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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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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: The influence of large classes in the English language teaching-learning process in Ecuadorian high schools realizado por Bowen Mancheno Brigitte y Delgado Bailón María de Lourdes, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Septiembre de 2014

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“Nosotras Bowen Mancheno Brigitte y Delgado Bailón María de Lourdes declaramos ser autoras 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 Espinosa Jaramillo Franklin Oswaldo director del presente trabajo; y eximimos expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certificamos que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de nuestra exclusiva responsabilidad.

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DEDICATION

This project is dedicated to God who has given us a lot of patience, faith, and strength to finish our studies.

To our families for their support during the good and difficult times.

To the authorities of Unidad Educativa Fiscal “Manta” and our fellow teachers who allowed us to carry out this research work.

.....

Brigitte Bowen Mancheno

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María de Lourdes Delgado Bailón

CONTENTS

COVER	i
CERTIFICACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION	iv
CONTENTS.....	v
RESUMEN.....	1
ABSTRACT.....	1
INTRODUCTION	3
METHOD.....	6
DISCUSSION	9
Literature Review	9
Description, analysis, and interpretation of results	24
Conclusions	39
Recommendations	40
REFERENCES.....	41
ANNEXES	

RESUMEN

El presente estudio tiene por tema “Influencia de las clases con gran número de estudiantes en la enseñanza-aprendizaje del idioma inglés en los colegios Ecuatorianos”. Este estudio se realizó con el propósito de determinar si las clases con gran número de estudiantes afectan o no el proceso de enseñanza-aprendizaje del inglés. Se plantearon las siguientes preguntas: ¿Qué implicaciones educativas tienen las clases con gran número de estudiantes en el proceso de enseñanza-aprendizaje? ¿Qué implicaciones sociales tienen las clases con gran número de estudiantes en el proceso de enseñanza-aprendizaje? ¿Qué implicaciones psicológicas tienen las clases con gran número de estudiantes en el proceso de enseñanza-aprendizaje?

El presente estudio se llevó a cabo en un colegio público en Manta, Ecuador y la muestra seleccionada consistió en 201 estudiantes de 8vo, 9no, 10mo, 1ero, 2ndo, y 3ero de educación básica superior y bachillerato. Durante el proceso de investigación se aplicó el método cuantitativo, cualitativo y técnicas como encuestas y toma de nota.

El análisis de resultados mostró que las clases con gran número de estudiantes no afectan mayormente la enseñanza-aprendizaje del inglés ya que los alumnos se sienten complacidos por las actividades realizadas en clases. Además, los estudiantes consideran que existe una buena interacción en las clases grandes, y que la retroalimentación por parte de los profesores es adecuada.

Palabras claves: clases grandes, enseñanza EFL, aprendizaje EFL, inglés, efectos, instrucción, social, psicológico, influencia, actitud.

ABSTRACT

The topic of this study is “The influence of large classes in the English language teaching-learning process” and its purpose is to determine the level of influence of large classes in the English teaching-learning process of public high schools.

This study was carried out in a public high school of Manta, Ecuador. The sample consisted of 201 students from 8th, 9th, 10th, 1st and 3rd year. The methods applied were qualitative and quantitative, and the techniques were survey and note taking. In order to collect information of the instructional, social and psychological implications of large classes in the teaching-learning process, a questionnaire was distributed among the students. The questionnaire consisted of 21 items.

The results of this study showed that large classes do not hinder the English teaching-learning process and the students feel pleased with the teaching activities. Moreover, the students considered that interaction in the class is appropriate and their opinion received a positive feedback by the teacher. Finally, the students' responses do not show any type of negative attitude towards large classes in the psychological domain.

Keywords: large classes, influence, EFL English, teaching, learning, social, instructional, psychological, effects, attitude.

INTRODUCTION

The learning and teaching of the English language has lately been the object of special attention in the secondary education of Ecuador. A report from La Hora (2013) mentioned that the increasing demand of educational needs between 2013 and 2014 resulted in overcrowded classrooms; this situation hinders the teaching-learning process because students attended classes in an inappropriate environment. In addition, the same report indicated that classrooms should have an average of 25 to 30 students; however, there are over 50 students in public high school classes.

About this point, the government has built new high schools to cover the high demand of students who need education. Nevertheless, it is necessary to look for causes, factors, reasons and circumstances that allow us to discover why the students cannot learn the English language efficiently in large classes. For this reason, the purpose of this study is to find whether or not large classes affect the English teaching-learning process in relation to instructional, social, and psychological factors.

Consequently, the present study “The influence of large classes in the English language teaching-learning process in Ecuadorian high schools” aims to answer the following questions:

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?

This study seeks to benefit the educational institutions, teachers and students who will be agents of big and positive changes; they will achieve high levels of

quality in the acquisition of the linguistic skills of the English language by the time they finish their secondary studies.

Several studies have been conducted in order to find the level of influence of large classes in the teaching-learning process.

The first study was done by Thater (2005) to determine the importance of the effects of large classes on *EFL* students at An-Najah National University in Palestine. The purpose of his study was to analyze the attitude that learners assume in relation to large classes. The researchers collected data on instructional, psychological, and social aspects using a questionnaire. As a result, the investigators concluded that there were social and psychological aspects that influence students' learning in large classes. Likewise, this study reported that classroom interactions in large classes, is not positive, nor productive.

Another research related to the influence of large classes was conducted by Harfit (2012). The aim of this study was to examine how class size reduction might lessen the psychological aspects of learning in large classes. The students of this institution were interviewed and their teachers were observed eight times in four high schools; each teacher was assigned one large and one small class of the same grade. The results showed that small classes developed in students a great sense of support and collaboration. In addition, reduced groups helped to diminish students' fear of assessments from their teachers and classmates.

Another important study was conducted by Aduwa-Ogiegbaen & Iyamu (2006). The sample included senior students from public schools in six different geopolitical zones in Nigeria. The aims of the study were to find out the effects of using instructional resources and methods in English teaching; and determine the type of learning environment where classes took place. They applied questionnaires

and conducted observations in the classes. Among the results, the researchers found that overcrowded classes block the teaching-learning process because the classroom environment was stressful and hot. The physical space was not appropriate for the number of students and teachers had difficulty controlling students' behavior. There were no limitations found in this study.

Once the actual research is completed, the results will benefit both public and private educational institutions, as well as teachers and students in general, who based on the outcomes of the actual research, will be in charge of generating positive changes in the English teaching-learning process. This study will call teachers and authorities' attention to the importance of applying the reforms of the current Law of Education regarding the number of students in classrooms. Through the implementation of such reform, teachers will be able of improving the quality of their teaching and students will get a better level of English when they finish their secondary studies. As a result, it will help them to have a lot of academic opportunities that allow them to apply their languages skills in their professional fields in the country as well as abroad.

Regarding the limitations found in this study, it can be mentioned that the sample was not adjusted to the reality since only five courses were selected to apply a questionnaire. In addition, students' answers as well as teacher's questionnaires were not corroborated through any classroom observations. Therefore, future research could use more precise techniques and instruments to obtain more accurate results.

In addition, future research could be done to make a comparative analysis between the selected courses, or between public and private high schools.

