



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

**ÁREA SOCIO HUMANÍSTICA**

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN  
MENCION INGLÉS

**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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CENTRO UNIVERSITARIO MACAS

2015

## APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: “The influence of large classes in the English language teaching-learning process in Ecuadorian high schools” realizado por Lozada Chango Karen Giselle, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, mayo de 2015

(f).....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Lozada Chango Karen Giselle, declaro ser autora del presente trabajo de fin de titulación: **The influence of large classes in the English language teaching- learning process in Ecuadorian high schools**, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgs. Morocho Cuenca Elsa Liria, directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico vigente de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: "(...) forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis o trabajos de titulación que se realicen con el apoyo financiero, académico constitucional (operativo) de la Universidad".

f. ....

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## DEDICATION

This research is dedicated to God for being my guide and giving me the opportunities to study, to my parents and my husband for the support and love given. This research is for all of them because they believed in me and supported me to reach my goal making one of my dreams come true.

With love and gratefulness,

Karen Giselle Lozada

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## ABSTRACT

This research focuses on the influence that large classes have in the English language teaching-learning process in Ecuadorian high schools. It was carried out to identify and analyze aspects such as instructional, social, and psychological implications that large classes have on the teaching-learning process. The purpose of this study is to determine whether or not large classes affect the English language teaching-learning process. To fulfill this purpose, students from 8<sup>th</sup> basic to 3<sup>rd</sup> senior year from five English classes of a public high-school of the city of Macas in Morona Santiago province were chosen. The sample consisted of 179 participants.

Initially, all topics related to this study were investigated. Next, students were surveyed to gather the information needed. After that, the information obtained from the questionnaires were analyzed. Finally, results were presented in graphic representation and conclusions were drawn.

The most important conclusion is that the quality of education does not depend on the number of students in each class. The English teaching-learning process depends on the teachers' training to develop an interesting and exciting way of teaching.

Key Words: English language, large classes, high-school, instructional, social, and psychological implications.

## RESUMEN

El propósito de este estudio es determinar si es que las clases numerosas afectan el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios del Ecuador. Se llevó a cabo para identificar y analizar aspectos como las implicaciones instructivas, sociales y psicológicas que las clases grandes tienen en el proceso de enseñanza-aprendizaje. Para cumplir con este propósito, se eligieron estudiantes del octavo año de básico hasta el tercero año de bachillerato de cinco clases de inglés de una escuela secundaria pública de la ciudad de Macas, en la provincia de Morona Santiago. La muestra consistió en 179 participantes.

Inicialmente, se investigaron todos los temas relacionados con este estudio. A continuación, los estudiantes fueron encuestados para recopilar la información necesaria. Después de eso, se analizó la información obtenida de los cuestionarios. Por último, los resultados se presentaron en representación gráfica y se sacaron conclusiones.

La conclusión más importante es que la calidad de estudio no depende de la cantidad de estudiantes en la clase. La calidad de estudio depende de los profesores para mejorar su manera de enseñanza.

Palabras Claves: Idioma Inglés clases numerosas, nivel secundario, implicaciones académicas, sociales y psicológicas.

## INTRODUCTION

English is the language mostly used all over the world. After studying English for many years in Ecuador, the students are not able to read, write, or speak English. There are many reasons for this failure; therefore, it is important to analyze the different aspects to improve the English language teaching-learning process. This study will focus on this particular problem, the influence that large classes have on the English teaching-learning process.

The main purpose of this study is to determine whether or not large classes affect the English language teaching-learning process in Ecuadorian high schools. The specific objective is to identify and analyze aspects such as, instructional, social and psychological implications that large classes have on the teaching-learning process.

Moreover, this study is extremely important to detect if the number of students affects the quality of study and whether it is necessary to increase more classrooms and teachers as long as the amount of students decreases; or if the teacher simply needs to improve his/her way of teaching such as the use of other strategies or methods that enable students to learn.

This research was based on previous studies, such as the one conducted by Ahmadin (2012), who analyzed the problems associated with teaching large classes such as the lack of control and discomfort of both learners and teachers. The purpose was to identify the different approaches that teachers can use to improve the teaching-learning process. The limitation was restricted to specific techniques used by teachers to aid their students in English proficiency.



Another study carried out by Nakabugo & Maani (2008) also identifies the issues of teaching in large classes. It focused on problems in the teaching-learning process, which are given because of academic and educational aspects such as the difficulties of evaluation and assessment in students. The authors had no limitations.

Hull & Singhasir (2006) conducted a similar study. Their purpose was to discover issues regarding large class size, such as the need of teacher training and class management. The authors' had no limitations.

This investigation may be used as a guide for teachers, students and future investigators to expand upon future studies and improve the English language teaching-learning process. In this study there were no limitations.

## METHOD

### *Setting and Participants*

The participants of this investigation were students from a public high school in the city of Macas, Morona Santiago province. They were chosen from five English classes with an average of thirty-five students in each classroom. The students from 8<sup>th</sup> basic to 3<sup>rd</sup> senior year were teenagers from twelve to seventeen years old. All of them belonged to a medium-low social and economic level.

### *Procedures*

This investigation began with the research of bibliographic information in sources such as: books, journals, and websites in order to support this study. The investigated topics were teaching approaches and methods used by the teachers, the different criteria about class size, importance of instructions, feedback, discipline, and timing for managing learning, managing large classes, seating arrangement and classroom space, and the different levels of proficiency. Information was also taken from five previous studies related.

Moreover, techniques such as note-taking were used. Surveys and questionnaires were the main instruments, which were applied to the students in order to identify aspects such as instructional, social, and psychological implications of large classes. The questionnaire was written in Spanish and contained twenty-one questions that was classified according to the three aspects previously mentioned. The first nine questions referred to the instructional aspects, the next 5 questions were about the social aspects, and the remaining 7 questions indicated the psychological aspects. These questions were

established on four indicators of evaluation for example: totally agree, agree, partially agree, and disagree.

Afterward, the quantitative method was used to tabulate and analyze the answers provided in the questionnaires. Then the results were classified according to each aspect: instructional, social, and psychological implications. After that, the percentages were calculated and represented in charts and graphs. Finally, conclusions and recommendations were drawn.

## DISCUSSION

### Literature Review

This literature review provides information about seven topics related to the theme of this study. The topics presented are about the methods teachers apply in their class, difficulties and benefits working with large and small size classes, important aspects to manage learning, classwork activities for large classes, the influence of size and space of the classrooms and the advantages and disadvantages of the student's knowledge in English.

#### *Teaching Approaches and Methods*

There are several teaching approaches and methods that can help teachers increase the English language teaching-learning process. One of these is the Communicative Approach, which according to Richards & Rogers (2001, p.172), is described as “an approach rather than a method”. They also state that the goal is communicative competence. It is about learning to communicate through various exercises that mainly deal with completing tasks and interactive activities as in dialogues, role plays, simulations, skits, improvisations, and debates with the use of magazines, advertisements, and newspaper. Some important characteristics that the authors mention and benefits students' language knowledge are that they can learn a language by communicating within classroom activities, interaction and different language skills. Likewise, Freeman (2000) says that in order for students to develop communicative competence, it is important for a teacher to find the adequate activities to grab their attention. The idea is to encourage students to interact using communication.

