunity to express their opinion. The results show that students' performance and teachers' methods are affected by the size of the class. These findings were negative since they affect students' learning and achievement.
- The results showed clear evidence that the instructional effect have the highest mean over the social and psychological effects, when students came late to the class, they found difficult to seat in the front row, this would affect their

learning. Another was the lack of space, and students felt that their teachers neglected the practical skills due to their inability to control the class.

Recommendations

- Consider different teaching strategies as working in groups or pairs, in order to improve the relation among students. Teachers of large classes should encourage students' interaction either by pair or group work; provide opportunities for students to learn from each other and through more meaningful feedback from their teachers. Group work offers enormous potential. It can be used for oral work, decision-making tasks, joint reading tasks, listening tasks, cooperative writing and many other things. It also has the great advantage of allowing different groups of student be doing different things in the same classroom. Teachers should change their methods in dealing with large classes and they should adopt new strategies, for example, arranging the class in groups (five students per group) could help solving this problem.
- Teachers should make the class more active and easier to understand. Teachers should relate the topics taught to real life situations, and occasionally should use humor to reduce tension. The teacher should create more opportunities for all students to participate and feel equally involved. Teachers should pay attention to student's psychological aspect in order to help them feel less stress in class.
- Teachers should work on calling students by their first name in order to build a good relationship. They should motivate their students using their names when giving examples or using words in sentences, and they should involve them in classroom activities by telling them that there are marks for classroom participation.
- A class should be developed considering that the learning process involves social and collaborative aspects. It is very important in learning a foreign

language the social interaction among the students and their teachers. Teachers should be social and collaborative with the students and build up a lively atmosphere in order to have an effective teaching-learning process in the classroom.

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ANNEXES

INSTRUMENTS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

Name of institution: _____

Type of institution: Public () Private ()

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

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

City: _____

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

A. Academic issues

	In classes with a large number of students:	Very satisfact	Satisfactory	Somewhat satisfactory	Unsatisfactory
1.	The activities done in class help to apply what students learn in class.				
2.	The activities done allow to practice listening, speaking, reading and writing skills.				
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.				
4.	Varied class activities are used such as group, individual, pair-work activities, etc.				
5.	Activities such as plays, competitions, debates, games, etc. are used in class.				

6.	Students can cheat during the test				
7.	Students get distracted by doing assignments from other subjects.				
8.	The seating arrangement facilitates the tasks that are carried out in class.				
9.	Students cannot receive regular feedback from the teacher due to the large number of students.				

B. Social issues

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

C. Psychological issues:

	In classes with a large number of students:	Very satisfact	Satisfactory	Somewhat satisfactory	Unsatisfactory
15.	The atmosphere is stressful.				
16.	Students feel inhibited when speaking				

	in front of the rest.				
17.	Students do not have the opportunity to express their opinions.				
18.	Students do not like to participate because they feel afraid.				
19.	The teacher does not pay equal attention to all his/her students.				
20.	Students feel they can act competitively with other students.				
21.	Students feel relaxed because they can go unnoticed.				