METHOD

Setting and participants

This study was conducted in a public school in the city of Manta, located in the province of Manabí, Ecuador. The population chosen was 201 students from 8th, 9th, 10th, 1st and 3rd of high school. They were adolescents between 11 and 18 years old who belonged from middle to high social and economic class.

The participants were selected from five large classes; each classroom had a different number of students distributed as follows: 44 students in 8th grade, 43 students in 9th grade, 43 students in 10th grade, 39 students in 1st senior year, and 32 students in 3rd senior year. They attend classes in the morning and in the afternoon, and receive 5 hours of English per week. The subject was taught by teachers who have English teaching degree; they have worked at the institution for an average of 8 years. Their ages are between 27 and 55 years old, which mean they have vast experience in teaching English language.

Procedure

This research was developed in three stages. The first stage consisted on looking for theoretical information which was gathered from books, journals, and the Internet; the researched topics were: teaching approaches and methods; class size; managing learning (instructions, feedback, discipline, and timing); activities for working with large class; seating arrangement and classroom space (physical space-big/small rooms), and different levels of proficiency. Also, five studies related to the actual theme were also gathered. After, the relevant data was recorded in charts, and then it was used to write the literature review.

During the second stage, letters were sent to the high school authorities in order to ask for permission for developing the research. After the approval was given,

the techniques to collect the information were applied; the instruments used were survey and note taking to gather students' perceptions of the instructional, social, and psychological implications of large classes in the English teaching-learning process. The instrument consisted on a questionnaire of 21 questions on a 4-point Likert scale based on the following criteria:

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

The questions were written in Spanish and they were organized into three sections. The first section consisted of questions 1 to 9 that seek to find the instructional implications of large classes. The second section contained items 10 to 14 and they were focused on determining the social implications of large classes. And, the third section had items 15 to 21 that were focused to find the psychological effects of large classes in the teaching-learning process.

In order to avoid any kind of bias in the results, teachers were instructed about the objective and structure of the questionnaire. Then they reviewed the instrument, it was applied and all the students from the five classes answered the questions. After all questionnaires were gathered, the quantitative method was used to count the frequencies of responses and to calculate the percentages; all the numbers were recorded in tables.

The third and last stage consisted on applying the qualitative method for describing, analyzing, and interpreting the results recorded in the tables. In this part, frequencies and percentages were analyzed for finding out the possible reasons that motivate students to give their responses. In order to provide solid basis for the

analysis the information from the literature review was used to support the interpretation of results.

Finally, the interpretation of results was the framework for writing the conclusions of this study. Here, the objective was to answer the research questions proposed at the beginning of the investigation process.

DISCUSSION

Literature Review

Learning and teaching the English language in an effective way requires many factors, causes or situations that may allow learners acquire their own skills in the target language and apply them in their professional lives. On the other hand, the reality shown in the secondary education is very poor, and it is far from reaching the levels of quality required in Ecuador. Regarding this real problem, this section deals with the theoretical framework that will support the analysis of results gathered in the present research.

The most important books of researchers were investigated in order to gather the necessary information which focuses on the methods used to teach English, advantages and disadvantages of working with different numbers of students, the characteristics of large classes, the important aspects of managing large groups of students, activities and type of seating arrangement that help teachers to teach in big and small classes, and the different levels of knowledge of the English language that teachers may encounter in a class.

In addition, this section presents a review of five important studies done by different researchers around the world. They have investigated the influence of class size in different aspects of the teaching-learning process, their results and conclusions are briefly described at the end of the theoretical framework.

Teaching approaches and methods

During the last past decades, a lot of research has been done in order to find ways to teach the English language efficiently, resulting in the development or creation of some methods and approaches.

The Communicative Language Teaching (CLT) is currently the most preferred method. This methodology is defined by Richards & Rodgers (2001, p. 158) as, “a communicative view of language and language learning that can be used to support a wide variety of classroom procedures”. The authors mention that some principles underlying this approach are authentic and meaningful since communication, fluency, and language usage for communicative purposes are truly used. This means that students learn to communicate through real situations and by trial and error. For this reason, the authors define this approach as a creative process in which language is used to express meaning, to interact with others, and to identify important elements of discourse to incorporate them into their speech.

Another approach that emphasizes the use of language from an interactive view is Cooperative Language Learning (CLL). Richards & Rodgers (2001) state that pedagogical class procedures that are orientated for developing students’ social and communicative skills are the central role of this approach. This approach allows teachers to focus on the structural and functional models of language, thus students will be able to learn language forms and functions by interacting in pairs and small group work.

The authors also state that CLL is developed around the premise of developing students’ communicative competence by assigning them structured and pedagogical tasks; consequently, students interact amongst themselves in cooperative rather than competitive activities. The activities also aim to teach learners how to improve their critical thinking skills. According to the same authors, the important aspect of the approach is the careful design of group work activities in order to maximize interaction and learning.

Within the sort of communicative approaches, Richards & Rodgers (2001) mention that learning to read and write to transmit information is the main purpose of the Whole Language approach. The authors emphasize its humanistic and constructivist foundation that assign the teachers the role of facilitator and active participant in the learning process, while students collaborate and learn to evaluate their language progress. The target language is acquired naturally as occurs with the mother tongue. Consequently, the contents of the lessons are the result of a negotiation process with learners rather than preplanned formats designed by the teacher.

The author explains that students can choose the type of learning materials and activities to be used in class, resulting in a self-directed process in which learners are responsible for their learning.

Teachers are also considered facilitators in the Natural approach. They, according to Brown (1994), are a source of input to learners to encourage them to go beyond their level. The author points out the development of basic communication skills as the main objective of the Natural approach. Some common activities in a typical class are conversations, listening to radio, shopping, games, skits, and small-group work.

Another characteristic of the Natural approach mentioned by Brown (1994) is the three-phase stages of development in the students' learning process. The author explains that Krashen and Terrel identified preproduction, early production, and extending production stages. Learners, in the first stage, are trained in developing their listening skills. Later, in the second phase, it is common that students make errors as part of the natural process in their learning path. Finally, learners are able to

produce complex elements of discourse through different activities such as role play, discussions, or group work.

Due to the progressive development that learners experience under the stages of the Natural approach, Richards & Rodgers (2001) refers to it as an evolutionary approach. The authors add that the approach focuses on the amount of language exposed to learners rather than on practice. In here, long periods of attention and motivation to generate written material are more important than to produce language.

Continuing with the English teaching methods, Richards & Rodgers (2001, p. 75) refer to the Total Physical Response as, “a method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”.

According to the author, the main objective of the method is to teach beginner learners to acquire oral proficiency through comprehension of meaning rather than speaking skills. Physical action is elicited through the use of imperative drills that students must follow. Brown (1994) states some basic commands such as open/close the window/door may be increased in level of complexity by adding longer statements such as walk to the door and open it. The central goal is to develop in learners a sense of self-confidence to use language.

Additionally, Brown (1994) explains that TPR has some disadvantages such as the fact that students’ oral work is limited in the TPR reading and writing activities.