Another method is called Natural Approach, which according to Krashen & Terrell (1983, p.5) it “is centered on an empirically grounded theory of second language acquisition”. This approach is used mostly for beginners with the goal of increasing their knowledge. It focuses on basic and personal communication, and speaking and writing skills. The most important characteristic is that the teachers generate a comfortable environment in the classroom, which fosters confidence and increases the desire to learn. The authors indicate that the natural approach identifies the students’ needs in relation to their skills and levels of knowledge within three stages. The first stage is the pre-production stage, which includes the students’ contributions in class. The second is the early-production stage in which students answer questions. The third stage is the speech-emergent phase in which students are included in role plays, games and participation.

In addition to the communicative and natural approach, there is a third approach. Krashen & Terrell (1983) affirm that Cooperative Language Learning reinforces a student’s own learning as well as the learning of his or her fellow group members. While this is the student’s role, the teachers also play a vital part in this approach. McCafferty, Jacobs, & Iddings (1983) explain that the teacher should always monitor and supervise group activity to make sure that students are not veering too far off task. Teachers should also set rules that instill respect, speak properly, and use time wisely during assignments of interaction. The authors describe three different helpful learning groups: formal, using detailed activities; informal, using complete teaching; and cooperative base groups, permitting students to support one another.

The Content Based Instruction Approach is the fourth one, which according to Lyster (2007) it focuses on what is being taught through the language; that is, the

students will obtain the information taught by the teacher rather than the language itself. This approach activates the English language skills through various activities specifically about the content being taught and that support the language development. The author also states that teachers can apply strategies to give feedback. Furthermore, Richards & Rogers (2001) mentions that students can receive an appropriate and significance content through the use of tools such as: objects, audiovisual presentations, and pictures in order to achieve the students' need of language learning.

In addition, Stryker & Leaver (1997) say that:

Content-based approach has the potential to enhance students' motivation, to accelerate students' acquisition of language proficiency, to broaden cross-cultural knowledge, and to make the language learning experience more enjoyable and fulfilling. (p.5)

Another method that Richards & Rogers (2001) task into consideration is the Task-Based Language Teaching (TBLT), they state that it's about the use of tasks that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. Some characteristics mentioned are that students can learn the language by interacting communicatively when teachers stimulate participation within interesting group activities such as problem solving, sharing personal experiences and other creative tasks. Additionally, East (2012) remark that Task-Based Language Teaching focuses on encouraging the learners to be independent. This approach helps student's motivation allowing learners to practice communication and develop their individual language structures. Moreover, Nunan (2004) considers that TBLT stimulates creativity to solve

problems when using language through tasks. The author also states that students are centered to focus on a connection that is similar to real world activities.

### *Class Size*

Class size also influences the English language teaching-learning process. There are benefits and disadvantages related to the amount of students in each classroom. To this respect, Bray & Kehle (2011) point out that a teacher can work and have positive results in a classroom with fewer than twenty students. These authors mention that smaller class sizes benefit “learning behavior, social behavior and student-teacher interactions” (p.269). According to the authors, working with small groups of students can have better results regarding engagement, participation and academic affairs. Teachers can discover which student shows less performance than others and therefore provide good support. Thus, students show a more “cooperative, supportive, and caring” (p.269) attitude and are easier to control because they are more passive and less noisy. Therefore, there are more opportunities of learning, interacting and communicating.

On the other hand, Byram (2004) argues that the number of students does not affect the English teaching-learning process because it depends on the teachers’ and students’ perceptions and assumptions about large classes. It also depends on the different types of approaches used by teachers in order to have a better communication with students. However, teachers must find many ways of grabbing the student’s attention during the class since there are too many students and can get easily distracted. According to the author, there are some problems presented in a classroom with more than twenty students which are considered large classes. These problems deal with management of discipline, timing, and learning because teachers have difficulties with a

great amount of students. A well-organized class can be a solution to manage a large class. Teachers must maintain students busy and keep their attention with class activities. Also, teachers must always monitor and assess students' work to assure them being looked after. Once the classroom is controlled, teachers must take advantage to achieve the goals of the class.

### *Managing Learning*

Managing learning is not only about approaches and methods but it also refers to instruction, feedback, discipline, and time in order to improve the English language teaching-learning process. Several authors state the importance of providing proper instruction and different ways to do so.

Hunt, Viseman, & Touzel (2009) refers to the importance of instruction on “conceptual learning and teaching for understanding” (p.31). The authors say that when teachers give instructions, there should be knowledgeable preparation. Teachers should plan what instructions will be given to students in the class to avoid misunderstandings of both students and teachers. Teacher's instruction should be limited because students also need their direct guidance.

These authors are not only the ones who realize about the importance of giving proper instructions. Gower, Philips, & Walters (2005) point out that “it is important to give simple instructions in segments” (p.41), and to be attentive to the students work to avoid misunderstandings. The authors stress the importance of organizing instructions. General instruction to a group is different than specific instruction to one or a few students. They state that “when given instructions individually, techniques such as a number, a letter, or some kind of symbol” (p.41) will help to manage the learning



process. Teachers must give very clear instructions to the students whether they are spoken or written. Also, instructions could be reinforced graphically with existent material, images, signs, and mime.

Other contributors have a similar viewpoint for example, Savage, & Savage (2009) who say that as long as all instructions are verbally clarified and understandable, this will prevent misunderstandings allowing students to work rapidly and will avoid wasting time. The authors recommend keeping the class instructions repeatedly for better understanding yet concrete to avoid boredom.

There are other important aspects such as feedback. Teachers who are able to manage learning through feedback can have better results in the teaching-learning process. Hunt, Viseman, & Touzel (2009) explain that feedback can be given generally in two ways: oral and written. The written way allows learners' to concentrate on their weaknesses and correct their errors through hard work. On the other hand, the oral way allows students to revise their academic goals. Feedback allows learners to accomplish more than what is asked to do.

Similarly, Askew (2000) declares that feedback supports learning because it encourages students, and inspires "confidence, making new meaning, increasing understanding, helping to make links and connections" (p.7). Although learners are advised to succeed for themselves, they may feel the need to outdo their peers but also to understand better what is taught. Teachers that give feedback can make students feel satisfied for their success.

Discipline is an essential aspect of managing learning, according to Frei (2007), without a disciplined class, it is unlikely that the students will learn much. It is also

difficult for teachers to teach efficiently when there is little or no control of the class. The author states that the teacher should tell the students that they are important and that they are expected to live up to certain standards. This will decrease the amount of discipline problems as it increases confidence.

