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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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DEDICATION

To GOD, for giving me the people, tools and reasons to complete this work.

Roberto Prócel S.

To my sweet Lord for bringing me this far.

Indira Flores M.

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ABSTRACT

This work has the intention of determining whether if large classes have some kind of influence in the English teaching-learning process in Ecuador's high schools, seeking to collect information about the instructional, social and psychological implications linked to numerous classes in the foreign language teaching-learning process.

A survey questionnaire was designed to gather data from the participants, who were high school students, as well as the English teachers involved with their tutoring from Quito, in eight, tenth and first of Senior high school. The questions led the students to choose the option that best described the way they feel about the class circumstances in a variety of topics, all of them related to the original objective of this work. As part of the tools used in this work, it can also be counted class observation sheets. Approaches as qualitative and quantitative methods were used to analyze the results.

The conclusion highlights the fact that the amount of students in a classroom, at least in this case, did not have a decisive influence over the teaching-learning process.

KEY WORDS:

English, teaching- learning process, instructional, social and psychological, implications, class size.

RESUMEN

Este trabajo tiene la intención de determinar si las clases numerosas tienen alguna clase de influencias en el proceso de la enseñanza y aprendizaje del Inglés en colegios del Ecuador, buscando recolectar información acerca de las implicaciones de instrucción, sociales y psicológicas asociadas a clases grandes en número en el proceso de la enseñanza y aprendizaje de del idioma extranjero.

Una encuesta fue diseñada para reunir información de los participantes. Los sujetos fueron estudiantes de un colegio de Quito, cursando el octavo, décimo y primero de bachillerato. Las preguntas fueron brindaron a los estudiantes la oportunidad de elegir la opción que mejor describiera la forma en cómo se sienten acerca de las circunstancias de la clase en una variedad de temas, todos ellos relacionados con el objetivo original de este trabajo. Los métodos utilizados para recolectar y analizar la información fueron cualitativos y cuantitativos.

Los resultados en este estudio establecen que el número de estudiantes en una clase, por lo menos en este caso, no tuvo una influencia decisiva sobre el proceso de enseñanza y aprendizaje.

PALABRAS CLAVE:

Inglés, aprendizaje, enseñanza, instrucción, social, psicológico, implicaciones, clase, tamaño.

INTRODUCTION

This research project was carried out with the idea of determining whether or not the number of students in a classroom may influence the final outcome pursued by the teacher. There has been the long belief that large classes influence negatively in the way a foreign language is learnt due to number of factors that were studied in depth in the first part of this project.

The Ecuadorian educational system reality seemed to be the perfect place where to study these presumably undesirable effects. Classes with more than 30 students are the common factor to the big majority of the schools, especially the ones in the public system.

The influence of large classes in the English language teaching-learning process in Ecuadorian high schools is the name given to this work, built upon these three questions: what instructional implications large classes have on the teaching-learning process, what social implications large classes have on the teaching-learning process, and what psychological implications large classes have on the teaching-learning process. Each of them featuring the most relevant characteristics of what means dealing with numerous classes.

Unfortunately, the research on this field in Ecuador is almost non-existent, which could be identified as one of the problems faced along this investigation, because there was no information adapted to the specific cultural environment in Ecuadorian schools. The previous work used as a reference for this topic was conducted in different parts of the world.

Among all the available material discussing the matter of this study, it is cited Khati (2010) who conducted an investigation from 60 students in large secondary

foreign multilevel classes in Nepal. In order to collect the information it was used a nineteen close ended questionnaire. The author found out that students like to be called by their first names, so the teacher should be willing to do anything to create that necessary connection. In addition, the author also came upon information that supports the ideas and conclusions generated on this report. Working with large classes will demand from the teacher to lay down some strategies in order to achieve the best possible results, such as group work, seating arrangement and topic planning. It is worth mentioning that applying these classroom managing methodologies seems to work as well in any culture.

Thaher (2004) will as well be taken as a reference to this work. The author investigated the effects of large classes on 230 ESL students in the different stages of learning, concluding that a large number of students have a negative effect over the interaction. An open-ended questionnaire was used to collect data from the students, which later was analyzed under instructional, social and psychological areas. Once again, the author found that applying strategies specially designed to work with this type of classes will help the teacher to improve the teaching-learning experience, which supports the findings of the project.

Jimakorn (2006) contributed with this study. The author researched on the teacher's beliefs about teaching a foreign language in large classes. Seventy 75 lecturers from at least 4 different countries in the world participated. A questionnaire was used to collect the information, which was sent to the different countries. The author concluded that, even though teachers find difficult to teach in large classes, they also suggest ways to improve the teaching-learning experience. One of these suggestions points out that the educational institutions should try to arrange smaller groups to practice the foreign language.

As it was mentioned before, there is no investigation available on this field in Ecuador, despite the efforts of the Ministry of Education to try to promote such projects, so the direct beneficiaries of this work are the Ecuadorian educational institutions willing to take the challenge to change the results they are currently getting in terms of poor academic outcome. Furthermore, educational researchers and any person related to the education field may find important information about large class problems and suggest possible solutions.

In order to somehow facilitate the labor of future investigations, it is suggested that the department in charge of the English teaching area in Ecuadorian schools in the Ministry of Education creates and maintains an updated soft and hard copy file containing the information of any studies conducted in this field in the country.

Method

Setting and Participants

The sample was taken from 186 students from a college in Quito. The participants were all part of foreign language classes in a private education institution, distributed in eight, tenth and eleventh grade as it follows: eighty students in eighth grade, seventy one students in tenth grade and thirty five students in eleventh grade; in addition, two English teachers from the same institutions were part of this study too.

Procedures

Before this research on field initiated, a profound literature review took place. To start with, some of the teaching approaches and methods related to the teaching of a foreign language were investigated to have a framework for the note-taking planned for later on. Then, the literature check focused on aspects like what the main concerns about class size are, how to manage learning in these conditions, the ways to run large classes, the kind of activities for working with this type of groups, classroom space and seating arrangement and the influence of different levels of proficiency in numerous classes. All these topics were selected because they are closely related to the matter of this study, and were used to interpret the results of the questionnaires.

