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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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ABSTRACT

This research is about the influence of large classes in the English language teaching-learning process in Ecuadorian high schools and its purpose is to determine the way large classes affect or not to the English language teaching-learning process.

Five courses were chosen from a public high school with a minimum number of thirty five students or more on each one; learners were asked to fill out a questionnaire about three aspects concerned with the purpose of this research.

The methods used were qualitative and quantitative. The main instruments used to collect data were a questionnaire and note taking which permitted to support the interpretation of results. Then the information from the questionnaires was tabulated and analyzed.

The main instructional implication found was the lack of appropriate teaching methods, management of large classes, and teaching techniques from teachers. The social implication showed that students do not have opportunities to get distracted. With the psychological implications students felt stressed in large classes because of the inhibition to express themselves in front of their classmates.

Key words: Factors affecting EFL teaching, high schools, class size.

RESUMEN

Esta investigación está basada en la influencia de las clases numerosas en el proceso de enseñanza-aprendizaje del idioma Inglés en colegios ecuatorianos y su propósito es determinar la forma en que las clases numerosas afectan o no al proceso de enseñanza aprendizaje del idioma Inglés.

Cinco cursos fueron escogidos de un colegio público con un mínimo de treinta y cinco estudiantes o más en cada uno; se les pidió a los estudiantes llenar un cuestionario sobre tres aspectos concernientes con el propósito de la investigación.

Los métodos usados en esta investigación fueron cualitativos y cuantitativos. Los principales instrumentos utilizados para recolectar datos fueron un cuestionario y toma de notas las cuales permitieron apoyar la interpretación de los resultados. Después la información de los cuestionarios fue tabulada y analizada.

Los principales descubrimientos mostraron que las clases numerosas no representan un aspecto adverso en el proceso de enseñanza – aprendizaje debido a la percepción de los estudiantes quienes mencionaron que la mayor parte del tiempo sus profesores intentan utilizar variadas actividades las que les ayudan a estar más involucrados y activos en clases.

Palabras claves: Factores afectando la enseñanza del inglés como idioma extranjero, colegios, tamaño de clase.

INTRODUCTION

Most English classes from Ecuadorian high schools are affected by the number of students; most of the time, this is the main reason students do not show a participative, active, collaborative, and motivating attitude on the teaching-learning process; similarly, teachers face obstacles and many times these are consequences of wrong teaching techniques.

Moreover, most of the Ecuadorian high schools have a range of thirty five or more students in each classroom which is considered as a crowded number, especially when teaching to a foreign language; hence, the purpose of this research is to determine how large classes affect or not the English language teaching-learning process. This research tries to answer to 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? And what psychological implications do large classes have on the teaching-learning process?

Some previous studies related to this research topic have been developed. These studies demonstrate that large classes is a factor that influences in a great manner on the teaching-learning process; in this regard, Ahmad (2004) carried out a research whose purpose was to find out the existing problems of large classes as perceived by teachers, students, and administrators.

The results from this study show that teachers should receive appropriate training to teach large size classes and to control discipline. Besides, the lesson plan should be adapted to the needs of students; also, it must be implemented modern teaching aids that help to motivate students, thus teaching will be interesting as well as effective; a coordinated work between authorities, teachers, and counselors to give

students a correct support on their academic needs is necessary. Some methods, techniques, and strategies to manage these problems were recommended.

Another study carried out by Thater (2005) determined that instructional aspects were negatively affected by large classes, at the same way psychological and social which are interrelated. Thater recommends academic exchanges with other institutions or universities to socialize and share teaching experiences with large classes, permanent training in innovative techniques and teaching strategies to manage large classes, a serious commitment from authorities to increase the number of English sections to provide students with more participation and learning opportunities. Teachers should change their point of view and try to reset their rigid behavior into a more rapport attitude with students. On this study the author did not identified any limitations.

Finally, Osim (2012) researched about how class size pressure influences on teachers' work quality in a secondary school in Nigeria. The author concluded that teachers were highly affected on their work because they did not know appropriate teaching strategies, class management techniques, and the teachers felt a strong handicap to develop their capacities concerning with teaching methodologies. The researcher did not find any limitation.

The beneficiaries of the present research are teachers, authorities, and students from Ecuadorian high schools who may be aware of different methodologies, managing learning, and strategies to manage large classes. In addition, this research provides a useful guide to future researchers based on this research topic.

Finally, the limitation encountered in this research was concerned with the need to support the students' questionnaires with class observations because this would confirm the students' answers and may contribute to do a deeper analysis.

METHOD

Setting and participants

Five courses from a public high school in Manta were selected for carrying out this research. The participants were one hundred eighty-eight students from tenth of basic education to second and third years of senior high school. Besides, students from this high school belong to a medium to low social and economic background; their ages were around fifteen through nineteen years old. Also, some learners were even mothers or female head of household in so early age.

Procedures

This research began with the data gathering about theoretical support based on seven aspects and five previous studies which were looked up on academic books, journals, articles, and internet sites in order to get relevant information. Once the data was compiled the literature review was written.

The next step was the field research. Here, it was necessary to select an institution, into this case a public high school in order to ask for permission to apply a questionnaire to students based on the influence of large classes on teaching and learning English in three main aspects: academic issues, social issues, and psychological issues.

Five courses were selected with a number of thirty five and more students each one; it was important that the corresponding teacher were present. Also learners were instructed how they had to fill the questionnaire.

The method used for this research was qualitative and quantitative. The qualitative method consisted on a questionnaire which included statements related to the influence of large classes and its academic, social, and psychological implications; so learners were asked to choose the best qualitative score that reflected

to their personal opinion (Totally Agree, Agree, Partially Agree or Disagree). In addition, it was necessary to use the note-taking technique in order to write down some comments from students and teachers.

After that, the quantitative method was used to quantify the number of times that students chose one or another qualitative score on each statement and calculate its percentages of choices.

Once the questionnaires were tabulated, the description, analysis, and interpretation of results was carried out, after that, the results obtained were supported using the information from the literature review.

DISCUSSION

Literature Review

School system in Ecuador is being subject to changes in its way of how to teach in many fields by means of different strategies that involves: modifying the study programs, updating methodologies, continuous teacher´s training and all of this by the hand of the technology, in order to raise the teaching quality.

In spite of these changes, students and teachers are still exposed to many aspects that impede this academic process; one of these aspects is large classes and its influences on the English language teaching – learning. This section presents the current literature concerned about it and previous studies carried out about this research topic.

Teaching Approaches and Methods

The concepts of approaches and methods have brought great confusion among experts, hence Edward (1963) identified three levels of conceptualization in a hierarchical placement and he named them approach, method, and technique; thus, approaches are the assumptions, theories concerning with teaching learning and the nature of language, while methods carry out planned processes by means of mechanisms focused in an approach, and techniques are the specific activities performed in class.

Although this first conceptualization clarified the concepts, Richards and Rodgers (2001) reformulated the Edward´s model; consequently, they renamed it as approaches, designs, and procedure. That is, approaches are the beliefs, assumptions, and theories about learning language, while designs are concerned with how theories, beliefs, and assumptions are put into practice, and finally procedures are the practices derived from an approach and design. According to Mackwardt (1972), there is a

new method every quarter of century. Regarding to methods, Brown (1994) indicates that the Grammar Translation Method is the most popular one. To use this method teachers do not need to have specialized skills, the assessments or evaluations are objectively scored, and this method does not endeavor to motivate students in communicative abilities.