There are some advice that Gower, Philips, & Walters (2005) consider as important about managing learning and the control of discipline in the classroom. The authors also mention some aspects that can affect discipline such as, the age of the students, the reasons for learning, the motivation, and the size of the class. Therefore, teachers must always keep students motivated. If the students are undisciplined, teachers must organize their time in order to privately speak to them about discipline problems and insist on their improvement. Another advice that the authors give is to find help within other teachers.

Regarding time management, McLeod, Fisher, & Hoover (2003) state that a well-organized use of time allow students to work and learn more. The authors believe that the variety of activities done in class creates an enjoyable classroom atmosphere. Besides, teachers can maintain students occupied and therefore avoid indiscipline. A well time management can even improve the student's performance.

There are some examples of how time can be managed in order to have a successful class. McLeod, Fisher, & Hoover (2003) explain time during the class as a guide for teachers in managing time. First, there is allocated time, which consists in the total time for teacher's instruction. There is also instructional time, which is for the explanation of the topic. Engaged time is when the students perform a task. Finally,

there is academic learning time, in which the teachers prove that the students have learned the content.

On the other hand, there are some characteristics in which teachers can organize time for managing learning. Woodward (2001) mentions a few actions to start the class. First, teachers can use about ten minutes to get the students attention: “shake hands, ask students to stand up, shut the door, greet the class... call the register, have a procedure for late students, introduce yourself” (p.48). This author also explains that teachers can use up to 30 minutes to work on class activities with the students. Finally, teachers can use from five to ten minutes at the end of class to review the lesson, explain the homework, write dialogue journals, and make plans for the next lesson and tidy up the classroom for the next teacher.

### *Managing Large Classes*

Baker & Westrup (2000) consider large classes detrimental for students who need more attention from teachers. Large class sizes adversely affect more the intelligent students as they may quickly lose interest. Factors such as different levels of knowledge and interests can be problematic in the teaching-learning process when there are many students in a classroom. The authors state that with a large number of students in a class, teachers may experience feelings like “frustration, self-doubt and guilt” (p.345).

Saraswathi (2004) says that “a great amount of students in a class make unrealistic demands on teachers” (p154). Teachers have to keep the teaching-learning process interesting, and at the same time monitor each student in the classroom. The author thinks that large classes can include problems of management and classroom control. At times, a teacher does not know each student’s name because of the amount of

them in the class. Another obstacle is giving the necessary attention to each student. The number of students in a classroom can affect seriously the teaching-learning process.

Despite problems related to managing learning in large classes, there are various things a teacher can do to foster a successful learning environment. It may be helpful for students to work more on activities individually rather than spending too much time listening to the teacher. Also, spending a fair amount of time with each student and closely monitoring the class are also keys to a successful learning environment (Saraswathi, 2004).

Byram (2004) mentions some techniques that may be helpful to this end. The author indicates that controlling a great amount of students in a class depends on the techniques and approaches used. Some of these techniques include learning each student's name, controlling noise levels, keeping activities brief, fostering more participation and interaction, and working in pairs and groups.

Other authors offer different techniques for effective classroom management. Baker & Westrup (2000) advice to constantly “move students around... forward one row each month” (p.125), so that each student has the opportunity to be closer to the board and receive the teacher's attention. They also suggest keeping the class occupied with entertaining and quiet activities. Teachers must make student's work in pairs and groups to keep them interested in the activities assigned. The techniques mentioned above helps teachers manage large classes.

#### *Activities for Working with Large Classes*

It may be difficult for teachers to select the correct and appropriate activities when working with large classes. McLeod, Fisher, & Hoover (2003) share some

interesting ideas, stations, activities and games for working with large classes. A couple of games they recommend are line-ups and Simon says. Another option is splitting the class into groups when working on a topic. The authors also recommend some stations such as a “book station with lots of interesting picture books to look at or read, a listening station, a computer station and a game station” (p.13). These stations can be used with any topic as soon as it is described and experienced.

Other authors suggest other games that are helpful when working with large classes. Carbone (1998) has many suggestions for fun activities. One activity consists in pasting a famous person’s name behind each learner, and each learner must guess who it is by asking questions. Another game focuses on spelling words correctly based on a specific theme. Besides, teachers can simply play with the students by making them write down a question to the teacher’s answer depending on the specific theme. Another game is about naming a certain category and then each student must say another word that relates to the category named. When a learner is not able to name a word pertaining to the category, that student loses and must name a new category for the remaining students to continue playing. The student that wins is the one who names all the words.

Other authors offer different group learning activities; Davis (2009) recommends grouping learners and giving them a task that consists in reading, making questions and answering them. According to the author above mentioned, “using snowball discussion techniques... convene simultaneous discussion groups” (p.170). The author suggests grouping students in pairs or trios to solve outline questionnaires or quick problems. Using different activities for working with large classes can help the teaching-learning process be successful.

### *Seating Arrangement and Classroom Space*

Another issue that influences the English teaching-learning process is the limited classroom space for the large classes. Teachers must arrange seats properly so that all students can work successfully. McLeod, Fisher & Hoover (2003) describe how classroom space can influence the atmosphere in which teaching is conducted: “every inch of classroom space count” (p. 3). Students need to have enough space to move around the classroom. Depending on the class activity, students need to move around. Students also need their individual space to work on the assigned activities. Teachers must determine which learner needs more attention because of their lack of concentration.

Other authors also concentrate on this aspect of classroom space. Gower, Phillips, & Walters (2005) say that classroom space defines the relationship between the student and the teacher. It also relates to effective interaction among students and their ability to work on task oriented activities.

In the same way, Ming-tak & Wai-shing (2008) agree about classroom space because students can learn successfully without going through discomforts. They further state that the purpose for having a good classroom space is to produce an engaging atmosphere adequate for student’s mobility. The idea is to make students feel comfortable, confident, and safe facilitating a good education.

Seating arrangement is also an aspect that can influence learning; McLeod, Fisher, & Hoover (2003) further recommend that teachers place student’s seats in, “sections with walkways from back to the front and side-to-side between rows” (p.7), in order to move around easily and check each student’s progress. Another way is by

placing them in the front and center. According to the authors, seating arrangement encourages student's cooperation because they know their work is being monitored. It will also help learners keep interested in the class and generate participation. The students' seats must be arranged in the most appropriate way possible to give students an adequate atmosphere in which maintains their concentration toward the teacher.

Gower, Phillips, & Walters (2005, p.21) recommend arranging the seats in "a horseshoe arrangement" so that students will be able to see each other better, and therefore work better together. When students are working in groups, they suggest that a "café style" (p.23) would be ideal to foster communication. This consists in grouping the chairs at the same table, or grouping tables together to form a single, large table. When students are put together to work in pairs, teachers can place their seats together facing each other. When working individually, it is best for teachers to place the learner's seats in a way that they would not be disturbed and that only the teacher has access to them when necessary.

Similarly, Ming-tak & Wai-shing (2008, p.48) recommends teachers to place the student's seats in "horizontal rows, vertical rows, circles, and long tables". According to the authors, the students need freedom to move around to avoid boredom or feel uncomfortable.