The general approach of this study was Qualitative and Quantitative, through which the collected data was explored, explained, described and analyzed. Like Creswell (2008) mentions, quantitative research is the type of educational research where the researcher collects quantifiable data from questionnaires built upon direct narrow questions or other tools, later to be analyzed using statistics; while, qualitative research is the type of educational research where the researcher collects data from

questionnaires built upon open questions or other tools, later to be analyzed using interpretation.

The instruments used in this research project were questionnaires and note-taking applied upon a group of high school foreign language students. The questionnaire contained 21 statements which the participants had to grade between: very satisfactory, satisfactory, barely satisfactory and no satisfactory. Since the purpose of this work was to research on the instructional, social and psychological implications linked to working with large classes, the questions were also grouped that way. The questions 1 to 9 asked about the instructional implications, the questions 10 to 14 inquired about the social implications, and the questions from 15 to 21 asked about the psychological implications. Permission was submitted to the school and the class teacher to conduct the questioning.

The information was analyzed using a statistical method, placing the data numbers in charts divided in the same sub-categories the questions were meant to be. Once this was done, all the numbers from all the groups surveyed were put together in order to insert them into a flowchart, and determine the whole percentages per questions, avoiding any characterization by groups.

The final output percentages were later analyzed using a qualitative method, basing this interpretation on the literature review done before, and the experiences registered on the note-taking class observations. The idea on this results review was to create a link between the field experience and the theories proposed by the authors explored, which in the end it was possible.

Literature Review

In this section there will be made a review of the research topics that have been our basis for the development of the work below. The Ecuadorian government is interested in upgrading the quality of the foreign language teaching in public schools where it has been neglected for so many years.

Teaching Approaches and Methods

This segment will reflect some of the strategies and methods available to teach a foreign language, considering the most used in Ecuadorian schools.

Communicative Language Teaching Approach

This approach is based on the idea that the acquisition of the language happens through communication, which means that the main goal is to get the student involved with the usage of the target language in its spoken and written versions. Littlewood (1981) states that the communicative language approach focuses on the diverse features of the language, whether structural or functional. Hence, the target of this approach is to develop the ability to communicate, in some cases, even when individual particular limitations arise to interfere with the speech. The reason to apply this approach in the classroom is that students will be able to understand different inputs of the target language (written or spoken), and once they have exercised them enough, they may reply according to the situation. The guidelines of the communicative language approach are centred on communication. These strategies would give a student the opportunity to use the language learned in order to exchange ideas, always keeping in mind that their so called mistakes are necessary steps in order to build communication competency. A student needs to be provided with the opportunities to develop fluency as well as accuracy in the usage of the target language. Real world communication will

also encourage students to discover grammar rules by themselves, as well as the creation of a connection between each of the skills of the target language (reading, writing, speaking and comprehension), which happens to be decisive in this approach, as it is mentioned by Richards (2006).

In this vein we can establish that the activities in the classroom will be aligned with the purpose of having the student immersed in a world where the usage of the target language shall be the only mean of communication. A teacher is in charge of providing all the required input until a student starts generating comprehension. The usage of any kind of teaching aids turns out to be very important to supply the type of environment needed for interaction.

Natural Approach

The principle held by this approach is that communication happens only after the acquisition of the required knowledge, which is why the activities in the classroom highlight, from the very beginning, the need of providing students with the necessary input to allow them meet this goal. Comprehension comes prior to production, and the tasks in the classroom are basically a system for exchanging ideas through questions and answers between the teacher and the students. The student is not pushed to use the target language, he/she has the time to build on confidence, and when the use of the foreign language finally starts, it is common to observe single word replying, little by little communication emerges and improves as the comprehension of the student evolves. Written language does not start until a student has embraced the sound of the words, and built up spoken ideas. All of this must be built up among the students using different strategies, as Krashen (1988) states.

In agreement with these ideas, Richards (2001) notes that the “acquisition” is the natural way of learning a language under the principle that the mother tongue is learnt that way. This process refers to the unwittingly mastering of a language performed by our brain.

The lessons will be supported by any kind of mimics and resources that would help to ease the comprehension. The teacher is encouraged to create teaching strategies suited to this goal, taking into account the idea that the student may take time to start producing the target language little by little.

Cooperative Language Learning

In the case of this approach Richards (2001) and Tejada (n.d.) share the idea that cooperative language learning is the construction of a language through team work. The class work aims on creating a communication system where the students can interact in groups, building up mutual benefit societies. Each student takes turns to become the main character with duties that they would not have in other approaches (being the director of their own learning process, as well as playing a central role in their classmates’ success). The teacher’s role changes dramatically as well, becoming a facilitator of knowledge, holding the responsibility of monitoring the interaction within the groups.

The Cooperative Language Approach, according to Richards (2001), tries to provide the teacher with the appropriate methodology, limiting the teacher’s job to a consultant. The approach can be applied to different situations and create opportunities required for the acquisition of the second language through the interaction of work teams, allowing the students to succeed in accomplishing their goals. It should promote

an ideal work environment which will influence the student's motivation to carry on learning.

Content Based Instruction

This approach is based on the idea that people may find easier to learn a language when they are involved with activities with interesting contents like the ones found on lessons of school books. Richards (2001) points out that the core principles of this approach support the fact that people can successfully learn a language when it is used to get information, like the one they need to continue with studies such as ESL. It is important to remark that Tejada (n.d.) shares these ideas and contributes with a set of examples of study programs where this approach had been used as a teaching method, as in the Bilingual Education Programs in the USA and Canada.

The lessons used with content based instruction as a class method do not pretend to teach the foreign language itself. The teacher follows a plan targeting on teaching specific contents, which also demands some proficiency level in the foreign language. Of course it can be expected to see that the dynamics of the classroom varies as well, instead of creating activities focused on the development of a specific part of the target language they fall on activities dealing with the construction of knowledge about a topic. The resources for these lessons can be very diverse; as it is common in other approaches, the aim is to encourage the student to understand the class without using the mother tongue.

Task-Based Language Learning

This approach deals with teaching the foreign language through the usage of tasks. As Richards (2001) mentions, the tasks must be framed within meaningful activities with an orientation to develop a real communication. Among the principles

that characterize the task-based language instruction it is worth to mention that the activities must enclose real communication containing meaningful messages.