Another important method is Total Physical Response, which is an association language with physical activities. Brown (1994) mentions that the developer of this method was Asher (1977) who indicates that it is a method of language teaching on the basics of psychomotor association. Asher also explains that children in learning their first language, they first listen before they begin to speak, and that their listening is gone with physical responses. This method uses the imperative mood which by means of commands makes learners to move and feel free and comfortable to act even to talk or respond to short or simple questions; therefore, this method brings a plus value because it gives students opportunities to express without stress or fear. Finally, Brown (1994) also indicates that the Total physical response method has its limitations because this method is effective for beginning levels, but it is not for the highest levels because students feel limited to produce written works.

Following with the teaching methods and approaches theme, another methodological standpoint is the Natural Approach which was developed by Tracy Terrell and Stephen Krashen. Brown (1994) explains that The Natural Approach intends to use the basic personal communication skills by means of a series of three stages, in the first instance the preproduction stage where the listening comprehension skills are developed, then a second stage occurs, the called early production which the students strive to communicate even with their errors, on this

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stage it is better the meaning than the form. Finally, the third stage where students have more chances to be involved in participative activities where the fluency is promoted and teachers do not focus a lot in corrections of errors.

Another interesting approach is the Cooperative language learning, which according to Richards and Rodgers (2001) is an instructional approach that makes emphasis in group activities based on socially structured exchange of information. This approach is considered an extension of Communicative Language Teaching, whose main goal is to provide an authentic and meaningful communication. Johnson and Johnson (1998) identify five main characteristics that support the communicative methodology; these are appropriateness, message focus, psycholinguistic, risk taking, and free practice.

Class size

The number of students in a classroom is an important factor that influences a good or bad learning – teaching process of a foreign language. Sharan and Chi Tan (2008) state that class size is not only the number of students, but the size of the space available to them; therefore, large classes are those small rooms with excess of students. These authors also mention that the number of students is relative to the size of the space available to them, that is to say the density.

According to Sharan and Chi Tan, large classes force teachers to follow an unvaried model of instruction because of that a great percentage of students do not pay attention to teachers, and some disruptive behavior can occur. These authors also state that teachers can manage and attract students' attention by using techniques that involve the technological teaching aids; by the other side, Byram (2000) states that the class size is a matter about how teachers and students perceive or assume it. This author also mentions that the concept of large classes is relative because in some

developed countries the average number of students in language classes can vary and it is affected by the context, that is, the government polices seek to reduce the class size, but the funding arrangements embolden them to increase the number of students. Besides, the notion "large" depends on teachers' experience, for instance, Hayes (1997) says that in some private language schools a class with 20 students is considered as large, on the other hand, Coleman (1989) mentions that in Lancaster University project the average number of a large class is 50, another example of large classes is shown in China where the number of students in a large class is around 50-100 or more, which is considered as a super large class for some language teachers.

According to this, the culture and the context mark the level of tolerance of people about class size. Therefore, Ur (1996) sates that "a large class is one with more students than the ones teacher prefers to manage and available resources can support." According to this view, large classes generally are challenges that teachers have to face, tolerate, and in some cases overcome. But not all may be bad and even a disaster; large classes bring not only challenges, but also opportunities for teachers to take them and become them in better teaching methodologies and adapt them to the circumstances. In conclusion, Lewis and Woodward (1998) say that an appropriate teaching methodology provides best outcomes on the learning process rather than the class size.

Managing Learning

Teachers are the guides in a classroom, they encourage, motivate, praise, correct, accomplish plans, but the teachers should realize when and why their students are not responding to all their actions and efforts. In order to have a good managing learning, it is important to provide good instructions in class. According to this, Riddell (2012) says that when teachers give instructions in class, they must

adjust their language that is, adapting the level of the students they are teaching, but without losing the naturalness; teachers must simplify their language, clarify the meaning of words by the use of gestures or other body language. Besides, Riddell claims that instructions should be clear, pertinent, and exact so students will know what they have to do and how the teacher wants them to do it.

Riddell also explains that giving clear instructions make students feel more confident in class, and this sensation of security makes them work in an efficient way. This author also states that it is important that teachers check if their students have understood the instructions, they can do that by asking questions to a single student who has to reply to the rest of the class the assignment.

Giving instructions to students as a first step must be an act of reflection. Harmer (1998) indicates that at the moment of giving instructions to the whole class, teachers' expressions must be simple and logical, teachers must take into account the students' needs, that is, what they need to know to complete a task successfully, what are the sequences of the lesson to follow, and if all students speak the same mother tongue, another student will translate all the instruction to the group.

Another important aspect of managing learning is discipline; teachers may face different kinds of groups which can be well behave groups to disruptive behave groups, but no matter what group teachers have to work with, the discipline problems are always present and teachers should know how to deal with them. Brown (1994) mentions that teachers must feel comfortable with their authority position; they should treat their students with fairness in order to gain their students' respect. Also, teachers should give in a clearly and directly way the discipline rules about their behavior in class and the accomplishment of obligations. Besides, there must be a firm and warm attitude from the teachers when the circumstances get disturbing; the

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last but not the least important aspect is that teachers should not waste valuable class time disciplining some student, they should do that after class with a kind of reflexive conversation, and if the disruptive behaviour continues it is time to turn to the institution's counsellor or administrator.

Effective learning requires appropriate feedback, so all teachers who are into the classroom should be conscious about their teaching activities and how their students are learning. Consequently, the teachers that do not ignore the need of knowing their teaching progress will give their students the opportunity to improve their learning. As Harmer (1998) states that teachers can ask students their opinions about the topic of the lesson, or maybe if there are students who do not want to express in an oral way teachers can encourage them to write their opinions down and hand them it. This author also claims that another way to give appropriate feedback is by means of different assignments which are scored and measured, and this variety of measures will help as a progress record of students.

Finally, managing learning has a very important aspect that all teachers have to take into account at the moment of planning the lesson; this is the time that they are going to give to each activity. Furthermore, teachers must take the time aspect as the starting point for planning the lessons, and as Woodward (2001) expresses that the best lesson is the one that is founded on the course of time. The author also mentions that while teachers are considering the long term lessons, they have to begin with the short term lessons, so they will start their classes in a realistic and quick manner. In addition, Brown (1998) states that timing is one of the most difficult aspects to control in a lesson plan, hence some new teachers plan a lesson so tightly that they complete it earlier; furthermore, it is known that even experimented teachers do not end their lessons; consequently, the point here is that these two

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situations are not reprehensible, but they are opportunities to teachers to insert reinforcement activities.

Managing large classes

Hess (2001) argues that in large classes it is particularly important to give confidence to students because they usually feel afraid or confused in a crowded class and many students are shy to express their own ideas in a new language; so teachers have the responsibility of helping students to gain confidence, encourage them, motivate them, but this strategy must be authentic, and real. Thus, students will show a more confident behavior and they may be willing to produce and participate with their classmates. Therefore, large multilevel classes must have a positive and communicative atmosphere where teachers structure activities for activation and opinion exchange.

Similarly, Woodward (2001) explains that the problems that large classes present are the following noise, too many people, immovable objects in a restricted area, lack of enough materials for everyone, teachers do not pay equal attention to all students, and students feel inhibited when speaking in target language because of excessive use of mother language.