Using the English language to learn content is the characteristic of the Content-Based Instruction method. Krahnke (1987) explains that language rather than being instructed is learned in context, and it makes students learn only what they need to while they use the target language. In addition, there is no transfer from instruction to usage because learning takes place indirectly, through context.

The author emphasises that Content Based Instruction offers teachers the advantage of teaching exactly what is needed rather than determining what students have to do with the language. However, the author mentions that language teaching by means of the Content-Based Instruction can be problematic because it is required to have some level of experience to deal with cues of the linguistic system.

Teaching language through using the target language is a characteristic of Task-Based Language Teaching as well. About it, Krahnke (1987) remarks that tasks used in TBL have an imperative role because they contribute to help students to develop their language skills and to obtain feedback at the same time. Learners are encouraged to discover the necessary amount and type of language structures they need to use in order to perform a set of tasks of different activities. In addition, the main purpose of Task- Based Language teaching is to connect the learning experience with the real world. For this reason, it is said that students learn to manipulate information and develop skills in evaluation, selection, combination, modification, and supplementation as part of a process of high-order thinking. Finally, the author mentions that activities must be attractive and meaningful to students in order to get the maximum involvement from the learners.

In contrast to communicative methods, as Brown (1994) explains, the Grammar Translation method was introduced in educational institutions to teach foreign languages in the eighteenth and nineteenth centuries. The author cites Prator & Celce-Murcia (1979) who describe some characteristics of the method. For instance, there is little use of the target language because the mother tongue is a mean of teaching classes. Students have to learn long list of words and rules to form them. In addition, reading is focused on classical texts that are used to practice grammar

analysis rather than content comprehension. The authors also mention that translation is used in disconnected sentences and pronunciation is not important, therefore, it is not required to have teachers with advanced language skills.

Since communication is not the goal of the Grammar Translation method, students usually do not feel motivated to go further in practicing grammar analogies, rote exercises, and translations.

Class size

Many authors state that class size affects the language learning process in different ways. Harmer (2003) explains that teachers experience difficulties in large classes because it is difficult to interact with students at the back of the classroom. However, the author also mentions that a numerous number of students can make the classes more fun and warmer.

More description of large classes is given by Saraswatti (2004). He mentions that though research has not proved that behavior problems arise as a result of class size, it is more difficult for teachers to control discipline, and it is frequent that teachers find themselves shouting to call students' attention. However, the same author explains that changing the focus from the teacher to the learner and using learning by doing could make the teaching experience more relaxing.

By contrast, Saraswatti (2004, p. 154) says, "A teacher cannot even get to know the names of all her learners in a large class. A personalized approach, very vital to the process of learning, becomes impossible in a large class". However, he states that teachers can foster individual attention by balancing single and group work because students will learn at the same time they listen to their teacher.

On the other hand, Blatchford (2003) expresses that small classes offer teachers a better perspective of students' level of progress than larger classes do.

However, this author mentions that research on class size has shown that pupils learning in numerous groups are more independent than their peers in reduced ones because they do not have all the necessary attention from their teachers, thus they are forced to interact with other students to find help. In addition, he alleges that students in small classes tend to be less aggressive than others in large classes because students develop better social skills between them.

Managing learning

A positive learning environment is influenced a lot by teachers' managing skills. According to Min-Tak & Wai-Shing (2008), there is not a specific model to manage learning that may help teachers to face the great diversity of situations that they confront in the classroom. In general, there are different actions that teachers are able to adopt in order to promote positive interaction and learning. The same authors state that two aspects are the main objectives of managing learning. First, teachers must provide students a learning environment where students support and respect each other. Second, it is important to take advantage of learners' personal, emotional, and social skills to bring them opportunities of self-development.

From different perspectives, some authors mention that the teaching learning process is affected amongst other aspects by the way teachers give instruction, feedback, control discipline, and the amount of time used in class. Felix (2011) states that instructions define the expectations teachers have in relation to the different difficulties they experienced in the classroom. However, Evertson & Weinstein (2006, p. 528) say, "Activities in the classroom are no longer the sole responsibility of the teacher". They highlight that teachers must instruct learners how to acquire social skills for working in cooperative activities and share intellectual resources as

well. Moreover, the same authors allege that students also have to learn rules and appropriate behaviors in order to obtain the best result of the learning experience.

Another important aspect in managing large classes is timing. Felix (2011) states that the amount of time students are engaged in academic tasks is an indicator of the level of success of the learning process. In addition, the author explains that effective use of time leads teachers to establish good communication with students and to define clearly the beginning and ending of class periods. This means that teachers spend great part of their time giving instructions and providing feedback to students.

Feedback is for Gower, Philips & Walters (2005, p. 163), “one of the most important responsibilities of a teacher”. The authors mention that feedback provides valuable help in evaluating students’ process and success in language learning. Furthermore, learners develop self-awareness and improvement when they receive authentic praise and reinforcement. Feedback can be provided through correcting tests, individual monitoring, or discussing how groups are doing tasks. However, the authors refer to the importance of considering some aspects when giving feedback since students respond in different ways.

Classroom culture determines the teacher’s role at the moment of reacting to pupils’ learning. Also, feedback must be in relation to the stage of the lesson and the type of activity assigned to learners.

Managing large classes

Since large classes may be challenging for teachers, Harmer (2003) remarks that instructions must be clear enough, and they have to specify the necessary time that students are required to perform an activity, especially when there is groups or pair work. According to the author, teachers can use worksheets to assign students

different tasks. Also, he recommends the use of pair or group work to increase students' participation in class. In this sense, it is very important to establish clear rules about the type of work students will do such as how to stop the activity and give feedback.

Another techniques mentioned by Harmer (2003) to deal with large classes are chorus repetition and group leaders. The first technique helps teachers to have students practicing the language in a controlled way, particularly with learners who have low level of English. This means that the teacher works with a class divided in halves to assign each part a piece of dialogue that students repeat. Regarding group leaders, the author suggests teachers to select a group of students to help in different tasks, such as handing out papers, checking their peers' understanding of activities, gathering homework, or providing feedback.

In addition, Woodward (2001) considers that learning students' name and making eye contact help teachers to establish rapport with students at once. Since large classes are full of interactivity, the author mentions that teachers need to call students' attention by the use of physical gestures such as raising hands, tapping the board, ringing a bell, or shaking a tambourine. It is also important to make a balance in daily routine to avoid boring classes. The same author states that students need to be involved in the lessons from the beginning in order to take advantage of the high level of energy large classes possess. Finally, tasks must be clearly explained, using demonstrations and checks in order to allow students achieve the goals of the lesson.

Activities for working with large classes

Large classes demand much effort from teachers, and many authors emphasise the importance of planning meaningful activities to develop students' interest.

Richards & Renandya (2002) propose group work, projects, and individual activities. Group work may be organized by encouraging students to work with their peers in the rows behind or besides. Projects might consist in asking students to classify a collection of words. Finally, individual work can be used to review the class outcomes when group work has finished. Other activities mentioned by the same authors are solving word puzzles, listening to tapes, or writing a letter. Hess (2001) suggests pair work and review posters as types of activities to be used within large classes. He explains that students may work in pairs to respond to a set of questions proposed by the teacher; through a selection of the best inquiries they can practice speaking skills.