Besides, Tejada (n.d.) notes that it is necessary to draw the difference between the tasks themselves and how can they be applied on this approach. Activities such as fill-in the gaps or multiple choices would not be useful if they had been designed as automatized ways to overview certain grammar structures, it is always necessary to take into account that the aim of this approach is to use the tasks to create a real communication. Many activities focused on non-related uses for this approach can be modified in such a way that they can be used in the classroom.

The particular features of this approach will pull the class into a lot of movement, like students changing places or grouping differently. A lesson may contain tasks such as “food shopping” in which the class can be arranged in a way that the students can achieve the objective of the real communication. The teacher then turns into the facilitator of this activity by using a big quantity of resources.

Class Size

Class size is undoubtedly one of the biggest challenges for teachers in classroom management. The size means the number of students in the classroom. There is a great diversity of criteria when determining if a number of students is considered big or small. Typically, this is influenced by the perception of the teacher, that is to say that what would look as an excessive number of students for a teacher, perhaps due to habit, can be a manageable number for another teacher. It is worth of mentioning that some public schools in Ecuador can add up to 50 or more students per class, while private schools have smaller numbers.

Governments all over the world make big effort trying to cut down the number of students per classroom. Nevertheless, studies have not showed concluding evidence to ensure that this will contribute with the improvement of the learning quality. Reducing the number of students per class implies the increase of the number of teachers and resources, generating big budgets as it is mentioned by Muenning(2007).

Working in classes where the number of students can be perceived as high, has a series of advantages and disadvantages. Hess (2001) mentions that, one of the advantages of a numerous classrooms is that there will always be enough students to interact with. Activities in which the students have the opportunity to structure work groups can be planned. These activities are profitable resources. The assignments can vary from pair role plays to little stage plays, for example.

Furthermore, in large classes the teacher is not the only teacher, because by using the right guidelines the teacher can take advantage of diverse levels of knowledge of the language in the classroom. There could be the case of students facing issues with any topic from the subject, going directly to their classmates instead of to the teacher to look for help. Teacher's work will then be optimized greatly.

On the other hand, Ur (1996) notes that the student can be benefited from working with large classes because they are able to develop techniques or strategies to assist themselves, since the teacher has limited time to assist every student. This new student's attitude is necessary for his/her performance in the classroom improving its self-esteem.

Among the disadvantages of working with large classes is the poor participation or commitment of the students. This is perhaps supported by the thought that the teacher does not pay the same amount of attention or dedication to all students. The

large numbers of students do not allow the teacher to use student-centred teaching methods.

Fauzia (2007) also notes that one of the disadvantages of teaching large classes is the limited participation of students. That is students falling off-task when they are part of group activities, because they probably find easier to let everybody else participate. All these facts represent teacher's challenges hard to overcome since the time issue is always an obstacle and many students can embrace a feeling of lack of care or frustration due to the little chance of practicing the target language.

One of the disadvantages identified by teachers is the disciplined control associated with large classes. Maintaining control of a great number of students will demand strategies to be implemented thoroughly.

On the other hand, it is necessary to remark what teachers perceive as advantages and disadvantages of working with large classes, resemble the advantages and disadvantages perceived when working with small classes; in other words, the work in class, big or small, is strongly influenced by the teacher's experience working on with those classes. Teachers perceive that in a small class, students can have a more personalised attention at the moment of learning, yet at the moment of interaction the activities will be limited due to the scarce number of students in the classroom.

Managing Learning

When talking about managing learning it is addressed the set of parameters that are meant to be surveyed by the teacher to get the students meet the objectives of the class. Corrective feedback, for example, is one of the crucial features that must be taken into account by the teacher, as long as it is accompanied by the right strategy. Krashen (1994) states that, even though correction in the class is necessary, the students can see

it as a form of pressure and therefore can block their inclination to learn if the way of doing it is not the appropriate one. In agreement, Truscott (1999) adds that the students could limit their participation in the classroom since the public correction performed by the teacher can be embarrassing or produce hard feelings like the unwillingness to be part of the class. It is clear that the best learning scenario is the one where the student feels comfortable. Ensuring this is part of the teacher's duty that can be met by applying various strategies to allow them to correct the students without making them perceive this as a threatening.

The instructions in the classroom are presented as one of the critical cores of action in each learning activity. It is mandatory to ensure clear and concise instructions as well as the class time management system. When planning, an experimented teacher understands that there is a great number of circumstances that can affect or interrupt the work to be done, therefore, a correct approach in the time management is the one that always procures to have available material whether for an unexpected closure or extension of the class. Throughout the class the instructions should seek to ensure the right timing for the activities and the transition from one to another. Coetzee (2008) explains that the best way to keep the class under control and prevent the stress in the completion of the activities, is an adequate time planning. Investing a few minutes on pulling some tasks together under a time table will really make a difference.

Even though the discipline problems are common to every school, it comes to a different level in the case of big classes, where the number of students to control could be a challenge for a teacher. Coetzee (2008) argues that the control over discipline is not the entire responsibility of the teacher, but a combination of proper strategies exercised in the institution and in the classroom. It should be noted that the continuous work

focused on involving the student in the participation in the class results in good achievements in discipline matters.

Managing Large Classes

Few features can keep the teacher's attention fixed in one point as the way he/she is planning to manage a large number of students. The planning, the times and the kind of activities are useful variations to bridge this issue. In large classes this represents a critical role of importance as Bangkok (2006) mentions.

One of the main concerns associated with large classes is the problem of keeping control and the interest of the students in the activities prepared for them. In the case of small classes it is different; here the number of students allows the usage of personal attention approaches. Bangkok (2006) mentions that one of the ways to facilitate the teacher's work is by planning in advance, always considering all the possible case scenarios for each activity.

Going over the topics which will be taught, arranging the time for each activity and having clear objectives help to relieve the stress about the results. Teachers have to ensure that students know exactly what the teacher is seeking with the different strategies applied. Teachers must modulate the voice to broadcast the message to everyone in the group. The students should pay attention to the development of the class. Work habits are especially useful in these situations. Once the students are guided through a routine, it is easier to keep control, since all of them have a clear idea of the procedures and goals of the class. It has been suggested that a repetitive dynamic in the class may lead students to boredom; therefore, it is important to vary the activities every now and then, which also seems to be a good idea to avoid the same boredom on the teacher.