Besides, managing large classes demands a certain expertise from teachers, who must be able to apply the correct strategy and method in some situations in order to accomplish their planned goals. Hall & Hewings (2001) mention that adapting individualized teaching for large classes will be a sort of learner – centered approach, where the attention is focused on students as individuals. Regarding to individualization, Logan (1980) claims that people learn in different ways, from different sources, and the role of a teacher must be as a facilitator. Furthermore, Altman (1980) explains that about three basic principles that characterize

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individualized language teaching: A syllabus that contains the needs, abilities, and interests of each learner; personalized objectives, resources, and expectancies for learners; teaching methods in accordance with learners' needs. Finally, Hess (2001) also claims that the four Rs of individualization which are reeducation of the role of teachers; responsibility of learners in their own learning as well as teachers to establish clearly tasks that can be followed in an easy way by learners; and relevance for a meaningful learning. The last but not the least is rapport for a good relationship between teachers and learners that leads the learning to a humanized level.

In addition to that, working with large groups needs appropriate teaching techniques and strategies to deal with the "problems" of large classes. These strategies or tips may be applied to the problems or to the "challenges" that big classes have. For instance, Brown (1994) mentions that teachers must try to make students feel important, that is, learning their names using for that name tags, doing interactive works with students that include acquainted activities for them, so they may feel more comfortable and may not just feel lost in the crowd. This author also indicates that teachers must optimize the use of pair or group work to give learners chances to perform in English, and in the case of group work it must be taken into account the variation in ability levels. Besides, Brown points out that increasing listening comprehension activities through technology aids like audio or video help learners to acquire plenty of language that will be transferred to reading, speaking, and writing skills.

Finally, every strategy or technique that teachers implement to get better results from students is influenced by the way how teachers face the diverse circumstances derived from the large classes.

Activities for working with large classes

There are activities teachers can apply to facilitate the learning process when dealing with large classes. Harmer (1998) recommends the use of worksheets which will be distributed to students and can be swapped for the feedback stage. Besides, Harmer indicates that teachers can use pair work and group work activities to help students to maximize their participation without forgetting that instruction must be given in a clear and simple way. Another activity this author suggests is to try to engage some students as leaders to help in activities like hand out copies, in order to check if the whole group has understood the task or simply collect (home) work or provide feedback. The size of the group could be an advantage for teachers, in large classes all will be bigger too, for instance using humor this will be more entertaining, and role plays activities will be more interesting, consequently there will be a more positive atmosphere.

Besides, Woodward (2001) suggests some activities for working with large classes. He indicates that in crowd control, it is good to learn the students' names in order to address brief individualized attention to every student in class. Also, he states that eye contact with individuals will be a valuable strategy, as well as to attract the students' attention handing up, tapping on the board, ringing a little bell, or shaking a tambourine. This author explains that students need to be aware about how their teacher works with them, and how they must attract teacher's attention. At the same way, routines should be flexible, in order to get students involved during the lesson process taking advantage of their social energy, which is evident at the beginning of the lesson, plenary phase and display activities help students to return to cohesion after group work. The author also says that it is useful to assign roles to students in basic chores, so they can check the register, and put in charge of hand out

materials and organize the classroom with other helpers. Number or use color code to identify materials that students use will help when they are returned.

Another activity for working with large classes is group work. According to Woodward (2001), group work activities tasks must be well planned with clear instructions, realistic time, interesting activities, and achievable results. Teachers must make sure that the whole class work well together before to form small groups. The evaluation stage should include evaluation of language used, task content, group work perform, and mother tongue expressions to be translated into target language for next time, so the learners will use and practice the target language in a natural oral and aural way.

Classroom Space and Seating Arrangement

According to Colombo (2012), an adequate physical space and an appropriate seating arrangement are some of the characteristics of an ideal classroom for any teacher, but this fact does not always occur in many classrooms. This author also mentions that despite teachers do not have the freedom to decide the space in the classroom, they have authority on how to use the space they got; therefore, they can organize it in order to make the learning process more interactive with social, intercultural, and instructional conversations to communicate their ideas, concepts across the content areas. Besides, Colombo (2012) explains that the way seats are arranged will provide opportunities for interactive discussions, but it is important to do not forget the individuality of some students who need to work quietly and independently. The author also mentions that a well-planned space should facilitate meeting, large and small group discussion, independent work, having quiet space and audio zone. It must avoid interruptions or interferences of any type through a well and structured seating arrangement and classroom space. By the other way, Brown

(1994) considers three categories centered on the physical environment for learning, the classroom itself, these are: sight, sound, and comfort which have a crucial impact over students when they enter the classroom, so neatness, appropriate seating arrangement, visual material aids, an adequate acoustic, isolate from external noises, and a good heating or cooling system. The author also expresses that an appropriate seating arrangement promotes the so important eye contact among students when they talk each other, the interaction between students becomes more productive and effective, they actually communicate each other in English.

Harmer (2000) states that the different seating arrangements are seen under different approaches that show the advantages and disadvantages in the teaching learning process, and their influence on the different activities like group or individual work, debates, etc., therefore, the author mentions that classrooms with orderly rows make possible a clear view of the students from the teacher and vice versa, if there are aisles between rows, this will help the teacher to make personal contact with individual students and thus reinforce the pupils´ learning. By the same way, Harmer says that orderly rows allow teachers work with the whole class in suited activities to this kind of classroom arrangement like grammar explanations, audiovisual activities, board tasks, practice of language under controlled conditions (i.e. repetitions), it is important that teachers involve the whole class when they asks questions even students at the back, and even more the quiet students. Also, the author recommends that teachers should ask learners from all parts of the room in a randomly way, that is, to avoid that students know when they are going to be asked, so they will be attentive all the time. In conclusion, orderly rows have their advantages but the teachers are who have the starring role to change its rigid characteristic.

The author continues with others seating arrangements like circles and horseshoes which offer a plenty of opportunities to different activities like debates, group works, and others, this kind of arrangements brings an enormous feeling of equality because students are sitting in a circle and nobody even the teacher apparently is the head, therefore, this type of arrangement gives an atmosphere more intimate where students feel more comfortable to share their feelings, opinions and information through talking, eye contact or body expressions.

Finally, Harmer (2000) mentions that the teacher´s teaching style or the institution where the lesson takes place is influenced by the way how students and their seats are arranged. That is, even if the class´ conditions are difficult to rearrange the seats, teachers can work with whole class, group work or pair work in orderly rows, circles or horseshoes arrangements, all of these, if and when the teacher monitors the activities in an appropriated way.

Different levels of proficiency

Harmer (1998) indicates that one of the most desirable things that teachers want to come true on their work is teaching with a same level proficiency group, but the reality is not like that, then there are many different ways of facing the multilevel group. This author remarks that teachers can create different groups of work which are identified with their own level, in the same way, it is advisable to use different material to the different levels; also, to group students by levels and to have learners work with tasks according to their capacities, paying special attention to an equitable acting. Besides, Harmer (1998) suggests that there are a lot of resources that bring up useful support to teachers, they could be books of stories, grammar exercises, discussion topics, writing exercises, and listening activities. So, while some students are working with a specific task, another group of students will be working with

other ones, of course, all this strategy must be distributed to the adequate levels.

However, as Harmer also mentions that in a multilevel group some students feel bad

because they do not have or do not show an underlying performing in class, so

teachers can use peer help, which will support weak students, but this should be done

with great sensitivity, to consider avoiding the discrimination within students.