Regarding review posters, the author states that it requires that students work in groups to produce a poster in order to summarize and present the main points of a lesson to the class. According to the author, working with the mentioned activities is a great method to foster classroom community that provides students with support during their learning process.

Seating arrangement and classroom space

The level of influence of seating arrangement and classroom space is considered by many authors as a fundamental aspect of the teaching process. Gower, Philips & Walters (2005) emphasize that seating arrangement determines the students' attitude towards their teachers and peers as well as the form of interaction and activities they perform in the class. The authors recommend a horseshoe format when the number of students in the classroom surpasses sixteen. But, if teachers need to have students working in rows, it would be effective to divide the class in halves slightly at angles. Also, the same authors propose to move seats to the corners of the classroom in order to encourage communicative activities amongst students.

Arranging students in rows or in groups is for Harmer (2003) a great opportunity to develop students' independence. Row seating facilitates lecturing method, avoid disruptive behavior, and make teachers able to walk freely around the classroom to monitor students' work so that they can provide feedback. On the contrary, group-seating arrangement makes classes more interactive, dynamic and energizing because students are involved in cooperative activities.

Different levels of proficiency

A group of students with homogenous levels of proficiency is the most common of the teachers' expectation in language teaching. However, Nunan (1996) states that students in a language course may show the same level of proficiency at the beginning of a period and it can change with time, giving as a result a mixed-level group of learners. In such a group, proficiency is not the only variable influencing the learning process; the author mentions other variables like goals, degrees of aptitude for language learning, students' learning preferences, etc.

The diversity of a mixed group offers teachers some advantages and disadvantages. Flexibility, variety, and interaction are some of the advantages mentioned by Nunan (1996) in a group with different level of proficiency. Flexibility gives teachers the possibility of deciding the syllabus for a language course according to the requirement of learners.

According to the author, variety of age, learning backgrounds, and race makes interaction attractive, since students contribute to the class with different viewpoints and experiences. Finally, the author explains that students in a mixed-level group can interact with others who will help them to gain knowledge; in this sense, advanced learners demonstrate fulfillment because supporting others is a way of evaluating their own progress.

However, Tomlinson (2001) argues that students in a mixed-level group who show low levels of proficiency could feel inferior when teachers assign them remedial work. Similarly, advanced learners who are encouraged to develop activities beyond their level can perceive that they receive more work than their peers. Therefore, the author remarks that those differences in level of proficiency may create disunion amongst students. In addition, Nunan (1996) points out that another disadvantage is related to the extra effort that multilevel groups demand from teachers because they must plan different types of activities, materials, games, tasks, etc. in order for students to progress at their own pace.

Some specific variables that influence teaching-learning process have been analyzed so far. Now, it is time to analyse some studies related to the actual research about the influence of large classes in the teaching-learning process of the English language. This analysis will help the educational community to have a broader idea about those influences, and a better perspective on how to face the issue.

The first study was carried out by Thater (2005) to determine the effects of large classes on students. The purpose of the investigation was to analyze the attitudes that learners assume in relation to large classes. With that aim, the researchers chose a sample of one thousand and two hundred students who attended classes at university level. They answered a questionnaire that allowed the researchers to collect data on three important areas such as instructional, psychological, and social. The results showed that the instructional effects were predominant in relation to the other aspects, though they were interrelated.

In addition, students' perception of large classes in relation to class size was negative. As a result, the investigators concluded that there are social and psychological effects that influence students' learning in large classes. Therefore,

they recommended that schools must implement workshops to give teachers the opportunity of exchanging experiences and ideas in managing large classes.

The second study was conducted by Harfit (2012) to research about how class size reduction might lessen the psychological aspects of learning in large classes. For this study, two hundred and thirty one students were selected from a secondary school in Hong Kong. They were interviewed and their teachers were observed eight times in different four high schools. Each teacher was assigned one large and one small class of the same grade. The results showed that small classes developed in students a great sense of support and community. In addition, reduced groups helped to diminish students' fear of assessments from their teachers and classmates. Also, students in small classes participated in class activities more than their peers in large classes did. In conclusion, the researcher explained that small classes helped students to lessen their levels of anxiety since they perceived a powerful network of support from their classmates. For this reason, the investigator suggested that teachers must take into consideration students' participation in the class in order to plan their lessons.

The third study, conducted by Al-Hussein (2009) was aimed to find the factors that influence teachers' perceptions of large classes. The researcher selected a sample of one hundred and twelve teachers in three levels of education at different high schools, and technical colleges in the Sultanate of Oman. The participants answered a 6-open ended questionnaire to know, the level they teach, number of students, and their perception of the class size.

The analysis of results showed that class size varied between 25 and 45 students. Besides, all teachers considered that a classroom of 21 and 25 learners is not a large class. However, their points of view differed in relation to the level they

teach. High school teachers did not ponder a group of 26 to 30 pupils as a large class; however, 60% of the participants of technical colleges stated the opposite. Therefore, the number of varied responses led the researcher to reinforce the theory of a relationship between teacher's opinion of class size, and their experience working with large and small groups.

In addition, the investigator found that teacher's opinion is influenced by the practices of their colleagues and students from national and international communities. Then, the researcher considered that through increasing the number of students and including other experimental techniques, such as classroom observation, will help a lot for further investigation of the factors mentioned by the participants, taking in consideration the following points. Any forthcoming study should increase the number of participants; various experimental tools and techniques should be used including direct observation in classroom and document analysis. Al-Hussein (2009) also emphasizes that the effect of class size on learners' achievement is a topic that needs further studies to be sure of.

The next study was carried out by Aduwa-Ogiegbaen & Iyamu (2006) whose purpose was to find out the effects of using instructional resources and methods in English teaching; also, the aims pursued to determine the type of learning environment where classes took place. The researchers selected senior students from public schools in six different geopolitical zones in Nigeria.

The researchers applied questionnaires and conducted observations in the classes. The questionnaires were designed to find out the level of incidence of some factors such as teaching strategies, instructional resources, and the teaching-learning environment in the observed classes.

The results showed that teachers used mostly the lecture method rather than communicative approaches in their classes. Moreover, the chalkboard was frequently used in all classes and other resources such as posters or workbooks, too. Finally, the researchers found that the learning environment was not appropriate for the students because of the overcrowded classes and poor physical conditions. Therefore, it was concluded that inappropriate methods, lack of teaching resources, and swarming learning environment result in a poor English background that affects the level of students' success at university level. The researchers recommended Nigerian high schools to incorporate technology in the English teaching process as well as improve policies to reduce the number of students in the classrooms so that it benefits students' English learning.

The last study reviewed in this section belongs to Blatchford, Moriarty, & Martin (2002). They investigated the connection between class size and teaching, specifically to find out whether there were differences in teaching time between teachers who work in small and those who work large classes. This was a longitudinal research that was developed in two consecutive school periods, from 1996 to 1998. In the first year, 7142 students were selected from 330 classes, and in the second year 4244 pupils were selected from 212 classes. The researchers used formats for gathering data about the beginning of the school, the end of year assessments, and the students' behavior. In addition, teachers from the selected schools answered some questionnaires, and classes were systematically observed.