It is easy observable in big groups how students who do not obtain the teacher's attention tend to get involved in chatting with other students or even falling asleep. The teacher should prevent this negative behaviour by keeping visual contact all time with everyone in the classroom. Teachers must always try to keep interaction with the biggest number of students possible per lesson, it is also recommended to have a special dedication to the participants who need more help, even using the help of the students with a higher level of knowledge.

In addition, Coetzee (2008) mentions that it is necessary to keep on verifying comprehension of the topics taught in the classroom. We can also find that students are reluctant to ask when they are part of large groups, here is how a dynamic to check on students understanding comes in handy, to avoid possible negative results.

Although it is true that teaching is a detailed process in terms of results in big or small classes, the teacher has to be especially careful when setting the goals and the dynamics to achieve them. Teachers should be prepared for any situation in the classroom, pass on the information as clear as possible, and assure an environment of confidence where the students feel encouraged participating or asking for further explanation.

Activities for Working with Large Classes

Large groups as well as any other group with special features, demand the teacher to prepare a set of activities with the aim to obtain the best benefit of the lesson. Teachers may find, with some research, a large variety of activities especially designed to work with large classes.

Jones (2007) lists some, like for example, group readings which can be an enjoyable activity; nevertheless, this cannot be a core activity since the students can get

bored soon and lose their attention. He also mentions activities where the students have to answer questions which can result beneficial if all the participants are implicated in the answers reviewing.

Discussions, despite the fact that they are more usual in student-centred classes, can also be a great source of activities if what it has been pursued is the participation of the whole group. Teachers can promote discussions with clear scopes, but it is also possible to make groups with different numbers of students and aims, in order to carry on closed discussions.

Role-plays can be counted as important resources to achieve diverse goals such as practising grammar structures and improvising some lines with high English level students. Also, role plays are easily supervised by the teacher.

Among the written activities suggested for large groups, information gap activities are good resorts, which besides their individual-work form can also be designed to encourage the interaction in different groupings, regardless it is for performing the exercise or only to check and discuss the answers. Writing tasks starting off as a brain storm task may lead to write a composition or even an essay.

Additionally, Bangkok (2006) states that the establishment of tasks or activities such as drawing diagrams or flow charts, or even the steps to follow in order to get a telephone line, also the outlines for the creation of a document may be a good idea if the aim is to improve the student's mechanical reasoning.

Oral summaries are also very helpful as they can be used before, during or after the lesson. Likewise this activity can be adjusted to a variety of settings. It is possible to group students to make a summary where they can take turns to give the information, encouraging the participation of the whole class.

In large classes, the aim is to get students engaged in the learning, which can be achieved with varied and very well planned activities; even though improvising may sometimes add a little dose of excitement, it is better to let the students know at the beginning of the class what it has been planned to do during this lesson.

Classroom Space and Seating Arrangement

Teachers must be concerned about the optimization of the use of space in the classroom. The classroom itself is not only the physical room of the class, but it also encloses the furniture available; therefore, the classroom space and sitting arrangement are crucially important. The first objective to be achieved when thinking about the correct usage of the classroom is the specific order of the support material used by the teacher in order to ease a dynamic work.

Teachers sometimes have to face classroom physical conditions space that may represent a disadvantage for the students. Here is where strategies to arrange the students' distribution play an important role; everything must be organized in a way that helps the students to appropriately share certain activities in the classroom.

Roger (1983) also makes a summary of these strategies and he mentions, among them, the horseshoe arrangement which eases the student's, and teacher - student face to face interaction. This arrangement helps the teacher achieve a direct control of the activities worked out, gaining access to a bigger quantity of students, being very difficult with the traditional arrangement. With a larger number of students, horseshoe arrangement may not be possible, teachers might try a variation with a different lay out, like making it double, which will have several rows, one behind another, creating a V-like in the classroom with the purpose of improving the chances of student interaction, but there is still the problem for the teacher, the difficulty of not being able to interact

with all the students. There is also the “café style” arrangement, in which the students are grouped as if they were in a café. Teacher may use this to generate group work among students, filling up work sheets or going over discussion activities. This type of arrangement represents a challenge for any teacher since the checking has to be done with a lot of moving around, going from one table to another assisting the students. Finally, in terms of pair work, there is nothing better than just moving the student’s desks one next to the other. Teachers will find this very simple to do and check up on. Students will be engaged in a variety of activities, obtaining great results. There are many advantages attached to arranging the student’s seats in order to do certain tasks, but there is always the issue of timing the actual movement in a way that does not drag time from the pedagogical activity prepared. If the activities involve more than two students, the teacher can call the work groups in a specific place, leaving enough room to control what is happening in the classroom.

Coetzee (2008) points out that the way we arrange the space in the classroom transmits a message to all of the students. The walls can be used as continuous centres of information with frequent updating, so the students may get involved with their learning environment. At the moment of making a decision about certain arrangement of the class, teachers always have to take care of: visibility, flexibility, accessibility, comfort and aesthetics. An appropriate seating arrangement shall give the teacher access to all of the students or at least over most of them in order to be always ready to solve any difficulty throughout the activity in the classroom.

Different levels of Proficiency

Finding students with different levels of proficiency in the classroom is a reality, becoming more evident in large classes. Certainly, the aim is to use this in favour of teaching, even if it is difficult to find the positive side of this condition.

Hess (2001) supports the idea that one of the most important advantages of having classes with different levels of proficiency is being able to form different kinds of partnership groups where the participants will be able to obtain mutual benefits.

Students with a higher level of proficiency in the subject or perhaps only in the topic of the class can become monitors of students that might show difficulties with the same topics. Proper planning should show activities in which the students mingle with a student who will lead the development of the task.

When students can ask their classmates questions, it can also diminish their reluctance to ask the teacher; whether because of the teacher's lack of time or because of the embarrassment they may feel. The teacher should always keep control over these micro societies, using directed activities.