Also, Woodward (2001) considers mixed classes to those which are mixed in

language skills and levels, age, academic background, mother tongue, sex

personality, language attitude, learning style, and other factors. This author also

states that heterogeneous classes are everyday reality. Heterogeneous classes afford

teachers the chance to meet how challenging and motivating can be all the things

they use for the teaching process. However, it is not an easy task to attain that

interesting attractions. Within a diverse class there is differing expectations held by

individual students. Consequently, teachers should use all their ingenious and

creativity planning for these kind of combined group. Furthermore, the author

recommends having two syllabuses instead of one. One is the compulsory that

teachers have to follow. The other one is the optional which will be used for

advanced students, of course, this plan should not be obligatory for them. They will

be self-motivated to choose what plan to take. It is important that the optional

syllabus and its activities should be label like that. If teachers build up syllabuses

with options that students feel involved, lessons will become interesting and will

have varied content. Less advanced and advanced students will be engaged with the

activities.

The advantages and disadvantages about mixed classes, as Woodward points

out, are those which are concerned with the human resources by themselves because

of all the differences that the heterogeneous classes possess they are often full of

energy, besides mixed classes give the opportunity for peer teaching and are demanding to teach. In contrast, with the advantages the author holds that classes with different levels of proficiency have some drawbacks since it is difficult to meet all the different individual expectations held by individual learners and difficult to get all students learn or at least make sure all of them learn. At the same way, it is difficult to get enough materials, activities, topics and a suited pace to most learners. Therefore, Woodward adds that it is extremely important that teachers plan their lesson for mixed classes.

The topics presented above have shown relevant information of some aspects that must be taken into account to explain their influence on large classes. In the following pages, it is also included the review of five studies which will give a widely view of the difficulties and advantages of large classes depending from the author's point of view and location aspects.

The first study was done by Ahmad (2004) and consisted on selecting teachers, students, and administrators of government girls' higher secondary / high schools, government boys higher / high schools, federal government girls' public high schools, and federal government boys' high schools at high school level. It included a sample of one hundred teachers of English language who were randomly selected, also, three hundred students of high school level classes, and seventy administrative and official personnel from seventy institutions of the government at high school level in district Abbottabad in Pakistan.

They were asked to answer three types of questionnaires. The analysis and results from this study shows that the subjects faced multifarious and multidimensional problems in the sphere of management of large size ELT classes. Therefore, the main finding gotten from this study is that teachers say that to keep

control or discipline is mostly a problem in large classes because it is difficult to give attention to the weak students; also, some other problems found were feelings of nuisance, problems related to a non-well planned syllabus, classroom space, and material not according with the real needs. Besides, large classes' problems are mostly due to non- provision financial and administrative support by the school administration. At the same way, students do not feel motivated in a large size ELT class. Finally, the most of the teachers, students, and administrators agree that the large size ELT classes have specific problems.

In another study done by Thater (2005), it is explained some difficulties associated with large classes and it determines the effects, such as instructional, psychological, and social aspects, have on students´ learning. About two hundred and thirty non-English major EFL students from An-Najah National University in Palestine were required. Also a questionnaire in order to determine the effects of large classes on non-English major EFL students at An-Najah was applied in order to investigate their attitudes towards this problem.

The results from this study show that the instructional effects contain the highest score against the social and the psychological effects. It is also found in this study that classroom interactions in large classes are negatively associated with class size. Finally, the researcher concluded that in developing countries as Palestine, schools authorities and teachers are reducing class size because it facilitates learning and increases achievement.

The study of Moradi (2012), whose purpose is to investigate how willingness to communicate can differ in different class size in English foreign language learners from three classes in Kermanshah, Iran. The main instrument employed in this

study was the observation of English classes. Classes with varying sizes were observed during six weeks.

The researcher observed all three classes and recorded the amount of time that students talk and participate in activities. The results revealed that class size has its effects on the willingness to communicate; thus, the greater the number of students in class, the less willing the students would be. So the students in class A had more time to express themselves and personalize their answers. On the other hand, students in class B showed less willing to communicate because of fewer chances they had to take turn and to be engaged in communicative activities. Lastly, the results indicated that students in class C had the least chance of willingness to communicate, because of the greater number of students. In consequence the researcher concluded that teachers have to use more communicative strategies in order to motivate and encourage students to be involved and participative in class.

The aim of the fourth study was to determine the influence of class size on teachers' work quality. This study was carried out by Osim (2012) and it consisted in taking two types of questionnaires about class size pressure (CSPQ) and teachers´ work quality (TWQQ) to all secondary teachers and senior secondary students in Cross River State public secondary school. Five hundred teachers and two thousand students respectively were randomly selected from study population comprised of 3,348 teachers and 14,000 students. The CSPQ was taken by teachers and the TWQQ was taken by students.

The result from this study showed that the class size influenced in a negative way on teachers' work quality and, consequently, it was gotten poor academic achievement among students. The researcher concluded that the Government should build new classrooms to distribute the students according to the recommended

population of 40 students per class, and recruit more qualified teachers to avoid overloading them with work.

The last study was done by Forero (2005) to know how the huge amount of students per class and the lack of oral interaction might be promoted through Task – Based Learning. The participants were five teachers who taught and observed the lessons of 52 seventh grades at Isabel II School in Colombia. Teachers worked simultaneously; one applied the tasks designed beforehand and the other one observed the class. It was used three different techniques to collect data. A pro forma instrument which contained the most important aspects of the observed class, stages of the task, and the observer's reflections. Another instrument used was class recording in order to give real evidence of the findings gotten, and the last instruments used were two questionnaires which were applied at the beginning of the process and the other one at the end. Based on the pro forma instrument the researcher teachers designed the tasks. The second one was used to get the students´ points of view about the teaching process, for example what were the activities students like most and the interactive improvement. Within this process the researchers did an oral evaluation to see the advances on the linguistic skill.

Each of the participants had a defined role in the classroom, teachers, and researchers who developed the task, presented the topic, used the materials, helped students and made sure if they understood the task; on the other hand, students developed the activities contained in the task.

When the information was gathered the researchers examined it and they named three categories of the results: task, interaction and large classes.

The first category was subdivided in three different phases: the pre-task, the task cycle, and the language focus. The first one was used with creativity by mean of

colorful materials, which made students feel confident while speaking. The task cycle category showed that students understood the task given individually rather than the ones given to the whole group, and in the language focus category the students had the opportunity to practice what was learnt in class, they elaborated an outcome making use of resources like photo album, weather forecast, short presentation about an animal, talk about a short story, oral interaction in large groups. In spite of students´ participation the researchers realized that the same students were speaking, but there were who were reluctant to participate because of their low English skill. Nevertheless, the whole group worked better when they were in groups because they felt more confident and they helped each other.

The teachers researchers concluded that the use of task-based learning is useful to improve oral interaction, but in a gradual way. It was important the use of different visual aids, providing opportunities to practice the language, work with topics related with the students´ interests. It was not left on the side the control of students´ discipline which needed to have different classroom settings, to promote competition among students and motivation.

Another aspect observed by the researchers was the task based learning lesson plan in which was considered the prior knowledge, the development of interdisciplinary topics, the use of drill repetition in grammar structures and the statement of clear rules and instructions at the beginning of each class.