#### *Different Levels of Proficiency*

When working students from different levels of proficiency in a classroom, advantages and disadvantages are presented. Nunan (1996) says that when students with different levels of English knowledge are grouped together, it is much more difficult to determine which students need additional teacher assistance. The author says that

students from a lower level of English knowledge may feel shy and hesitant to participate in class. In contrast, students from a higher level may feel bored and impatient because their learning is being held back rather than moving forward. Another disadvantage is that it can be difficult to motivate students at the higher proficiency level. According to the author, “assessment and evaluation is irrelevant...teachers fail to take this into account and it is critical in measuring student’s progress. Thus, teachers need to spend more time in planning assignments and activities in order for high and low level of English knowledge can be able to work progressively. Consequently, teachers cannot work effectively with students from different levels of proficiency.

On the other hand, Ferlazzo & Sypniewski (2012) insist that students from different levels of proficiency can be an advantage for working in class. The authors believe that students of a low level of English will feel obligated to catch up to the others of higher levels which can result in quicker learning. The authors mentioned above, say that when working in activities, teachers can make groups of students from high and low levels to encourage interaction. Besides these students can support each other in different skills, for example, one could be better at reading and another at writing in English. Consequently, teachers can work effectively with students from different levels of proficiency.

To conclude with the revision of literature review, five studies are going to be examined carefully to know how large class influences the English teaching-learning process.

The first study conducted by Ahmadin (2012) had the purpose of identifying how large classes influence the English teaching-learning process by searching for the



differences between teaching in a larger class and a smaller class within two lessons in Thailand. The author analyzed this study by applying surveys to students of two different classes in which one was a small class of 23 students, and the other one was a large class of 41 students. First, two lessons were chosen on the same topic. Then the teacher taught the same lesson to both group of students while the observations were made to find out the differences of a small class from a large class. Finally, the surveys were applied to the students. The results showed that the only difference between small and large classes is that teachers use stronger language forms in large classes because of the need to maintain control of discipline. The study concluded that there were actually few differences between small and large classes.

The second study conducted by Bahanshal (2013) had the purpose to investigate the effect of large classes in the English learning and teaching process. This research took place in two public secondary schools in the city of Jeddah. Six Saudi Secondary English teachers were interviewed to express their point of view and discuss their solutions to the effective teaching and learning in the class. The results showed that there is a negative impact to working with large classes due to the large domain with many aspects that cannot be undertaken in one class. The study concluded that it is possible for teachers to teach English in large classes by using various strategies and methods.

The third study conducted by Nakabugo & Maani (2008) had the purpose of identifying the strategies used by teachers of large classes and the institutional responses to the difficulties presented by large classes. This study took place in Uganda. The methodology had two phases; the first phase was a survey to thirty-five teachers from twenty different schools. Besides, teachers also shared ideas with one another and

adopted new strategies for a classroom environment. The second phase consisted in interviewing ten teachers from five schools by using a structured schedule. All of these teachers were female and all taught large classes from 70 to 120 students from urban, semi-urban and rural context. The results showed that large classes were found to be more appropriate with a teacher-centered mode of teaching, reading-based contexts and grammar-translation methods. The study concluded by stating that teachers need institutional and policy support. Based on the infrastructure, bigger classroom space, enough furniture and instructional materials were needed for a better teaching-learning process.

The fourth study was performed by Hull & Singhasir (2006) to determine the effects of the problems of large classes from the teacher's prospective in Thailand. The methodology mainly involved questionnaires; surveys of fifteen questions to seventy-five university English teachers of 40 to 50 students. The survey consisted of teacher's beliefs regarding large classes. The study concluded that teaching large classes presented difficulties in several areas, such as in the relationship teachers had toward students, problems of monitoring, giving feedback and assessment. Therefore solutions were also presented, such as assisting to programs of teacher training specifically to manage large classes.

Finally, Sarikoban and Sakizli (2006) analyze the aspects that influence class management, and introduce solutions to the problems. In order to observe the classroom management skills of the teachers, a questionnaire was prepared and applied on 30 teachers randomly in which were participating in a teacher training program. The results of the research indicated that most of the teachers were aware of the skills taught during

a teacher training program and they usually had good management skills, and it also proved that it is really effective and useful to provide teachers with teacher training programs for classroom management skills. The authors concluded that it is indispensable for teachers to be accustomed with the student's culture and family conditions in order to design lessons and classroom activities.

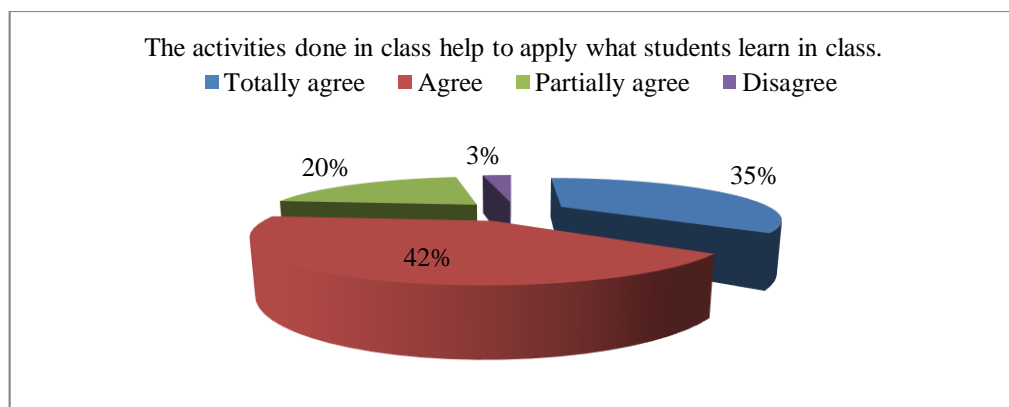
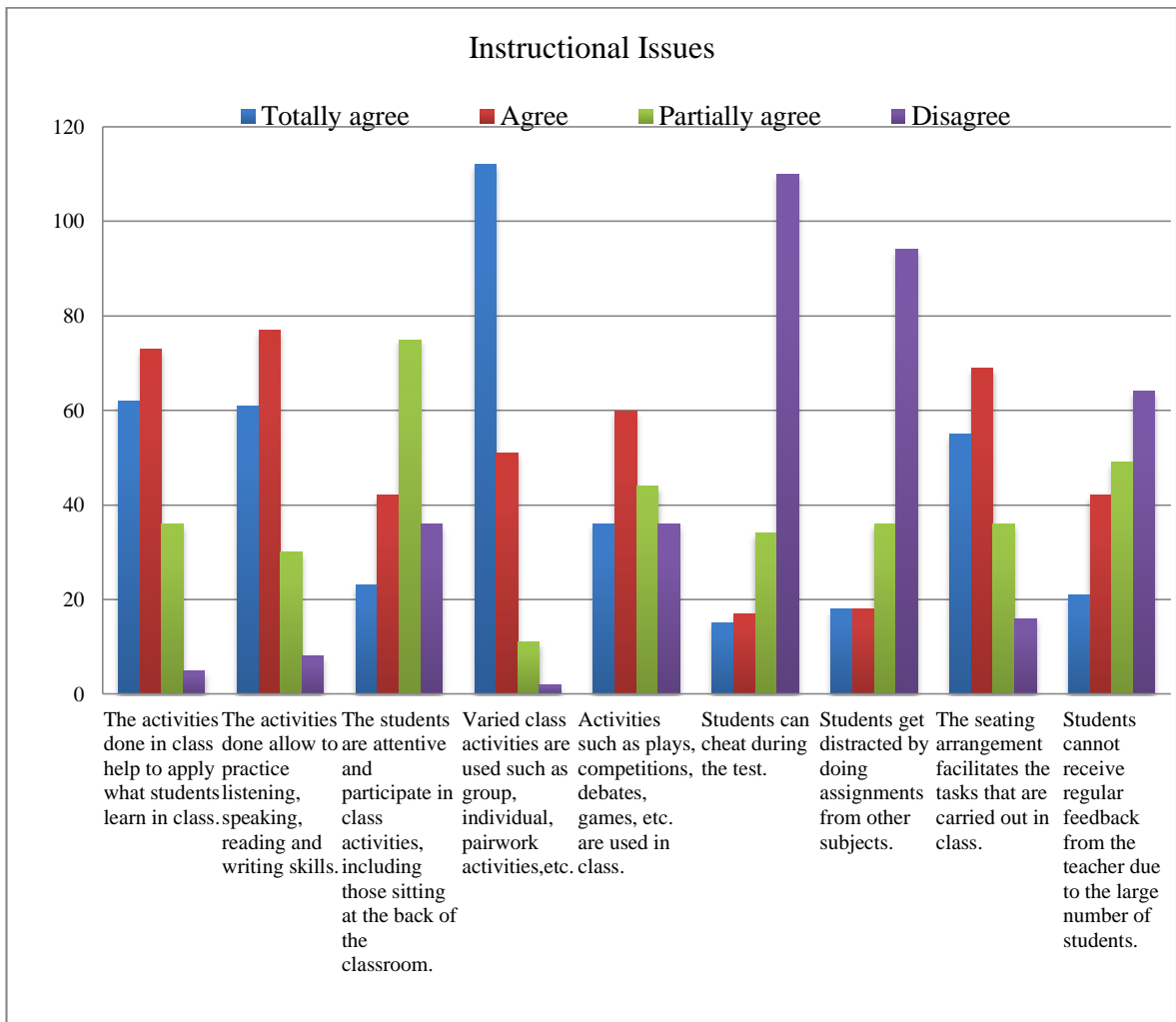
## Description, Analysis, and Interpretation of Results