As a result, Blatchford, Moriarty, & Martin (2002) found that class size affected the responses given by teachers in relation to the way they teach. In addition, reports from the case studies revealed that in large classrooms feedback is limited and students received less individual attention than students in small classes.

Another disadvantage of large classes was the ineffective use of teaching time since interaction between teachers and students was high, and it was focused in aspects such as controlling behavior and explaining instructions; this was confirmed through researchers' direct observation.

The final conclusion showed that teaching increased as the number of the students in the classroom decreased because class size affects the amount of individual attention and feedback. Even though it was recommended to use whole group and group work techniques in large classes, the researchers considered that it depends on the age of the group.

Description, Analysis, and Interpretation of Results

This section presents the results of the answers given by 201 students in the questionnaires composed of 21 questions or items, divided in three aspects: Academic, social and psychological aspects, the items in the questionnaire are evaluated considering the parameters, in the chart below.

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

The quantitative method was used to count the number of responses and to represent them graphically with statistic charts. In addition, the qualitative method will be used to describe and explain the obtained results. The further analysis will be supported using the information from the literature review.

Quantitative Analysis

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

Chart 1. (Academic Aspects)

No	In classes with a large number of a students.	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory	
		F	%	F	%	F	%	F	%
1	The activities done in class help to apply what students learn in class.	136	67,6	52	25,8	11	5,4	2	1,0
2	The activities done allow to practice listening, speaking, reading and writing skills.	125	62,1	56	27,8	17	8,4	3	1,4
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	73	36,3	86	42,7	31	15,4	11	5,4
4	Varied class activities are used such as group, individual, pair-work activities, etc.	162	80,6	33	16,4	4	1,9	2	1,0
5	Activities such as plays, competitions, debates, games, etc. are used in class.	74	36,8	61	30,3	52	25,8	14	6,9
6	Students can cheat during the test.	8	3,9	8	3,9	18	8,9	167	83,0
7	Students get distracted by doing assignments from other subjects.	9	4,4	6	2,9	36	17,9	150	74,6
8	The seating arrangement facilitates the tasks that are carried out in class.	92	45,7	74	36,8	26	12,9	9	4,4
9	Students cannot receive regular feedback from the teacher due to the large number of students.	30	14,9	62	30,8	46	22,8	63	31,3

Source: students' questionnaire
 Authors: Bowen Brigitte and Delgado Maria de Lourdes

The results gathered from the questionnaire about academic aspects showed, in item one 136 (67.6 %) students who totally agree with the usefulness of the activities assigned by their teacher to help them learning effectively. Fifty-two (25.8 %) students agree on the usefulness of class activities, 11 (5.4 %) participants partially agree; finally, only 2 (1 %) students disagree about the usefulness of class activities.

Regarding usefulness of class activities, Richards & Renandya (2002) consider that the type of activities proposed for working with large classes encourages students to get involved with their partners in class.

The high number of students who perceive that class activities helped them to learn in class share the perspective of Richards & Renandya (2002); it is evident that though classes are large, teachers ought to find interesting class activities to get students involved in the class.

It can be observed in the same chart, item 2, that 125 (62.1 %) of students totally agree that the activities done in class allow them to practice the four language skills of the English language; while, 56 (27.8 %) students also agree, to some extent; while 17 (8.4 %) participants partially agree, and only 3 (1.4 %) students disagree.

In this sense, Richards & Rodgers (2001) define the Communicative Language teaching approach as a creative process in which language is used to express meaning, to interact with others, and to identify important elements of discourse for incorporating them into their speech; taking into account Richards & Rodgers' perspective, and the statistic results of the actual study; it can be suggested that teachers use communicative methods and approaches because they focus on using communicative activities that encourage learners to use all of the language skills: listening, speaking, reading, and writing.

Unlike the previous results; item 3 in chart 1 shows students' answers about the level of participation in class; their opinions are more varied since 73 (36.3 %) totally agree with the statement, 86 (42.7 %) students agree. On the other hand, 31 (15.4 %) students partially agree, and 11 (5.4 %) participants disagree since they think that they are not attentive and participative in class activities. These results meet the description given by Harmer (2003), who explains that teachers experience difficulties in large classes because it is difficult to interact with students at the back of the classroom.

Therefore, students' responses and Harmer's findings give clear evidence that large classes might diminish the level of participation in class activities.

The answers given by the students in item 4, regarding the variety of activities used in classes demonstrated that 162 (80.6 %) totally agree, 33 (16.4 %) agree, 4 (1.9 %) partially agree, and 2 (1 %) of them disagree.

The statistical results show that in large classes do use group, individual, and pair-work activities, which is aligned with what Harmer (2003) recommends for large classes; he argues that it is through active tasks that teachers increase students' participation. Similarly, Hess (2001) considers that individual and pair work activities are a great way of fostering a classroom community that provides students with support during their learning process. Based on the previous facts, it can be said that the variety of class activities is a positive factor that helps teachers to have students involved in the learning process.

Working in pairs, in groups or individually is without a doubt one important aspect to be considered by teachers who work with large or small classes, since these activities certainly develop attitudes and skills to the learners.

On the contrary to the results shown above, regarding item 5, the results reveal that students' answers are segmented and there is not a great majority that favors the type of activities used in class. It can be seen that 74 (36.8 %) students totally agree, 61 (30.3 %) agree, 52 (25.8 %) partially agree, and 14 (6.9 %) disagree. Above this point, Richards & Renandya (2002), and Hess (2001) agree on recommending activities in groups to be used in classes such as projects, solving word puzzles, listening to tapes or writing activities, since they propose that if students work in groups or in pairs, it will help to foster classroom academic community, leaving aside interactive activities such as role plays, competitions, debates, games, etc.

According to the results and opinion of the authors above mentioned, it can be said that large classes do not allow teachers to involve students in interactive tasks because it increases interaction, making it difficult to control too many students at once. For that reason, students' answers are divided as it is shown above.

The answers on item 6 let in evidence that a great majority, 167 (83.8 %) students disagree, reported that they are disagree with the possibility of cheating during the test, 18 (8.9 %) students partially agree that it is possible to cheat. Parameters for agree and totally agree obtained 8 (3.9%) each one, showing that is possible cheat during the test.

The participants consider that the proximity between seats is not a factor that promotes cheating during tests. It is evident that teachers are able to circulate between rows in order to prevent students from copying. About this, Harmer (2003) mentions that row seating not only facilitates the lecturing method or avoid

disruptive behavior, but also enables teachers to walk freely around the classroom to monitor students' work and provide feedback.

For that reason, it is evident that classrooms must be big enough to arrange seats in a way that students are not able to look over the shoulder of their peers.

In item 7, 150 (74.6 %) students disagree, answered that they do not get distracted by doing assignments from other subjects in classes while 36 (17.9 %) partially agree. On the other hand, 6 (2.9 %) students agree that they work in other activities during classes, and 9 (4.4 %) totally agree. Regarding this, Evertson & Weinstein (2006) remark that students must be instructed not only in acquiring social skills for working in cooperative activities and sharing intellectual resources, but also in learning rules and appropriate behaviors in order to obtain the best results from the learning experience.