Description, Analysis, and Interpretation of Results

In this section, the results are described, analyzed, and interpreted. The students' questionnaire was used to carry out the current analysis. The results gathered from the questionnaires were quantified. Then those percentages were analyzed using information from students' questionnaire and notes. Finally, the interpretation of results was carried out carefully with the support of the information from the literature review. It is important to mention that the data presented here was classified into academic issues, social issues, and psychological issues.
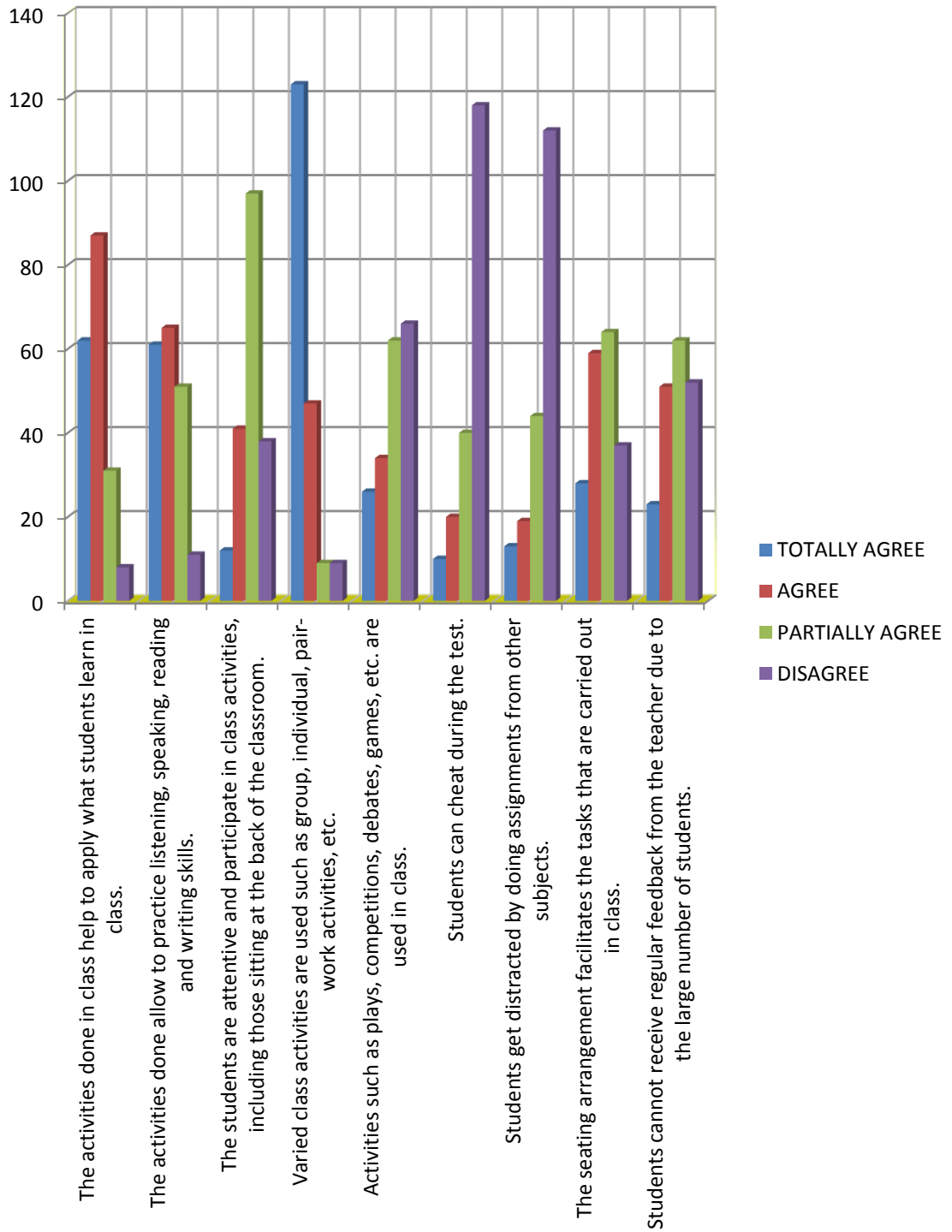
What instructional implications do large classes have on the teaching-learning process?

N°	In classes with a large number of students:			Agree		Partially Agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1.	The activities done in class help to apply what students learn in class.	62	32.97	87	46.27	31	16.48	8	4.25	188	100
2.	The activities done allow to practice listening, speaking, reading and writing skills.	61	32.44	65	34.57	51	27.12	11	5.85	188	100
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	12	6.38	41	21.80	97	51.59	38	20.21	188	100
4.	Varied class activities are used such as group, individual, pair-work activities, etc.	123	65.42	47	25.00	9	4.78	9	4.78	188	100
5.	Activities such as plays, competitions, debates, games, etc. are used in class.	26	13.82	34	18.08	62	32.97	66	35.10	188	100
6.	Students can cheat during the test.	10	5.31	20	10.63	40	21.27	118	62.76	188	100
7.	Students get distracted by doing assignments from other subjects.	13	6.91	19	10.10	44	23.40	112	59.57	188	100
8.	The seating arrangement facilitates the tasks that are carried out in class.	28	14.89	59	31.38	64	30.04	37	19.68	188	100
9.	Students cannot receive regular feedback from the teacher due to the large number of students.	23	12.23	51	27.12	62	32.97	52	27.65	188	100

Author: Teresa del Rosario Chong Menéndez

Source: Students´ Questionnaire

Instructional Implications

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

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

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

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

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

Students can cheat during the test.

Students get distracted by doing assignments from other subjects.

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

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

TOTALLY AGREE
AGREE
PARTIALLY AGREE
DISAGREE

In the table above, it is observed the percentages obtained from the issue concerning to instructional implications. Regarding the appropriateness of the activities performed in class for the students learning, it was found that 87 of students which means 46,27% agree with this issue; similarly, 62 students which refer to the 32, 97% totally agree with this fact. On the other hand, 8 students disagree with this statement, it means 4,25%. Based on these results, it is stated that students do not consider that large classes affect the excellence of the activities developed in classes. It is confirmed by Hess (2001) who states that if teachers alternate communicative language with idea exchanging activities, their students will apply what they learned in class.

In statement number two, which is concerned with the adequacy of activities that foment the development of the four skills, it was obtained that 61 students totally agree which refers to the 32, 44%. In the same way, 65 students are agree with this fact, which means 34, 57%; while 11 students which represent the 5,85% are disagree with this statement.

These results reveal the students' acceptance of the activities used by their teacher. In fact, class size does not hinder teachers from using activities that promote the four English skills. Therefore, the students' answers are in agreement with House (2011) who says that integrating the four skills in a lesson around a topic where the English language is not only an end in itself, but the means of learning contents.

Regarding the attentive and participative behavior of all students even those sitting at the back of the classroom, it was found that 12 of them, which represent 6,38% totally agree; in the same way, 41 students that is 21,80% indicated they are agree with this statement. On the other hand, 97 learners partially agree which

correspond to the 51,59%, and 38 students which mean 20, 21% of them disagree with this fact. Therefore, the results show that most of the students are not attentive and participative in class even those sitting at the back. Based on this result, Brown (1994) mentions that a good projection of verbal and nonverbal communication of teachers draws students' attention, even to those who are sitting at the back. Similarly, Harmer (1998) states that in big classes, it is difficult to keep a close contact with all students even the ones who are sitting at the back. This author also indicates that teachers can do and use many things to support their classes, for instance they can use handouts, pair and group work activities which maximize student's participation.

Statement four makes reference to varied class activities such as group work, individual, and pair work activities. Here, it was found that 123 students that is 65% totally agree, and 47 participants which represent 25%   agree with this fact; while the same number of students, that is, 18 learners which correspond to 8,56% indicate that they partially agree and disagree with this statement. Therefore, a great number of participants point out that teachers use varied class activities in class. In this regard, Woodward (2007) explains that starter teachers need to create and use language learning activities to engage students' attention, but the experienced teachers need to gather up new activities and adapt or vary the old ones in order to catch students' interest and motivation.