This section aims to define whether or not large classes influence in the English language teaching-learning process in Ecuadorian high schools. In this study, the results will be described, analyzed and interpreted throughout the quantitative and qualitative analysis. It has been carried out to explain the instructional, social and psychological implications that support the research.

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

*Chart 1*

N°	In classes with a large number of students:	Totally agree		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	35	73	42	36	20	5	3	176	100
2.	The activities done allow to practice listening, speaking, reading and writing skills.	61	35	77	44	30	17	8	5	176	100
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	23	13	42	24	75	43	36	20	176	100
4.	Varied class activities are used such as group, individual, pair-work activities, etc.	112	64	51	29	11	6	2	1	176	100
5.	Activities such as plays, competitions, debates, games, etc. are used in class.	36	20	60	34	44	25	36	20	176	100
6.	Students can cheat during the test.	15	9	17	10	34	19	110	63	176	100
7.	Students get distracted by doing assignments from other subjects.	18	10	18	10	46	26	94	53	176	100
8.	The seating arrangement facilitates the tasks that are carried out in class.	55	31	69	39	36	21	16	9	176	100
9.	Students cannot receive regular feedback from the teacher due to the large number of students.	21	12	42	24	49	28	64	36	176	100



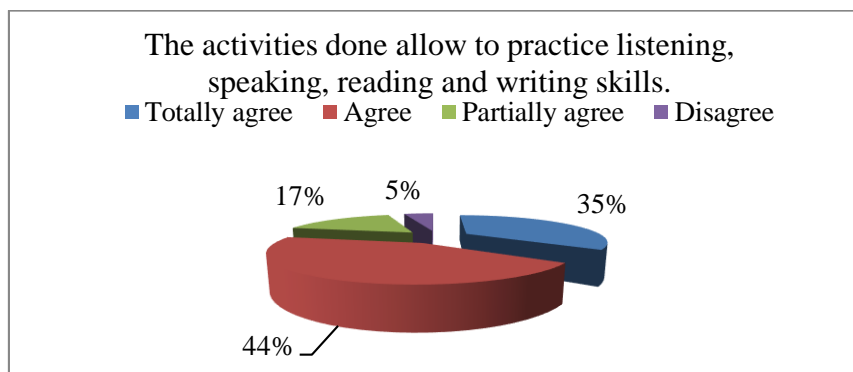
Author: Karen Lozada

Source: Student's Questionnaire

According to the results observed in the graph above, 42% of students surveyed agreed with the activities done in class because they help them to apply what has been learned. Students were provided with well-planned activities. This helps students develop skills and improve communication (Byram, 2004). Another 35% of the students totally agreed with the activities provided to them in large classes because these can foster learning.

The measurement parameter "totally agree" which corresponds to 35% of respondents, combined with the parameter called "agree", gives a total of 77%. This shows that the effect of large classes in this regard is quite satisfactory.

Nevertheless, as results show above, not all students feel the same way. A 20% of the students partially agreed with this regard and a 3% of the students disagreed, giving a total of 23%. This indicates that not every student pays attention in class. Teachers are not monitoring all students which mean that not all will learn appropriately. Teachers must try different strategies and activities in order for those students to participate and collaborate. It is the teaching strategy and well-planned activities that determine learning outcomes, not the class size (Bonwell & Eison, 1991).



Author: Karen Lozada

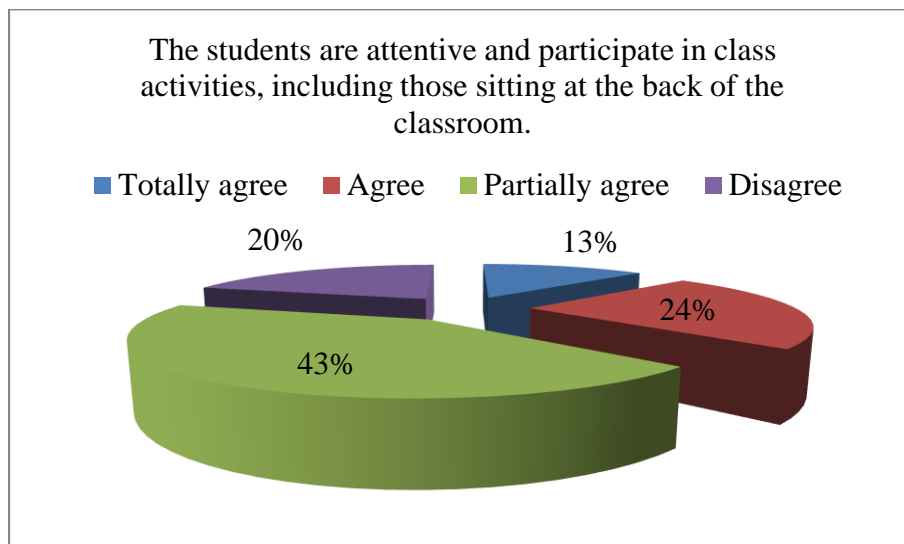
Source: Student's Questionnaire

According to the graph 44% of the students surveyed agreed and 35% totally agreed that the activities done in the classroom allow practicing listening, speaking, reading and writing skills. On the other hand, 17% partially agreed, while the remaining 5% of students disagreed with this statement. This shows that the majority of students say that there is no negative impact on the development of these kinds of activities.