These results give some evidence that teachers need to be monitoring the students' behavior in such a way that pupils are not able to get involved in other activities.

In relation to the influence of seating arrangement in the tasks carried out in class established in item 8; 92 (45.77 %) students totally agree, 74 (36.82 %) agree, 26 (12.95 %) partially agree, and 9 (4.48 %) disagree. The results show that a high number of students consider the way their teachers arrange seats in large classes is appropriate; thus, this arrangement promotes the development of English learning activities.

According to Gower, Philips & Walters (2005), seating arrangement determines the students' attitude towards their teachers and peers as well as the form of interaction in the activities they perform in the class. Even though it was not possible to observe the type of seating arrangement that teachers applied in the

classes, it can be stated that row format is the most common one according to previous researches.

Harmer (2003) states that seating students in rows offers students a great opportunity to develop their independence, it facilitates lecturing method, avoid disruptive behavior, and make teachers able to walk freely around the classroom to monitor students' work and provide feedback.

Another interesting result observed in Chart 1, in item 9 shows a clear division in students' perception regarding the feedback they receive from their language teachers; 63 (31.34 %) disagree; 46 (22.89 %) students partially agree; 62 (30.85 %) learners agree, and 30 (14.93 %) participants totally agree with the statement above.

Since Gower, Philips & Walters (2005) comment that feedback provides valuable help in evaluating students' achievement in language learning, because this activity is one of the most important responsibilities of all teacher in class; unfortunately students' results indicate that feedback is not given regularly in large classes, the opinion of the learners is divided, one big number of students express that do is possible give feedback in large classes, while that other group says that isn't easy to give feedback; therefore, it is evident that large classes influence in a negative form the quality of the English acquisition and teaching as well.

Quantitative Analysis

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

Chart 2. (Social Aspects)

No.	In classes with a large number of students.	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory	
		F	%	F	%	F	%	F	%
10	There is a proper balance of student-student and teacher-student interaction.	92	45,7	71	35,3	22	10,9	16	7,9
11	Students have the opportunity to build relationships with their classmates.	113	56,2	67	33,3	18	8,9	3	1,4
12	The teacher has problems remembering all the students' names.	23	11,4	61	30,3	79	39,3	38	18,9
13	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	59	29,3	76	37,8	47	23,3	19	9,4
14	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.	11	5,4	4	1,9	14	6,9	172	85,5

Source: students' questionnaire

Authors: Bowen Brigitte and Delgado Maria de Lourdes

In item 10, which is related to the appropriate balance of interaction between students and teachers, 92 (45.77 %) of students totally agree, 71 (35.32 %) agree, 22 (10.95 %) partially agree, and 16 (7.96 %) students disagree.

As it was previously mentioned, Philips & Walters (2005) state that seating arrangement benefits interaction between teachers and students; thus, students and teachers 'interaction is influenced by the location of their seats in the classroom.

In consequence, the results reveal that students consider that there is a balanced interaction between them and their teachers, and of course, it favors the English teaching-process.

In item 11, similarly, 113 (56.2 %) students totally agree with the level of interaction they have with their classmates. Also, 67 (33.3 %) participants agree with this statement, while 18 (8.9 %) students partially agree. Finally, 3 (1.4 %) participants disagree.

According to Blatchford (2003), students in large classes are forced to interact among them since they do not receive all the necessary attention from teachers. Therefore, in the current study, the results demonstrate that in large classes, students have the opportunity to interact with more people and build stronger relationships among themselves.

Regarding item 12, about students' perception of the ability that teachers possess to remember all their names. Students' answer were given as follows: 23 (11.4 %) totally agree; 61 (30.3 %) participants who agree, 79 (39.3 %) participants who partially agree, while 38 (18.9 %) disagree. In this case Saraswatti (2004) states that it is difficult for teachers to know all their students' names in large classes, and it hampers the learning process because teachers are not able to manage a personalized approach in order to meet students' needs.

Therefore, these results show that teachers in large classes have difficulties trying to remember all the students' names due to the large amount of students the

classrooms have. Teacher should make a better effort to remember their students' names; it will help them personalize the information.

The item 13 about that the atmosphere in large classes as a result that the teacher does not always ask questions to the same students; in this regard, it can be observed that 59 (29.3 %) students totally agree, and 76 (37.8 %) pupils agree with the statement, 47 (23.3 %) learners partially agree, and 19 (9.4 %) disagree.

To this respect, Saraswatti (2004) aforementioned, that it is impossible for a teacher to approach the same student in a large class. Likewise, Blatchford (2003) expresses that students in a numerous class do not have the necessary attention from their teachers. Hence, the results let us confirm that students do not feel stressed when their teachers ask several questions because class size makes it possible for different learners to participate each time during class. Therefore, the environment in large classes is not stressful and promotes active participation.

The last statement in Chart 2, item 14 was taken into consideration to discover whether students find it easy to use cell phones in class or not without being seen by the teacher. Interestingly, 172 (85.5 %) students disagree, and it gives evidence that there is some control in the classroom to some extent; 14 (6.9 %) students partially agree; 4 (1.9 %) agree, while 11 (5.4 %) learners totally agree.

About it, Evertson & Weinstein (2006) state that students have to learn rules and appropriate behavior in order to obtain the best results from the learning experience. Consequently, it seems that teachers need to teach appropriate norms regarding the use of cell phones in class.

In sum, the students' opinions of the social implications of large classes in the teaching learning process let us know that the interaction between teachers and students is appropriate, and it promotes a good atmosphere in the classroom as well.

In addition, students' answers reveal that teachers are able to promote good behavior since they set rules from the beginning of the school year.

Quantitative Analysis

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

Chart 3. (Psychological Aspects)

No.	In class with a large number of students.	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory	
		F	%	F	%	F	%	F	%
15	The atmosphere is stressful.	41	20,4	47	23,3	50	24,8	63	31,3
16	Students feel inhibited when speaking in front of the rest.	36	17,9	73	36,3	48	23,8	44	21,8
17	Students do not have the opportunity to express their opinions.	38	18,9	49	24,3	50	24,8	64	31,8
18	Students do not like to participate because they feel afraid.	30	14,9	40	19,9	55	27,3	76	37,8
19	The teacher does not pay equal attention to all his/her students.	35	17,4	47	23,3	38	18,9	81	40,3
20	Students feel they can act competitively with other students.	99	49,2	55	27,3	32	15,9	15	7,4
21	Students feel relaxed because they can go unnoticed.	38	18,9	40	19,9	46	22,8	77	38,3

Source: students' questionnaire

Authors: Bowen Brigitte and Delgado María de Lourdes

Chart 3 shows the set of items related to the psychological effects of large classes on the teaching learning process. In item 15, it can be observed that students' opinion of the quality of class atmosphere provides equal results among the

participants, 63 students (31.3 %) disagree with the question, while 50 (24.8 %) of them partially agree. On the other hand, 47 students (23.3 %) agree and 41 (20.4 %) participants totally agree with the item 15.

These results show an important number of participants who expressed the view that large classes have a detrimental effect in the atmosphere of the classroom. In this point, it is important to take in to consideration the theory mentioned by Saraswatti (2004). He explains that though research has not proved that behavior problems arise as a result of class size, it is more difficult for teachers to control discipline and it is frequent that teachers find themselves shouting to call students' attention.