Regarding to activities such as plays, competitions, debates, games, etc., it was found that 26 of the interviewed students that correspond to the 13,82% totally agree, a number of 34 participants (18,08%) agree, 62 respondents, that is 32,97% partially agree. Similarly, 66 learners that represent the 35,10% disagree with this fact. Consequently, almost the most of students think that there must be more

competitive activities, games, expositions, and interactive activities. This result also indicates that teachers do not often use games, role plays, debates to teach their classes maybe it is because of the number of students in class. According to that, Nagaraj (2005) says that the interactive activities such as language games, role plays, expositions aiming at making the learner reach communicative competence, that is, students can use the language accurately and appropriately. However, large classes may eventually lead teachers to decreasing the innovative strategy and going back to repetitive strategies such as dictations or writing essays on the board for learners to copy and learn by memorization or repetition.

Related to the fact that if students can cheat during evaluations, it was gotten that 118 participants with the highest percentage 62,76% disagree, 40 (21,27%) partially agree, 20 (10,63%) agree, and10 (5,31%) totally agree. These results demonstrate in a clear way the efficient teacher's discipline control. Hence, most of students say that they cannot cheat on exams. So, the students' responses are concordant with the theory provided by Brown (1994), which states that minimizing the chances to cheat, that is, having attitudes of prevention, this is more helpful than correcting after the fact. The author also suggests that it is good to make students realize about the importance of the test and the teacher's presence to give them feedback, thus teachers will know their real selves and as consequence they can help them. Nevertheless, it is not less important to give students clear and specific behave rules and consider certain control strategies.

Regarding the statement about the possibility of getting distracted by doing assignments from other subjects, it was found that 112 (59, 57%) of the interviewed students disagree; 44 (23, 40%) partially agree; 19 (10, 10%) agree; and, 13 (6, 91%) of them totally agree. Due to the specific and direct behavior rules given and showed

by the teachers, the participants do not work in other activities during the class, and this is in concordance with the manifested by Wong (1998), who says that if teachers do not establish in advance the rule, procedures, and routines it may be hard for them to control student's discipline in the classroom.

Regarding to seating arrangement which facilitates the tasks that are carried out in class, it was gotten that 28 participants (14, 89%) totally agree; 59 (31, 38%) agree; 64 (30, 04%) partially agree, and 37 students (19,68%) that correspond to the disagree criteria. Taking this into account, a high percentage of responses evidence that students do not agree with the way of how seats are arranged in class because these seating arrangements difficult work with the assigned tasks. Consequently, Colombo (2012) states that an appropriate classroom management promotes the effective use of space, makes students focus on instruction, and provides a suitable place where learners can produce with the target language.

Finally, the statement about the difficulty of students to receive an adequate feedback from their teachers because of large classes, it was gotten 23 (12, 23%) totally agree; 51 (27, 12%) agree; 62 (32, 97%) partially agree; and 52 (27, 65%) disagree. These results indicate a high tendency for a partially agree criteria from students because they indicate that they do not receive enough feedback from their teachers because the number of students in class limits this important learning aspect. According to Ur (2006), feedback has two main components: assessment and correction, the assessment makes students know their good or bad performance on the teaching-learning process, and in correction students are provided with specific information about aspects of their performance, that is, there is a kind of dialogue loaded with explanations, alternatives, which almost always are drawn out from the students.

In conclusion, the almost half of students indicate that the activities done in class help them to apply what they learn in class. This fact is corroborated when students indicate that they are always involved in communicative and participative activities. On the other hand, only a minimum number of students feel that they do not do such activities, so they do not have opportunities to apply the learnt and explained in class.

A high percentage of students (48, 75%) think that they can practice the four skills and a minimum percentage (14, 88%) of them absolutely do not think this way.

This result demonstrates that in a large class neither the students in front nor the students sitting at the back can pay attention and participate in the classroom.
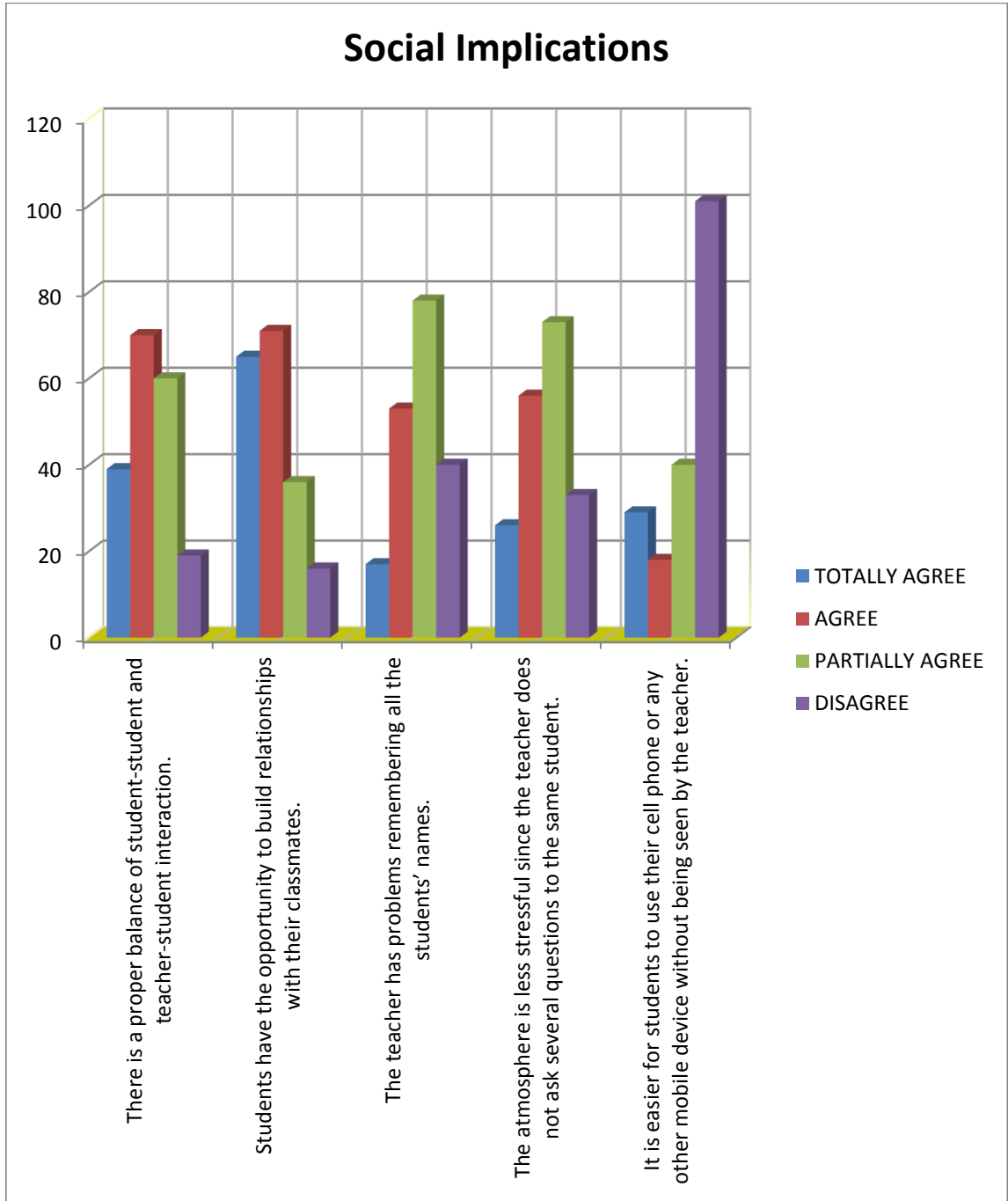
What social implications do large classes have on the teaching-learning process?