It is worth saying that Richards and Rogers (2001) state that the activities applied in class, specifically the ones that involve communication, allow to learn and practice the four main skills.

Likewise, Flood (2003) mentions that the activities designed to capture student's attention, not only helps them to learn but also to reinforce their learning, speaking, reading, and writing skills.

In addition, Richards (1996) says that class activities and tasks done in groups, pairs or individually can help practice students the four most important skills: listening, speaking, reading, and writing.



Author: Karen Lozada

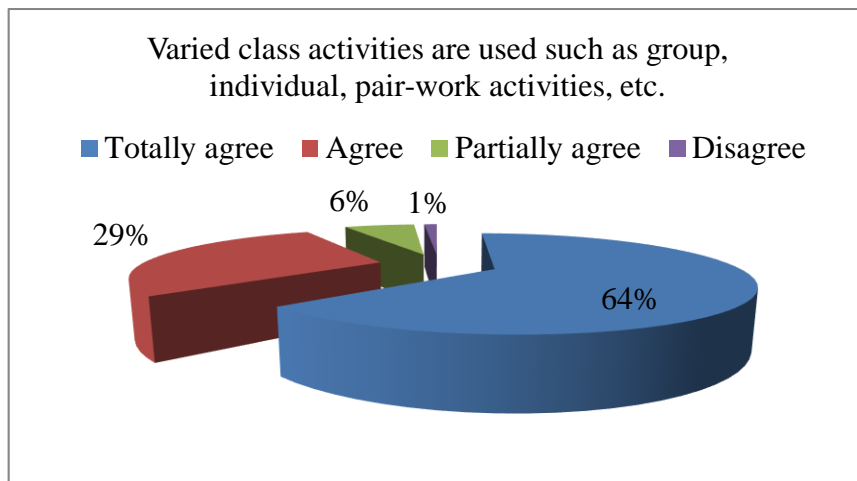
Source: Student's Questionnaire

According to the results, a total of 33% of students surveyed agreed. However 67% disagreed within this aspect. This means that students including those sitting at the back of the classroom do not have the opportunity regarding attention and participation in classroom activities.

Byram (2004) mentions that teachers have a hard time managing large classes because there is no control in discipline. Therefore, participation and communication between students do not guarantee that there will be a good learning process when there is a great amount of students.

Similarly, Saraswathi (2004) states that large classes make it impossible for teachers to manage discipline and teach at the same time. Students can hardly put attention to the teacher because they get distracted by the noise their classmates make.

This is reinforced to what Howles (2007) says, students in large classes feel unnoticed and therefore feel less worried to participate and less interested to pay attention to the lesson. Students feel as if the teacher do not even notice them if they're not there and even more if they do not participate.



Author: Karen Lozada

Source: Student's Questionnaire



According to the results, a total of ninety-three percent of students surveyed consider that varied class activities can be used such as group, individual, pair-work activities, in large class. The students believe these activities can develop without inconvenience. In contrast, a total of seven percent disagreed in this particular aspect.

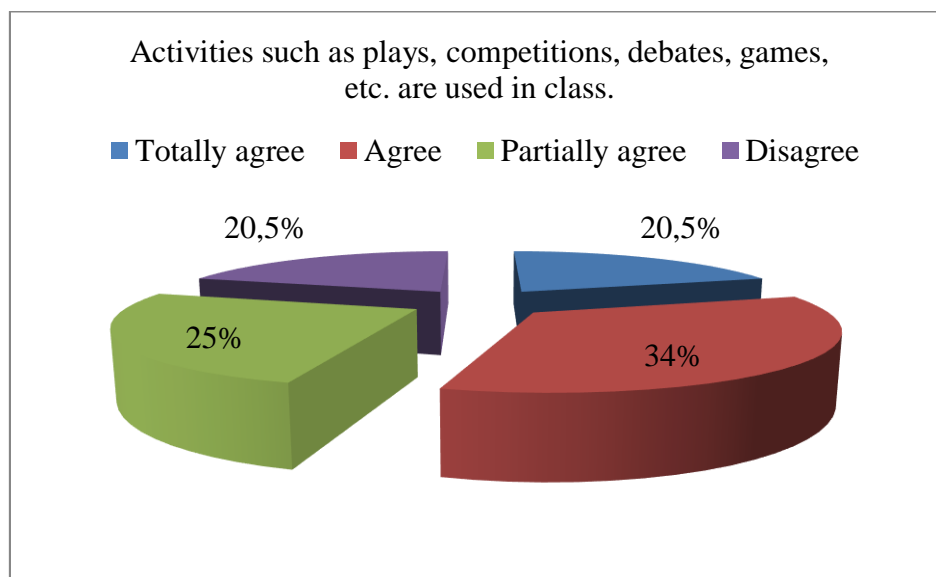
Regarding this issue, Richards (1998) asserts about the importance of class activities, especially group, individual and pair-work activities. When students are arranged in groups, they feel encouraged to collaborate and learn from each other. Group activities make students improve skills Likewise; teachers can arrange students in pair-work to achieve interaction between them. Moreover, students working individually in large class can feel encouraged in being creative to make their work unique.

In addition, group activities are ideal for student's motivation and to share and learn from each other. Also, it gives teachers the opportunity to give individual feedback. Some students may not be used to working in pairs or group activities because of lack of confidence. Group and pair-work activities are important because it will help students lose their shyness and have trustfulness to have good relationships within each other and learn at the same time. Individual work allows students to have time to think, work at their own speed and practice their fluency. Similarly, these activities give students the opportunity to practice their skills (Spratt, Pulverness & Williams, 2005).

Baker (2000) states that group and pair-work activities are suitable techniques that teachers can use in large classes because it increases motivation and students can practice the English language.

Similarly, Saraswathi (2004) mentions that students are kept entertained with activities in groups in which allows teachers to move to each group and be familiar with them personally.

Teaching large classes maybe problematic, however, teachers who works in pairs or groups with students can reduce management problems and classroom control (Bryam, 2004).