Activities focused on the development of fluency can also be highly beneficial since it is not difficult to encourage the students with a lower proficiency level to practice with more proficient students; this can help them because their classmates can assist them in a friendlier way.

Classes with different proficiency levels can also enact big challenges, when the teacher is aware of this, special activities seeking to exploit this fact are good aids, instead of trying to help only the students who come a little behind to catch up with the rest of the class.

After reviewing various authors concerning the topics of this work, we also must examine several studies previously performed, and the results obtained on them.

Kathi (2010) carried out a study with the aim of outlining the expectations of the students involved in a large classroom where they learn at different speeds, which is the case of many schools in Ecuador. The study focused on six areas: classroom management, establishing collaboration, range of tasks, giving feedback, classroom and home assignment.

The researchers applied a questionnaire to sixty tenth grade students from government-aided schools in Nepal. The students had to check both, the nominal and the ordinal alternatives. Through this study the author concluded that the students rather wanted to be called by their first name. These results in a good environment for commitment since the student feels that the teacher is decisively interested in his/her performance in the classroom. In addition, when the teacher continuously moves around the classroom, the students feel that the room is smaller and that they are under supervision; this is a skill we can perceive in our national experienced teachers, since they manage to control such huge number of students at a time.

The students, according to this study feel that, in certain topics or moments, the teacher must have at hand a range of exercises or activities in order to assist the students in their learning process. The limitation of the use of the mother tongue in the classroom is not seen as something negative but there's a tendency to accept it.

Thafer (2004) worked on a research mainly focusing on the effects of large classes in different stages of learning.

The information was collected through the usage of questionnaires applied to 1200 students from Palestinian schools with open-ended questions directly applied to

the students. Once the process was finished, the questions were classified into three big groups: instructional, psychological and social.

The author concludes that the interaction in large classes is negatively influenced by the size of the class. The dynamics involving the instruction in large classes seems to be affected by the size of the classroom, yet this is not the only feature the teacher should be aware of, there should also be considered the psychological and social consequences like student self-segregation or class fear, that this produces. Finally, and in spite of the difficulties of learning in this kind of classrooms, it was remarkable to note that not all the students were reluctant to be part of one, therefore it is necessary to train the teachers to manage this type of environment.

Heading back to Ecuador, normal conditions in public schools classes tend to be that way, because our system does not offer so many options for both the student and the teacher.

Jimakorn (2006) carried out a study with the aim of finding out what teachers think about large classes in which he used a questionnaire applied to 75 lecturers from major universities in Thailand, containing 3 parts: open-ended questions, close-ended questions and rating scales.

The first part had questions about the teacher's personal information, the second part had questions about the teachers' knowledge about the policies kept in their work places, about the classrooms' size, and the third part, from which most of the information was taken, about the general and physical conditions of their current lessons, the teaching and learning conditions of the large classes, the levels of difficulty for teaching large classes and opinions about the ideal class.

The author found out that the teachers felt that teaching large classes was complicated yet the teachers suggested strategies in order to improve the experience, most of them are about classroom management. Finally, it was established that teaching large classes can reveal a better result in the case of reading and listening activities since they do not require personalised teacher's assistance, which didn't work in the same way with writing and speaking since the results were unsatisfying.

Harfitt (2011) proposed a study with the aim to answer the following questions:

1. What are the secondary school English language teachers' perceptions of teaching large and reduced-size classes of the same grade level?

2. What are the differences, if any, between those perceptions and the subsequent practices of the same teachers when teaching in large and reduced-size classes of comparable ability?

The researchers arranged 22 semi structured interviews with the teachers including 48 class observations; applied to 3 teachers from high schools in Hong Kong the results were later tabulated.

This study resulted in the same conclusions as other previous studies where the researchers could find that the teachers did not change the way they teach in large or small classes which means that they do not make a different planning. When the teachers involved in this research faced small classes they used techniques that could be expected only for large classes (e.g., the usage of work groups), which cannot be compared to the local Ecuadorian reality since there is not enough information that would help us.

Galton (2010) conducted an experiment to ascertain the benefits of small class teaching. He arranged a class observations system with breaks of 30 seconds. The instruments for the observation were designed for:

- 1) Collecting data about the teacher's expressions and performance in the classroom,
- 2) Collecting information about the student's performance in the classroom even when they are off-task.

The author concluded that as well as in previous studies, the teachers did not change their attitude or their methodology whether in large or small classes. Teachers seem to make no difference in between groups, even though some of them can still be frightened by big groups.

It can be established that based on the amount of evidence dropped out by other studies, there is no real influence of the number of students in a classroom over the teaching-learning process.

Description and Interpretation

The analysis of the research done in the field of education seeks to answer three 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?

Scientific information gathered from different sources will be used as the framework to interpret the results obtained from the surveys. Each of the questions mentioned above are built up upon several other questions applied on a questionnaire to the participants.

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

QUESTIONS		Totally Agreed	Percentage	Agreed	Percentage	Partially Agreed	Percentage	Not Agreed	Percentage	Blank	Percentage
1	Activities meant to practice what has been learnt are done in class	85	45,69	77	41,39	18	9,67	4	2,15	1	0,53
2	Activities designed to practice the listening, speaking, reading and writing skills are done in class.	83	44,62	67	36,02	22	11,82	5	2,68	9	4,83
3	All the students are paying attention, and actively participating in the activities carried on in class, even the students sitting in the last rows.	31	16,66	75	40,32	64	34,40	14	7,52	2	1,07
4	Different types of activities are used in class; such as, group activities, individual activities, pair activities , etc.	93	50	65	34,94	24	12,90	4	2,15	0	0
5	Activities like plays, competitions, debates, games, etc., are used in class.	46	24,73	61	32,79	57	30,64	21	11,29	1	0,53
6	It is possible to cheat on the exams.	10	5,37	10	5,37	30	16,12	134	72,04	1	0,53
7	It is possible to do other subject's work	21	11,29	10	5,37	37	19,89	112	60,21	6	3,22
8	I can accurately complete the tasks proposed by the teacher in my classroom's space.	82	44,08	74	39,78	18	9,67	10	5,37	2	1,07
9	I cannot benefit from a good feedback from the teacher due to the big number of students.	25	13,44	60	32,25	30	16,12	66	35,48	7	3,76

Source: Questionnaires

Authors: Flores Norma & Prócel Roberto. College in Quito

Being part of a large class will certainly have a variety of implications, the one that highly catch the attention from the public are the instructional implications related to classes with big number of students. The teacher experience in the classroom is deeply influenced by how previous practices change the perception of the situation; some teachers may not perceive a number of students as big, while others may consider it that way, as it is stated by Fauzia (2007).