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	F	%	f	%	f	%
10.	There is a proper balance of student-student and teacher-student interaction.	39	19.14	70	37.23	60	31.91	19	10.10	188	100
11	Students have the opportunity to build relationships with their classmates.	65	34.57	71	37.76	36	19.14	16	8.51	188	100
12	The teacher has problems remembering all the students' names.	17	9.04	53	28.19	78	41.48	40	21.27	188	100
13	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	26	13.82	56	29.78	73	38.82	33	17.55	188	100
14	It is easier for students to use their cell phone or any other mobile device without being seen by the teacher.	29	15.42	18	9.57	40	21.27	101	53.72	188	100

Author: Teresa del Rosario Chong Menéndez

Source: Students´ Questionnaire

Social Implications

Chart categories (x-axis):
- There is a proper balance of student-student and teacher-student interaction.
- Students have the opportunity to build relationships with their classmates.
- The teacher has problems remembering all the students' names.
- The atmosphere is less stressful since the teacher does not ask several questions to the same student.
- It is easier for students to use their cell phone or any other mobile device without being seen by the teacher.

Legend:
- TOTALLY AGREE
- AGREE
- PARTIALLY AGREE
- DISAGREE

In the statement about the proper balance of student-student and teacher-student interaction, it was found 39 (19, 14%) on totally agree; 70 (37, 23%) agree; 60 (31, 91%) partially agree; and 19 (10, 10%) disagree. These results demonstrate that there is interaction between students and teachers; these results in some way support the expressed by Byram (2000), when he says that large classes are considered as problematic for language learning, but some teachers do not consider big classes as a problem, they manage with expertise big classes in which students learn successfully.

On the other hand, the learners' answers in item 11 show that they have opportunities to build relationships with their classmates. It can be observed that 65 (34, 57%) students totally agree and 71 (37, 76%) students agree. This result evidences the positive atmosphere that students encounter to create friendly relationship with their classmates. On the other hand, the frequencies that correspond to partially agree criteria got 36 (19, 14%), and disagree criteria got 16 (8, 51%); these results indicate that a small percentage of students do not have chances to build an interactive atmosphere.

When the learners were asked if their teachers have problems at remembering all the students' names, 17 students (9,04%) totally agree; 53 (28, 19%) agree; 78 participants (41,48%) partially agree; and 40 (21,27%) disagree. These results show that a great percentage of students (62,75%) think that teachers do not have problems at remembering all the students' names, this evidences that teachers sometimes could face difficulties because of the forgetfulness or confusion of pupils' names.

In the statement about the atmosphere is less stressful since the teacher does not ask several questions to the same student, it was gotten that 73 (38.82%) partially

agree 73 (38.82%); 56 (29, 78%) agree; 26 (13, 82%) totally agree; and 33 (17, 55%)

disagree. These results demonstrate that the teacher does not ask to only one student;

it may be because the teacher likes that all students participate in the class; so the

number of students does not affect to the environment of the class.

The next statement is the one that makes reference to the ease use of cell

phones or any other mobile device in the classroom; it was found that 101 students

disagree, this frequency corresponds to the highest percentage (53,72%). On the

other hand, 29 learners totally agree, this response represents the 15,42%.

Definitively, the most students agree saying that they cannot use their cell phones or

any other mobile device because the teachers control discipline and remark class

rules clearly. Saraswathi (2004) argues that large classes require a double effort

from teachers, who have to control the class and teach. Consequently, keeping the

balance between a well-planned lesson and a good control of discipline becomes a

relaxing experience as much for teachers as for students.

What psychological implications do large classes have on the teaching-

learning process?

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	F	%	f	%	f	%
15	The atmosphere is stressful.	62	32.97	49	26.06	33	17.55	44	23.40	188	100
16	Students feel inhibited when speaking in front of the rest.	48	25.53	52	27.65	55	29.25	33	17.53	188	100
17	Students do not have the opportunity to express their opinions.	31	16.48	56	24.78	66	35.10	35	18.61	188	100
18	Students do not like to participate because they feel afraid.	39	20.74	49	26.06	47	25.00	53	28.19	188	100
19	The teacher does not pay equal attention to all his/her students.	46	24.46	38	20.21	44	23.40	60	31.91	188	100
20	Students feel they can act competitively with other students.	63	33.51	54	28.72	46	24.46	25	13.29	188	100
21	Students feel relaxed because they can go unnoticed.	22	11.70	38	20.21	66	35.10	62	32.97	188	100

Author: Teresa del Rosario Chong Menéndez

Source: Students´ Questionnaire

Psychological Implications
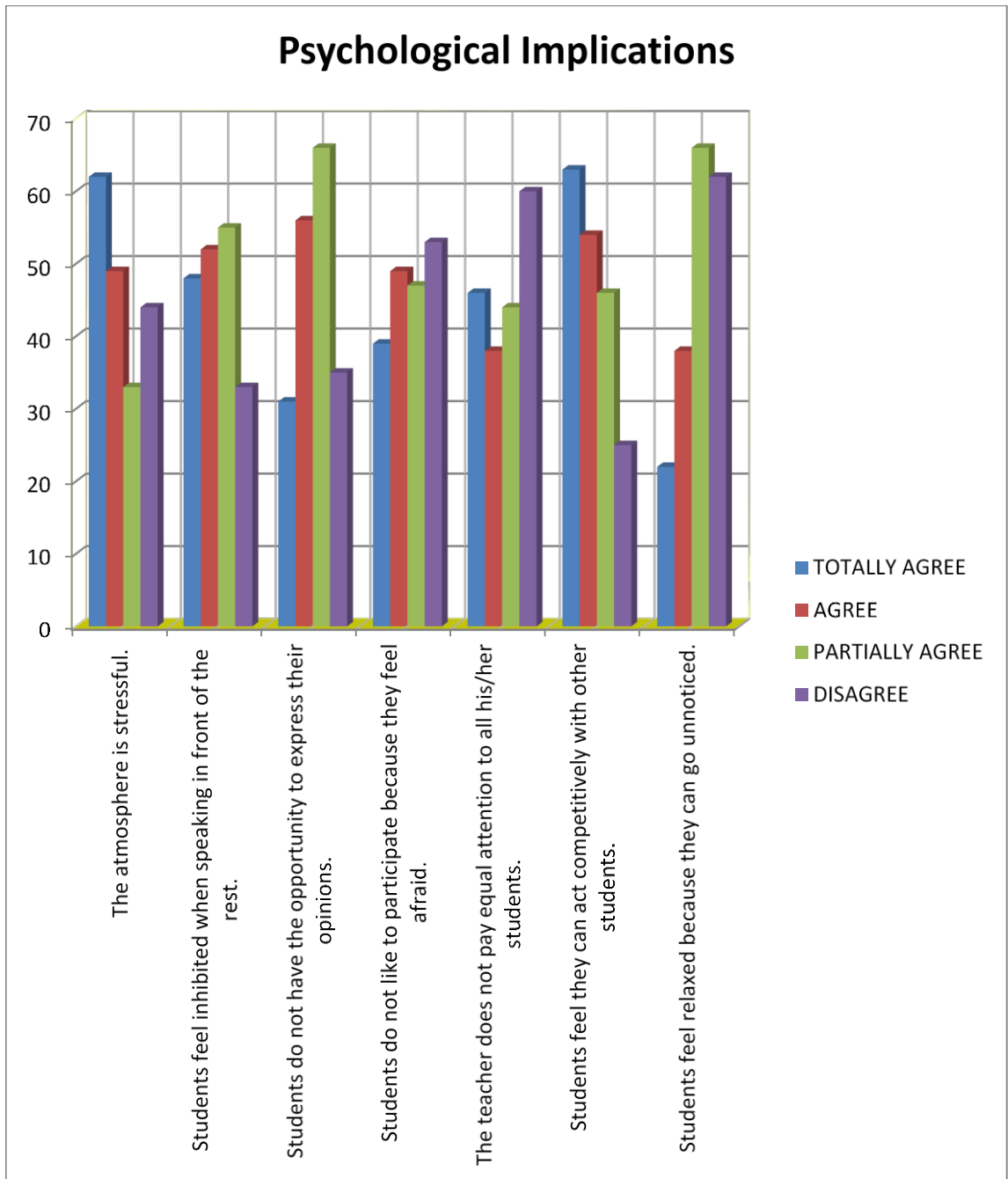
Regarding to the Psychological implication, it can be said that it is one of the factors that influences in a great percentage the students' behavior; consequently, it