Author: Karen Lozada

Source: Student's Questionnaire

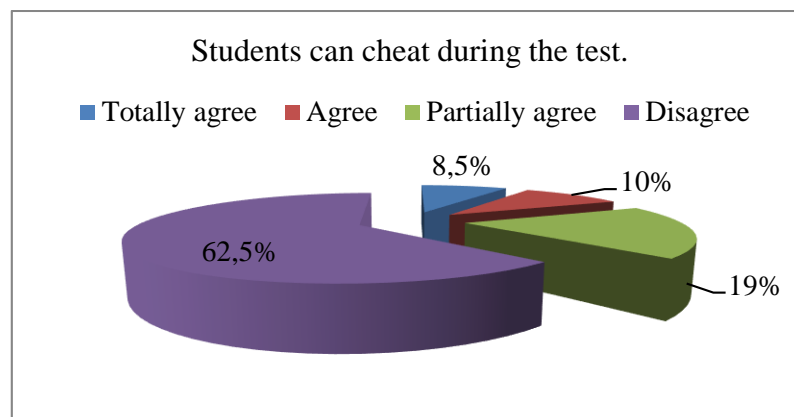
In accordance with the results observed in the graph above, 20.5% of students totally agreed and 34% agreed with the activities such as plays, competitions, debates, games, etc; can be used in class without problems. On the other hand, 25% partially agreed and 20.5% disagreed with the aspect provided.

As results are shown, the majority of students considers that in large classes, the use of activities such as plays, competitions, debates, games and others; in this regard is

quite satisfactory for the teaching-learning process. Therefore, there are many reasons in which can complement the information about the class activities mentioned above.

Marland (1998) mentions that teachers can apply various activities in class to keep students concentrated and motivated in the class. Plays can be an exciting experience for students and at the same time an excellent way of learning grammar structures. Thus, plays can be relaxing for students and good for interaction. Other activities such as games and competitions can engage student's interest to learn and practice the English language. In addition, these activities are helpful for teachers because of student's cooperation to control discipline.

Stratton (1988) states that games, competitions and debates are important activities that are applied in class because students are able to share their knowledge and opinions about a certain topic when teachers make them participate in debates. In addition, games and competitions are adequate activities to maintain student's interest and practice their skills. Thus, all of the activities applied to students are ideal for practicing communication.



Author: Karen Lozada

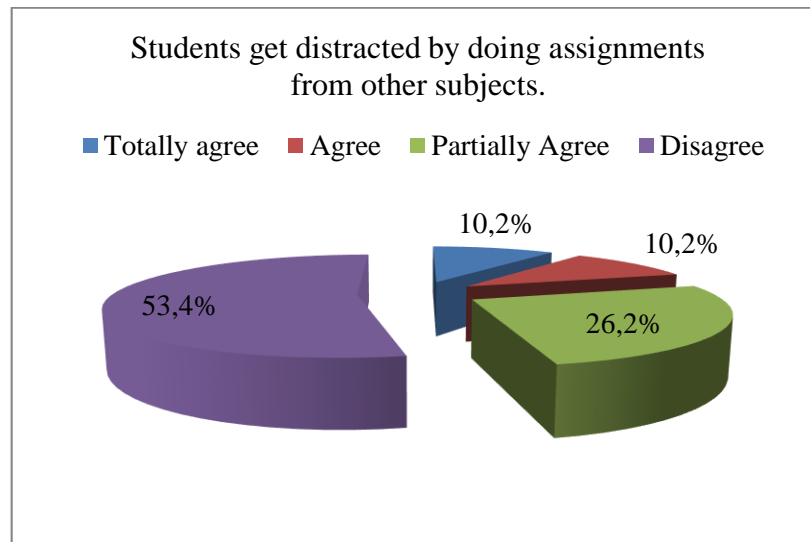
Source: Student's Questionnaire

According to the results in the graph, a total of 81.5% of students surveyed disagreed with being able to cheat during a test. However, 18.5% of students surveyed agreed with this aspect provided. As shown in the graph, the majority of students consider that they cannot cheat in a test; therefore it does not reflect a negative impact to the teaching-learning process in large classes.

Nata (2004) states that teachers must give feedback and prepare students for tests in order for students not have reasons to cheat.

It is important to know that evaluation plays a major role to students because it is about how well they are learning and increasing their knowledge. Thus, when students are encouraged and motivated to learn, they will pay attention, participate and collaborate in class. Therefore, during a test, it is the teacher's responsibility to provide a comfortable environment and good preparation to avoid cheating (Nata 2004).

Kolis (2011) mentions that if students do not study, they will not be prepared for the test and their mind will be in blank. In consequence, students will tend to cheat in the test. In addition, the author states that teachers must encourage students to study and help them by giving a general review; this can prevent them from cheating in the test. Likewise, teachers must control students during a test otherwise they will cheat repeatedly.



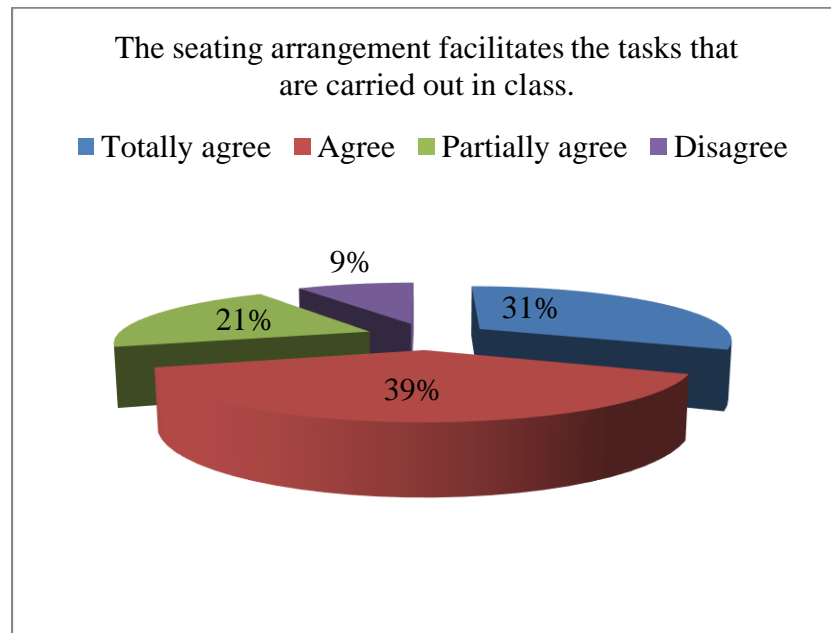
Author: Karen Lozada

Source: Student's Questionnaire

According to the results, 53.4% of students surveyed do not get distracted by doing assignments from other subjects. Another 26.9% partially agreed with this aspect provided because students are being observed and constantly monitored by teachers to make sure that students accomplish the assigned task (Savage, T. & Savage, M., 2009).

However, a total of 20.4% of students get distracted during the class due to the lack of interest in the teacher's class which makes them do assignments from other subjects. Students feel bored and tired listening to the teacher's monotone voice which makes it hard to focus on the class (Dillon, 2007).