A wide range of authors have discussed this matter along the years, and their theories will now be used as aids to configure an idea about the students perceptions on the large classes issue.

Activities meant to practice what has been learnt are necessary in class, including activities specifically designed to rehearse the four skills involved in foreign language learning: reading, writing, listening and speaking. The big majority of the students, more than 86% in the case of activities meant to practice what has been learnt, and more than 80% in the case of activities specifically designed to rehearse the four basic skills involved in foreign language learning, have agreed with these statements, leading to believe that the activities involved with their tutoring, the variety of them and the purpose are satisfactory.

Undoubtedly, this means a lot of hard work for the teacher; planning and considering the best activities to fit a big class takes some research time, resources and good attitude. On the other hand, a little more than 11% of the students have disagreed with the idea that there are class activities meant to practice what it has been learnt, maybe due to the fact that they are probably expecting more of the activities planned to take such practice. Bangkok (2006) discusses some necessary arrangements prior class. The importance of planning ahead is critical at this point, all the activities for the class,

the time they are supposed to take, and possible disturbances can be designed to meet the objectives laid out for that particular lesson.

The teachers in these classes count with a wide range of pre-designed activities, besides gap filling activities, they also use dictation, self-composition and finish-the-tale activities. The vocabulary is delimited by the use of a vocabulary box visible to everyone. Partner reading and group reading are also common activities in class, which later lead to debates or opinion-share activities. In addition, activities such as plays, competitions and games are also carried out in class, more than 84% percent of the students have agreed in some degree with this statement. Furthermore, English videos, songs and the class speaking activities are sources where students can train their understanding.

Only a few students chose barely satisfactory or no satisfactory parameters, less than 15% in all the above mentioned questions, which is a clear proof that the teachers implicated with their instructions are doing a good job.

The present study shows, that even though the students consider the attention issue as satisfactory, there is not a big difference with the ones who think that not all of them are actually paying attention. 56, 98% of agreement, against 41.92% of disagreement, which only confirms how hard for the teachers it is to keep the pace of any task without losing students along path. More than half of the students perceive, that when the teacher proposes an activity, even the students from the last rows get involved in it, although it will be just natural to lose the active participation in some of the tasks. The teacher normally uses the kind of activities that are easier to control, depending on the class's disposition.

Calling and maintaining the student's attention on what is going on in class may become really tough with numerous classes. Coetzee (2008) lists some strategies that can be exercised by the teacher in order to reach the best results in class.

Trying to maintain so many students' attention on whatever is going on in the classroom at the same time may contribute to promote some negative attitudes such as cheating on tests or doing other subject's work taking advantages from the anonymity offered by a large class. In this matter, the plurality of the participants of this study, more than 88% in the exams cheating possibility and the 81% in the doing other tasks possibility, have disagreed with the presence of adverse attitudes in class. The strategies used by the teacher to mold the students into team work are without any doubt the ones responsible for the learning-teaching experience quality. Once again, Coetzee's (2008) strategies are valid in this issue.

The space is also a big concern when working with large classes; the more students are in the class, the less space they will have to work in. Most of the participants of the study have shown agreement with how they are grouped to do something and how tasks are performed in the available space in terms of easiness. 84.94% in the first case just mentioned, and more than 80% in the second case confirm that fact, which also means that the teachers are exerting a good management over the class. It is clearly visible that the group, partner and individual activities are the ones that fit situation of the classes surveyed here. Roger (1983) mentions some ways to optimize the classroom space by arranging the students' desk in different forms, all meant to ease the class communication.

The 15.04% of the students who disagreed with statement pointing out to the classroom space use did so probably because even though the teacher's management

over the room space is great, the classrooms are not as big and comfortable as one can expect.

At last, the implications related to how feedback is dealt to the students will also be a matter of discussion of this work. Assisting every students' requirement may turn to be impossible in big classes. Feedback is important for both, students and teacher; however, it has to be planned in a way that saves time and unnecessary work. This study puts forth that a little more than half of the students, 51.60%, show disagreement with the fact that they cannot benefit from a good feedback, though the difference with the ones who feel that the class lacks this benefit, is not big. The reason for this little margin between the ones who agree and the ones who disagree is simple to explain, the teacher can only answer so many questions due to the lack of time common in large classes, so the students who have questions with no answers, feel as if they were left aside, growing a negative feeling towards the teacher's way to work out the students' doubts. Truscott (1999) and Krashen (1994) have discussed the effect of feedback in students. It must be given out the appropriate way to avoid the students' self-limitation in their participation because of possible public embarrassment, but it cannot be left on the side.

In brief, the different issues analyzed in this part, all linked to the instructional implications part of large classes, have given out a positive balance for the teachers' work. The control over the class, the activities prepared for each day and the variety of them, the different grouping, the feedback, and the use of the classroom space meet the students' expectations, which results in an observable positive way of working.

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

QUESTIONS		Totally Agreed	Percentage	Agreed	Percentage	Partially Agreed	Percentage	Not Agreed	Percentage	Blank	Percentage
10	There is interaction between the students, and between the teacher and the students.	97	52,15	63	33,87	16	8,60	7	3,76	3	1,61
11	I have the chance to interact with more people.	97	52,15	73	39,24	15	8,06	1	0,53	0	0
12	The teacher does not remember the names of all the students.	25	13,44	64	34,40	56	30,10	37	19,89	4	2,15
13	The class environment is less stressing since there is little chance the teacher asks the same student over and over.	46	24,73	76	40,86	31	16,66	31	16,66	2	1,07
14	I can use my cellphone or other electronic devices without being noticed by the teacher.	22	11,82	15	8,06	36	19,35	112	60,21	1	0,53

Source: Questionnaires

Authors: Flores Norma & Prócel Roberto. College in Quito.