Consequently, the students who agree with the item 15 perceive that their peers' behavior and teachers' effort for controlling the class make the atmosphere stressful; it is an aspect that affects the learning. Turning to the percentage of students who do not agree with the statement, they consider that teachers are somehow able to manage the classroom; for that reason, those students feel that the atmosphere is appropriate and relaxing for the learning teaching process, therefore, to be in a large class does not affect learning at all.

Regarding item 16 chart 3, there were 36 (17.9 %) participants who totally agree to feel inhibited when speaking in front of their peers; also, 73 (36.3 %) students who agree with the statement. On the contrary, almost half of the total amount of students 48 (23.8 %) partially agree; and 44 (21.8 %) who disagree with the statement about feeling inhibited when speaking in front of their peers.

About this point, Hess (2001) states that students may participate in pairs in order to practice speaking skills through a review of posters where they have the chance to summarize main points of a determined lesson. This situation encourages

students to get involved in the production of language; however, the results gotten indicate that they feel inhibited to perform speaking activities in front of their classmates.

In item 17, students expressed different opinions, regarding the fact that learners do not have a chance to express their ideas. It can be seen that 38 (18.9 %) students totally agree, 49 (24.3 %) pupils agree, 50 (24.8 %) learners partially agree, and 64 (31.8 %) participants disagree.

In contrast of this outcomes, Harmer (2003) suggests that one activity for increasing the participation of students is precisely the use of pair or group work, fostering opportunities for students by any activity done in class.

However, the results let in evidence that more than half of the students' perceptions tend to be negative; this means that the participants do not consider that large classes hinder the opportunity to express their opinions to participate in classes.

Analyzing the responses in item18, students express that they don't feel afraid of participating in class. It shows the same tendency as in the previous statement. From the total number of students, there are 131 students: 76 (37.8 %) who disagree; 55 (27.3 %) partially agree. On the other hand, 40(19.9 %) learners agree with the statement, and 30 (14.9 %) participants totally agree. They do not participate in class at all.

This is supported by Harmer (2003), who explains that a big number of students can make the classes more fun and warmer. Though, more than half of the participants feel that large classes do not affect their participation in lessons because they are ready to participate during all the class and in any time.

The answers on item 19 show that teachers do not pay equal attention to all the students. This assumption was supported by the majority of students. There are

81 (40.3 %) students who disagree with the statement and 38 (18.9 %) students partially agree. Interestingly, 47 (23.3 %) learners agree about the fact that the teachers are not able to meet all their needs, and 35 (17.4 %) students totally agree to say that teacher do not pay attention to them.

Blatchford (2003) considers that students in large classes do not receive the necessary attention from their teachers. On the contrary of this point, the most of students do not agree with this statement, because their teachers do pay attention to them in the activities done in large class.

The analysis of chart 3, item 20, refers to the level of competition among students in large classes. It can be observed that 99 (49.2%) students totally agree with the statement; 55 (27, 3%) students agree with the question, 32 (15.9%) partially agree, and 15 (7, 4 %) that they compete in class.

Corroborating what Woodward (2001) expresses about large classes, they are full of interactivity in one side, and on the other hand, students should get involved in the development of the lessons to take advantage of the level of energy that a large class possesses.

In fact, students in large classes are motivated to demonstrate their learning progress as a result of observing others' achievements.

Finally, regarding the answers given to statement 21, an attempt was made to find out whether students can go unnoticed in large classes or not.

There were 77 (38.3 %) pupils who disagree; however, it is not strong evidence since there is a similar number of students who have different opinions. Table 3 shows that 46 (22.8 %) participants partially agree, 40 (19.9%) agree, and 38 (18.9 %) students totally agree with the question.

Consequently, the students' perception might easily arise from the fact that large classes allow students to feel relaxed because they can go unnoticed. Once again, the results meet the description given by Blatchford (2003), who states that not all students, in large classes, receive attention from their teachers.

For this reason, an important group of learners do not state their opinion clearly.

In general terms, students' answers related to the psychological effects of large classes in the teaching-learning process tend to be positive because it means that students do not consider large classes as an adverse aspect for their language learning process.

However, such a view is not certainly beneficial when expressing that large classes are favorable for students. The results did not show a strong position among students; instead, the frequencies are slightly distributed along the very wide-ranging criteria.

Consequently, it can be said that there is some kind of psychological implication of large classes in teachers and students, mainly in the quality of the classroom atmosphere, opportunity to express opinions, and participation in class.

Conclusions

Once the description, analysis and interpretation of the results of this study have been accomplished, the following conclusions have been obtained:

- The participant students of this study consider that large classes limit the amount of individual feedback that they receive from their English teachers; hence, it influences the quality of their acquisition of the English language in a negative way.
- Large classes make it necessary for the teacher to spend more time controlling students discipline; consequently, it limits the amount and quality of interactive activities during a lesson.
- Teachers have a hard time remembering the names of the students in large classes. This hampers the learning process in that teachers are not able to manage a personalized approach in order to meet students' individual needs.
- Teachers do not pay equal attention to all the students in large classes; it causes that not all the students reach the same level of knowledge.
- Large classes cause a detrimental effect in the atmosphere of the classroom; teachers often find themselves shouting in order to call students' attention; thus, it increases the level of stress.
- Students from large class state that they feel inhibited when speaking in front of their peers; it is evident that students' confidence is affected in large classes.

Recommendations

Based on the results previously shown in the conclusions, the following recommendations can be considered:

- Teachers should devote a limited but quality time to attend the academic needs of each individual student.
- It's necessary to increase interactive activities at the beginning or the middle of the class in order to encourage students' participation, boost their confidence and decrease the levels of stress in the atmosphere.
- It would be useful for teachers to apply different strategies that help them learn their students' names, increase the interpersonal relationship between teachers and students.
- Large classes could be split into different groups based on their level of language proficiency. Teachers could then spend quality time paying attention to the specific needs of each group.
- Teachers need to provide clear instructions; when students understand what they are about to learn, and its importance, they tend to pay more attention. This reduces the teacher's need to shout to call for attention, and thus it improves the atmosphere in the classroom.
- Teachers should pay attention, not only to the academic needs of students, but also to their interaction with each other. The more peers' relationship improves, the better individual learner's confidence when speaking in front of others is.

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ANNEXES

Annex # 1



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y

A DISTANCIA

TITULACIÓN DE INGLES

Estimado estudiante:

Este cuestionario tiene como objetivo conocer la influencia de las clases numerosas en el proceso de enseñanza aprendizaje del Inglés.

La información que usted brindará a continuación se usará únicamente con fines académicos- investigativos. Le rogamos contestar honestamente de acuerdo a la siguiente escala de referencia.

Muy satisfactorio:	Totalmente de acuerdo
Satisfactorio:	De acuerdo
Poco satisfactorio	Parcialmente de acuerdo
Nada satisfactorio	En desacuerdo

Datos Informativos:.