affects students' achievement. One of the statements concerned with psychological

implications is the atmosphere, here it was found that 62 (32.97 %) of students are

totally agree; 49 (26, 06%) agree; 33 (17, 55%) partially agree; and 44 (23, 40%)

disagree. According to these results, the highest frequency belongs to those students

who are agree with the fact that the atmosphere in large classes is stressful; there are

many factors that support this result, for example, noise, lack of individual support

from teacher to students, inhibitions from students to participate in class among

others; therefore, the learners' responses evidence these results.

In the statement about the students' inhibition, it was found that 48 students

(5, 53 %) totally agree; 52 (27, 65%) agree; 55 (29, 25%) partially agree; and 33 (17,

53%) disagree, but the result gotten between totally agree, and agree is 53, 18%,

therefore, the most of the half of students do not feel inhibited at speaking and

expressing their ideas in front of their classmates. In this regard, Hess (2001) states

that students may have many reasons to feel inhibited and reluctant to participate in

class, but it is the teacher who has the obligation to help pupils gain confidence and

competence in language; the author also states that teachers must encourage,

motivate, and support their students.

Regarding to the statement about the opportunities students have to express

their opinions, it was obtained a high percentage (35,10%) that corresponds to 66

students who partially agree with this fact; besides, 56 learners that is, 24,78% agree,

and 31(16,48%) totally agree. In contrast with these positive results, it was also

found that 35 students that correspond to the 18, 61% disagree with this statement.

There is a reason to believe that a great deal of students think they do not have

opportunities to express their opinions. In this regard, Hess (2001) states that

students feel lost in a large class where there are many students and the teacher just

pays attention to the demanding students, normally students would like to express their own opinions so this makes them feel like they are on their own homes.

The next statement is about the fear that students feel to participate in class; there is a great difference between the results obtained, that is, the disagree result shows 28,19%, it was also found that 20,74% totally agree, and 26,06% agree, so students evidence a reluctant attitude influenced by the fear to participate in class. These results keep a narrow relationship with the results obtained from the statement about the inhibition from students to speak in front of their classmates, both of learners' responses support the theory about the fear that students feel to express on the target language, all of this may be caused by many reasons such as those mentioned by Hammer (1998). He explains that most students do not want to talk or participate in class, and the first reason could be their own timid behavior, another reason could be the existence of dominating and intimidating students, the silence habit presents in many cultures where women are not allowed to speak freely in mixed groups, or where the quiet behavior is a virtue or the simple fear to make mistakes in front of the class because of low language proficiency. The author continues and mentions that it is worthless to try to force such students into talking; it is better to try with other strategies such as pair work activities, controlling speak tasks, acting out, reading aloud, role plays, etc.

The teachers' attention to all students is an important factor that encourages learners to participate in class. Therefore, in the statement which indicates that teachers do not pay equal attention to all students, it was obtained that 60 learners that correspond to 31, 91% disagree, 44 (23, 40%) partially agree, 46 (24, 46%) totally agree, and 38 (20, 21%) agree. These results evidence that a high percentage of students think that their teachers make great effort to involve and respond to all

their students' needs. This result supports the theory of MacLeod, Fisher, and

Hoover (2003) who argue that students feel appreciated when their teachers believe

in them, and in their academic and social skills.

In the statement whether students can act competitively with other students, it

was obtained that 63 (33, 51%) totally agree; 54 (28, 72%) agree; 46 (24, 46%)

partially agree; and 25 (13, 29%) disagree. These results demonstrate that most of

students think that they can act competitively with their classmates in classroom

activities.

The last statement which has to do with the peacefulness students feel

because they can be unnoticed by their teacher due to large class, it was obtained that

students' responses show a high frequency on disagree criteria, that is, from total

sample 35,10% partially agree, and 32,97 disagree and with the totally agree and

agree criteria both results correspond to 31,91%. Therefore, the participants consider

that they do not feel relaxed because their teachers try to involve them in the class

activities. In addition, it can be stated that there is a narrow relation with the

statement about paying equal attention to students, and also, with the fact about

opportunities to express their own opinions; hence, the pupils' answers support the

fact that teachers most of the time try to use good teaching strategies that tend to

make learners participate actively in class. This response differs from the theory

given by Saraswathi (2004) who says that a personalized approach is impossible into

large classes, although if teachers make the effort to give individual attention to

students, that is, making students do assignments on their own, as a consequence of

that, pupils learn much better than with passive activities.

Conclusions

- Large classes are not a negative aspect in the teaching-learning process since students mention that their teachers use many possible suitable activities which help them to be a little more participative and active in class.

- Students do not have chance to get distracted or cheat on exams because teachers state the behavior rules in a clear and specific way and they move around the class all the time.

- Teachers in large classes very often speak in Spanish to control discipline, give instructions, and feedback.

- Students receive feedback from their teachers, but this is not individualized; therefore, many students do not clarify their doubts.

- Students feel that the atmosphere in class is stressful because they want to express their own opinions or participate and the teachers usually do not allow them because there are many students and the time is too short.

- Students do not have opportunities to move to another room or change their seats because the classroom space is too small.

- Teachers do not apply an appropriate teaching process since they start their classes without engaging or warming up activities that give opportunities to students for going step by step and going into the lesson.

Recommendations

- Authorities from high schools should provide continuous training to teachers on managing large classes, teaching methods, and lesson planning.

- It is advisable that all English teachers should have a space to share their teaching experience in order to help each other, that is to say, for instance with peer observations, sharing teaching techniques, and forming discussion forums.

- Since in large classes the learning process represents for students a stressful and scary situation, it is advisable for teachers to use encouraging and motivating teaching techniques in order to get students diminish their fear to speak in English.

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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 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

N°	In classes with a large number of students:	Totally agree	Agree	Partially Agree	Disagree
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:	Totally agree	Agree	Partially Agree	Disagree
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:

N°	In classes with a large number of students:	Totally	Agree	Partially Agree	Disagree
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.				

¡Gracias por su colaboración!