The social implications linked to large classes are also considered in this study. Crowded classes may influence the students in many different forms, but what is noticeable about it is that the students themselves play a critical role in the class final outcome.

This analysis starts off at interaction. The participants answered questions inquiring their perspective about how interaction is taking place in the classroom. A big group will give the teacher the chance to plan activities where students benefit from the interaction with people with different levels, and also are always able to work with different partners. Large classes offer the chance to have a wide range of opportunities to learn from other students in a variety of different circumstances.

The participants of this study widely agreed, more than 90%, with the idea that there are more people to interact with, while only 8.51% disagreed with the statement, maybe because, even though there are a lot people in the room, it is difficult to get to all of them. . Having large classes may have remarkable advantages according to Hess (2001).

It is also clearly notorious that the students do not see a big number of classmates as a barrier to talk to the teacher, they have agreed with this statement in more than 85% as well, which may point out to a good classroom management from the teachers, who are using the tools they have at hand to improve the interaction experience, such as seating arrangement, group work and activities especially designed for big groups. Interaction is vital when the objective pursuit in the class is to learn a foreign language, there is no other way a teacher can use to convey the spoken knowledge, such pronunciation and intonation; and evaluate the effectiveness of the methodologies used in the classroom.

Also, as part of a good working relation, there is always the necessity of learning the names of students in the classroom. Sadly this is not a common practice, some teachers fall into the use of the students list number as a way to call up their attention. This practice should not be criticized if we consider the fact that these teachers teach in several classrooms in one day, each one with the same big number of students. In the case of this study almost half of the students surveyed, 49.99%, support the idea that the teacher remembers all their names, while 47.84% say that the teacher does not remember their names. This short difference may be due to the student's perception towards the teachers' way of using names. Students who are always actively participating in class are easier to be remembered by the teacher than the ones who occasionally or never participate. Nonetheless, teachers should exercise their memories applying some of the memory games designed to recall names available on specialized publications.

Coetzee (2008) mentions the importance of creating a connection with the students in order to gain control over the class. One of the best ones is to learn and call the students by their names. The author suggests carrying on different strategies to achieve this goal.

On the other hand, large classes can easily end up having stressful environments. Noise and a lot of movement around may contribute with picking up the tension in the classroom, however, there is a circumstance that does not belong to numerous classes, and it can be seen as an advantage by the students. Small classes can be characterized by questioning the same student again and again during the class hour, raising the level of anxiety of the students. In the case of big classes, this is less likely to happen.

The participants of this study largely agreed with the idea that not being asked more than once in class promotes a relaxing atmosphere. More than 65% of the participants feel that the teacher fairly distributes the amount of oral interaction with all the students in the class, while a little more than 32% said that not being asked more than once in class does not contribute alone with a more relaxed environment. Jones (2007) establishes some useful routines in class to avoid questioning the same person all the time, and enlarges the range of the people the teacher can work with by implementing various activities meant to be done in group, leaving the grading to group participation. Teachers may establish classroom tactics in order to keep control over the students' intervention. There are plenty of suggestions available, though teacher's creativity is always a valid factor. The use of the technology promotes different types of participation as well, like forums or blogs.

Moreover, today's technology will always go hand in hand with the concern of students paying more attention to social networking than to the class itself. This danger is increased in large classes where the visible area is left to the minimum due to the number of students and desks creating blind spots.

The students participating in this study largely agreed with the statement of not being able to use cell phones or other electronic devices in the classroom in a percentage of 79.56%, which of course points out to a good classroom management. It is quite remarkable the effort being put up by the teacher to gain control over any attempt to wrongly use the technology in class. Once again, Coetzee's (2008) observations about what to take into account when deciding how to arrange a classroom are important. Visibility, as the author states, is vital as a way to control what the students are doing, especially in group tasks.

This year, the government of Ecuador, through the Secretary of Education has tried to foster the use of technology in the classrooms as a learning tool by letting students have it in the classroom as long as it is used for pedagogical matters. However, the really hard part will be teaching the teachers to accept and use the benefits of such tools. Regrettably, Ecuadorian teachers are reluctant to step ahead for the change.

In summary, the teachers participating in the learning process are doing a great job using the advantages of large classes in their favor, to promote a challenging learning atmosphere, and to avoid creating stressful moments in the class. Social implications are nicely worked out to the benefit of the students.

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

process?

QUESTIONS		Totally Agreed	Percentage	Agreed	Percentage	Partially Agreed	Percentage	Not Agreed	Percentage	Blank	Percentage
15	The class environment is stressful.	19	10,21	20	10,75	50	26,88	79	42,47	5	2,68
16	I feel uncomfortable when I have to talk In front of my classmates.	32	17,20	59	31,72	47	25,26	46	24,73	2	1,07
17	I have less opportunity to express myself.	21	11,29	56	30,10	44	23,65	59	31,72	4	2,15
18	I do not like to participate because I feel embarrassed.	28	15,05	40	21,50	41	22,04	74	39,78	3	1,61
19	The teacher does not pay equal attention to all students.	38	20,43	34	18,27	37	19,89	70	37,63	7	3,76
20	I feel I can have a fair competition with the other students.	68	36,55	69	37,09	26	13,97	19	10,21	4	2,15
21	I feel relaxed because I can be unnoticed.	39	20,96	43	23,11	55	29,56	55	29,56	4	2,15

Source: Questionnaires

Authors: Flores Norma & Prócel Roberto. College in Quito.

The psychological implications presented in large classes are also worth of mentioning in this study. Previously there was analyzed the idea of having a less stressful environment because the teacher is not likely to ask questions the same students during class time. Now it is necessary to focus on how particular characteristics of numerous classes such noise, movement, etc., may boost a stressful atmosphere in the classroom.

In spite of the fact that some authors have identified the benefits of large classes, among them Hess (2001) and Bell (1991), it is impossible to deny that noise and movement may create the type of environment where the participants will not be eager to be at. The teacher needs to gain control over this situation by implementing good strategies to minimize the impact of a lot of people trying to interact at the same time.