Nombre de la institución: _____

Tipo de institución: Pública () Privada ()

Curso: 8vo. () 9no. () 10mo.()

 1ro.Bach. () 2do.Bach.() 3ro.Bach.()

Ciudad: _____

Instrucción: Marque con una X según su criterio.

A. ASPECTOS ACADÉMICOS

	En clases con bastantes estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1	Se realizan actividades que permiten poner en práctica lo aprendido.				
2	Se realizan actividades que permiten practicar las habilidades de escucha, habla, lectura y escritura.				
3	Todos los estudiantes están atentos y participan en las actividades desarrolladas en la clase, inclusive los estudiantes de la última fila.				
4	Se utilizan actividades variadas dentro de la clase; como por ejemplo, actividades en grupo, actividades individuales, actividades en pareja, etc.				
5	Se utilizan actividades tales como dramatizaciones, concursos, debates, juegos, etc.				
6	Se puede copiar durante los exámenes.				
7	Se puede realizar tareas de otras materias.				
8	El espacio de la clase te permite desarrollar adecuadamente las actividades asignadas por el profesor.				
9	No puedo recibir una retroalimentación adecuada por parte del profesor debido al número elevado de estudiantes.				

B. ASPECTOS SOCIALES

N°	En clases con bastantes estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
10	Existe interacción entre los estudiantes y entre el profesor y los estudiantes.				

11	Tengo la oportunidad de relacionarme con más personas.				
12	El profesor no recuerda el nombre de todos los estudiantes.				
13	El ambiente es menos tenso ya que hay menor probabilidad de que el profesor realice preguntas constantes al mismo estudiante.				
14	Puedo usar mi teléfono celular o algún otro dispositivo electrónico sin ser descubierto por el profesor.				

C. ASPECTOS PSICOLÓGICOS

N°	En clases con bastantes estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
15	El ambiente es estresante.				
16	Me siento incómodo al momento de hablar frente a mis compañeros.				
17	Tengo menos oportunidad de expresarme.				
18	No me gusta participar porque me siento tímido.				
19	El profesor nos presta atención por igual a todos los estudiantes.				
20	Siento que puedo competir sanamente con otros estudiantes.				
21	Me siento relajado porque puedo pasar por desapercibido.				

¡Gracias por su colaboración!

INSTRUMENTS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

Name of institution: _____

Type of institution: Public () Private ()

Year of study: 8th year. () 9th year () 10th year. ()
1st senior high school . () 2nd senior high school. () 3rd. senior high school. ()

City: _____

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

A. Academic issues

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

B. Social issues

Nº	In classes with a large number of students:	Very satisfactor	Satisfactory	Somewhat satisfactory	Unsatisfactory
10.	There is a proper balance of student-student and teacher-student interaction.				
11.	Students have the opportunity to build relationships with their classmates.				
12.	The teacher has problems remembering all the students' names.				
13.	The atmosphere is less stressful since the teacher does not ask several questions to the same student.				
14.	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.				

C. Psychological issues:

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

Thank you for your collaboration!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Loja, abril de 2013

Señor(a) Director(a)
Presente.

De mi consideración:


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

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

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

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

Atentamente,


Dr. Gato Guerrero Jiménez
DIRECTOR DEL DEPARTAMENTO DE
LENGUAS MODERNAS Y LITERATURA





UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Loja, abril de 2013

Señor(a) Docente
Presente.

De mi consideración:

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

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

En esta ocasión los estudiantes están trabajando en el tema relacionado con *los factores que influyen en el proceso de enseñanza aprendizaje del idioma Inglés en colegios del Ecuador*. Por este motivo, y contando con la respectiva autorización del (la) rector (a) solicitamos su colaboración para que los estudiantes puedan hacer una observación de las clases de Inglés que usted imparte en esta prestigiosa institución educativa ya que esto contribuirá al enriquecimiento de nuestros profesionales en formación dando como resultado el mejoramiento en el proceso de enseñanza aprendizaje.

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

Atentamente,


Dr. Galo Guerrero Jiménez
DIRECTOR DEL DEPARTAMENTO DE
LENGUAS MODERNAS Y LITERATURA



Annex # 5

Manta, Mayo 28 del 2013.

Sra. Ingeniera
Isabel Jaramillo
RECTORA DE LA UNIDAD EDUCATIVA "MANTA"
Presente

De nuestras consideraciones:

Quienes suscribimos la presente: **BRIGITTE BOWEN MANCHENO** y **MARIA DE LOURDES DELGADO BAILON**, portadoras de las Cédulas de ciudadanía No. 130818912-3 y 1306292630 respectivamente, nos encontramos cursando el octavo ciclo de la malla curricular de Inglés en la Facultad Ciencias de la Educación, de la Universidad Técnica Particular de Loja, modalidad a distancia, para lo cual estamos desde ya realizando el respectivo trabajo de Investigación, previo a obtener el título de Licenciadas en la indicada mención.

Adjunto a este documento, se servirá encontrar petición dirigida por el señor Doctor Galo Guerrero Jiménez; Director del Departamento de Lenguas Modernas y Literatura, de la Universidad Técnica Particular de Loja, en la que solicita el respectivo permiso para realizar observaciones de clase en la asignatura de Inglés, las cuales forman parte del trabajo de investigación que imparte la U.T.P.L., cuyo tema es: **The influence of large classes in the English language teaching-learning process in Ecuadorian high schools**. Se adjunta también petición dirigida al docente para su debido conocimiento y colaboración al respecto.

En base a lo expuesto, de la manera más cordial, le solicitamos el respectivo permiso para realizar en total cinco observaciones de clase, escogiendo las peticionarias los respectivos cursos que pueden ser desde octavo año de básica hasta el tercer año de bachillerato, cursos que estaremos coordinando con los respectivos señores vice-rectores académicos de la Institución, de acuerdo a la disponibilidad de los compañeros docentes y horarios correspondientes.

Por la atención brindada a nuestra petición, desde ya le reiteramos nuestros sinceros agradecimientos.

Atentamente


Brigitte Bowen Mancheno
C.C. No. 130818912-3


María de Lourdes Delgado Bailón
C.C. No. 130629263-0

c.c. Lcda. Gina Anchundia R.
c.c. Lcdo. Milton Pico G.

RECIBO
28 MAY 2013 10:55
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UNIDAD EDUCATIVA FISCAL “MANTA”

LISTA DE DOCENTES DE LOS CURSOS ENCUESTADOS:

N°	Docentes (Nombres completos)	Correo electrónico del docente (opcional)	Institución a la que pertenece	Número telefónico de la institución
1	Econ.Gary Jiménez Hidalgo	gary-jimenez87@hotmail.com	Unidad Educativa Fiscal “Manta”	052622062
2	Lic. Paola Navarrete Espinoza	yadpao1979ne@hotmail.com	Unidad Educativa Fiscal “Manta”	052622062
3	Prof. Lilian Sánchez Guillén	lilivati_61_108@hotmail.com	Unidad Educativa Fiscal “Manta”	052622062
4	Prof. Juan Torres Flores	Jtorres-f@outlook.com	Unidad Educativa Fiscal “Manta”	052622062
5	Lic. Jahaira Mero Anchundia	Jahairavanessa2008@hotmail.com	Unidad Educativa Fiscal “Manta”	052622062