The students participating in this study widely agreed with the idea that the class environment is not stressful. 69% think that the teacher is actively acting to promote the best atmosphere to learn. Of course, the level of stress in the classroom is not only due to the noise and movement created by a large group; there are also other factors that must be taken into account like tests, teachers' attitudes, homework and class work. The result in this survey question may reflect some of these considerations too. The ones said the environment is stressful, a little more than 20%, are of course the ones who seem to be affected by the classrooms conditions.

The last statement may suggest that the students shall feel comfortable enough to act in front of the classroom, and that is precisely what the answers to the questions inquiring participation show. 61.82% of the participants say that they are not embarrassed to perform in front of the class, compared to 36.56% who feel ashamed.

Although the majority of the students feel comfortable acting in class, the ones who do not are probably suffering from shyness problems.

When the participants were asked whether they feel comfortable or not to speak in class, 49.99% of them say they do not feel bad having to orally perform in class, which almost half of the students. In the case of the first result, it is clearly noticeable that the teacher is doing a good job creating a supportive environment where most of the students feel free to participate, all of this in benefit of their learning process. The result about the comfortness at speaking in class shows that, even though almost half of the class does not feel uncomfortable to do so, there are some of them who feel uneasy maybe due to stage fright very common at the age of the participants.

The difference between these two answers may indicate that, in spite of the fact that the teacher does the best to promote a supporting atmosphere, some students may fail to integrate themselves in some of the activities proposed in class, especially in the ones where they have to use their speaking skills. Naturally, shy students must be taken into consideration at this point because they will normally see any speaking situation as uncomfortable.

The teacher's job is to ensure a challenging but fair learning atmosphere willing to exploit the students' aptitudes. Bangkok (2006) deals with the fact that there must be the chance for the students to have a role in the classroom which let them act as the main actors of their learning process, and not merely witnesses.

One of the most common issues related to large classes is lack of participation. Either because the student does not have the will to do it, or because it is impossible to do it, every large class suffers from the same harm. Coetzee (2008) suggests a number of strategies meant to encourage students to participate in class, to express themselves.

In the case of this study, 55.37% which is the majority of the participants disagreed with the statement that they have less chance to speak up in class, which highlights the great work done by the teacher in terms of carrying out activities designed to make everybody part of the class matter. Sometimes it can be really frustrating, it does not matter how much work the teacher puts on trying to gather all the students around the class goals, it is simply impossible; that is why that the correct application of tools such as good planning, activities to work with large groups and timing may help to improve the student's chance of participation.

How the teacher focuses his/her attention is also a great deal of concern in the classroom. More than half of the participants surveyed, 57.52% disagreed with the statement saying that the teacher does not pay equal attention to all of the students. Even though this answer supports the tendency to recognize the good work done by the teacher fairly interacting with everyone, it is also noticeable that there is a group of them, 38.7%, who do not feel equally treated; this may be because, notwithstanding the teacher's efforts, sometimes there is simply not enough time to assist everybody.

It is common to see in large classes that the teacher's attention is not equal to everybody in all the situations, sometimes this lack of attention can even result on leaving some students aside. Roger's (1983) suggestions about different classroom arrangement to work in big classes may be useful at this point because they ease or help to modify the way the teacher assists the students. Students going off-task may also be avoided with classroom arrangement, using some of the suggestions about activities for large groups given by Jones (2007).

Furthermore, competition is a natural result of any type of class. Human beings tend to be competitive in every aspect of their lives, and foreign language classes are not

exceptions. Fair competition must be promoted in class, as long as this does not mean the chance for more advanced students to find the way to make feel embarrassed their classmates with lower level.

Most of the students participating in this study agreed with the idea that they can have a fair competitive environment, 73.64% feel that they can compete over the same opportunities as everyone else, which leads to the idea that group work and classroom arrangement is well implemented by the teacher. Bangkok (2006) gave us a variety of activities that can be acted out in big classes, with the hidden objective of transforming competition into cooperative learning.

Finally, one of the characteristics involving large groups is the chance that some students may feel relaxed because they can be unnoticed by the teacher due to the multiple occupations big groups demand from the teacher.

There is a lot to compile about this particular topic; to start with, group strategies must not lead a student to think that it is better to be unnoticed by the teacher, these strategies should create in the students mind the idea that notoriety is the best way to show what they know. More than half of the students participating in this study disagreed with the statement saying that they feel relaxed because they are unnoticed by the teacher, 59.12% think that being unnoticed is a negative result of a large group. The answer supports, one more time, the work done by the teacher in the classroom, and the effort trying to have a good classroom atmosphere.

In general, it is easy to see a positive outcome for the teachers' work in this matter. Group work, classroom arrangement, and teachers' attitude are shown off as the critical practices in the classroom to improve the teaching-learning experience, motivating the students along the path to do their best.

Conclusions

- The teachers participating in this study were fully capable to manage such classes, obtaining good results in terms of teaching a foreign language.
- The results show that seating arrangement, group work and class planning help the teacher to gain control over the possible negative situations linked to working with large classes. Teacher's effort on trying to involve everybody in the class objectives positively influence the students' perception of the class.
- Despite the fact of the number of students in class, it was possible to observe a positive work environment.
- It has been widely proved that the interaction is not strongly influenced by the number of students in the classroom as long as the teacher takes responsibility over the class work.
- This research project confirmed that the students in large classes may find difficult to benefit from appropriate feedback due to several factors like the lack of time to answer all the questions

Recommendations

- Based on this study, the government should establish a training system in order to help the teachers to learn more about the latest strategies used to manage large classes, since that is the reality of many schools in Ecuador.
- Schools should work together to determine the way they will deal with large classes, so it will optimize planning time.
- Teachers should look for the best way to learn about every technique available to work with large groups and their applicability, such as seats arrangement, tasks and individual and group work with the aim to improve the teaching-learning experience.
- The Ecuadorian society could be educated to understand the importance of the foreign language learning for the development of the country in order to encourage parents to look for the best options for the children to be tutored.

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Anexo N° 2

INSTRUMENTOS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
 La Universidad Católica de Loja
 MODALIDAD ABIERTA Y A DISTANCIA
 TITULACIÓN DE INGLÉS

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

	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 no 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!