Moreover, Sonntag (2014) says that some teachers cannot manage the class, which makes students take advantage of this situation to do other activities, such as: doing assignments of another subject.



Author: Karen Lozada

Source: Student's Questionnaire

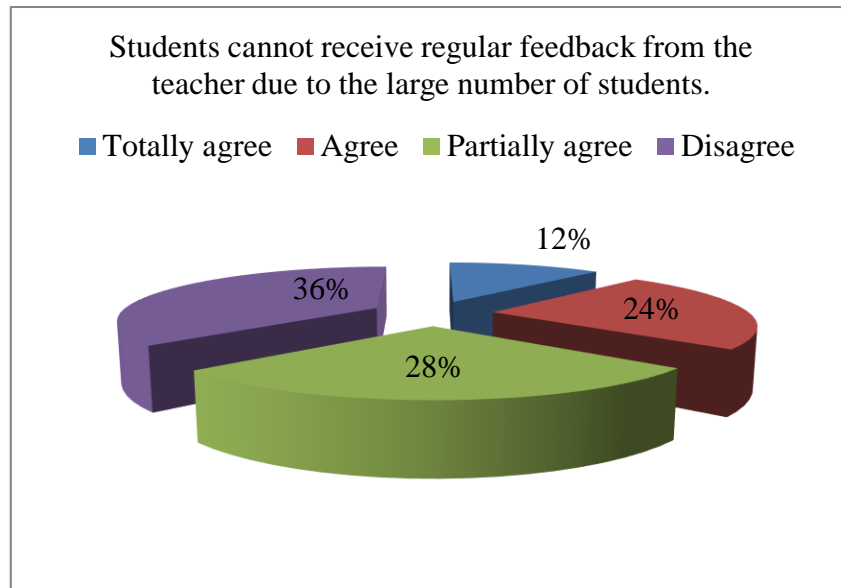
In the graph above, the majority of students consider that seating arrangement facilitates the tasks that are carried out in class. A total of 70 % of students surveyed give a positive answer to this aspect provided. On the other hand, the remaining 30% disagreed. Below there is information that supports the results of the surveys.

McLeod, Fisher & Hoover (2003), states that seating arrangement keeps student's attention and participation; therefore, it facilitates the activities carried out in class. The author says to group students in sections, in between them with enough space for the teacher to monitor each student and check each group's progress.

Seating arrangement enables specific learning tasks and interaction. In addition, it is recommended for all teachers to place the student's seats in horizontal rows, vertical rows, circles, and long tables (Ming-tak & Wai-shing, 2008).

Furthermore, seating arrangement help students interact with each other and work in group, pair-work and individual activities. Teachers can arrange the students'

seats in a horseshoe, café style in which consist students sitting around a table or turning their tables in pairs face-to-face (Gower, Phillips & Walters, 2005).



Author: Karen Lozada

Source: Student's Questionnaire

In the graph above it is observed that a total of 64 % of the students disagreed. Results show that most students can receive regular feedback from the teacher, although belonging to a large class. On the other hand, a minority of 36% of students surveyed consider that teachers cannot give regular feedback due to the large amount of students.

Kirpal (2011), states that students from large classes can receive regular feedback from the teacher, as long as teachers provide ways to do so. The author mentions that in order for giving feedback, students can work in group in a certain assignment while the teacher can walk around giving individual feedback. This can result interesting for students because of the motivation, interaction, and group activities used but stressful for teachers because of the time spent in planning activities. However, since the main goal is

for students to work and learn, teachers are willing to teach beyond the hours spent of hard work and patience.

It is worth mention that teachers should be creative and strive to look for numerous strategies and activities in order to give regular feedback to students. Teachers must apply feedback so that students can feel satisfied for their successes and understand better what is taught (Askew, 2000).

Additionally, feedback increases confidence, makes new meaning, increases understanding, helps to make links and connections; which is important for developing greater accomplishments and improving academic goals (Hunt, Viseman & Touzel, 2009).

Analyzing the question what instructional implications do large classes have in the teaching-learning process? According to the results gathered from the majority of the students, it can be said that there is not a negative impact to the instructional implications given in large classes. Reasons may vary according to this aspect, for example: students can receive a regular feedback, activities such as plays, competitions, debates, games, etc. can be done by students in large classes allowing to practice listening, speaking, reading, and writing skills without any distraction or problem.

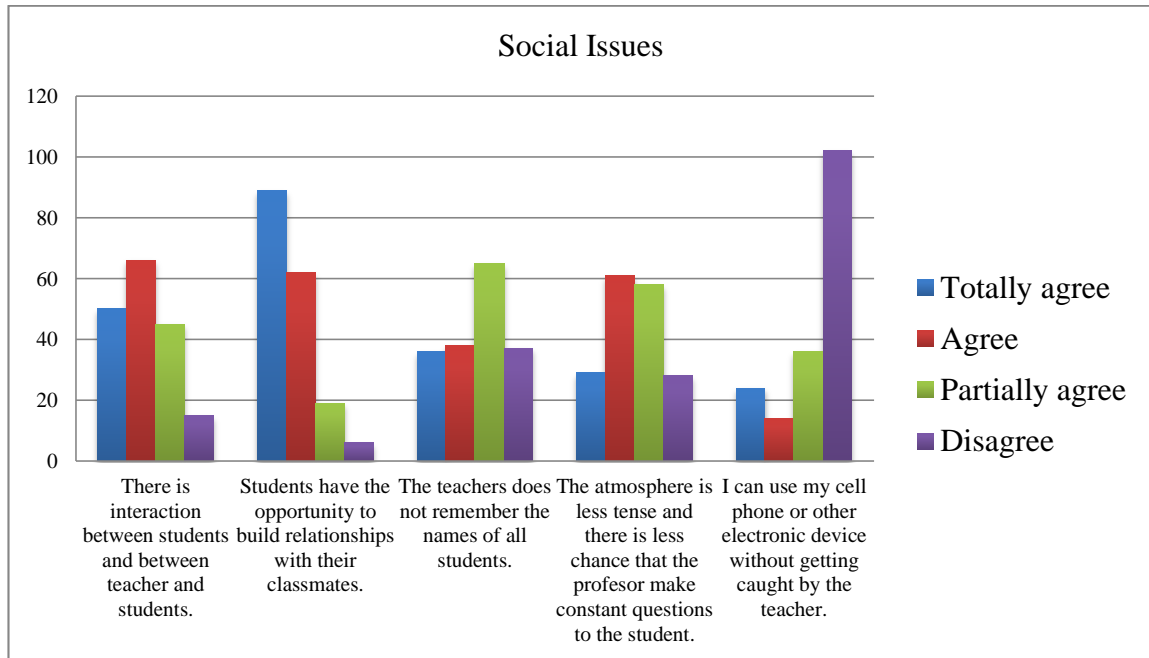
However certain students say that they can be attentive and participate in large classes except those sitting in the back of the classroom. In some cases, teachers have a hard time managing large classes because there is no control in discipline; therefore, participation and attention would be hardly reached by all students (Bryam, 2004).

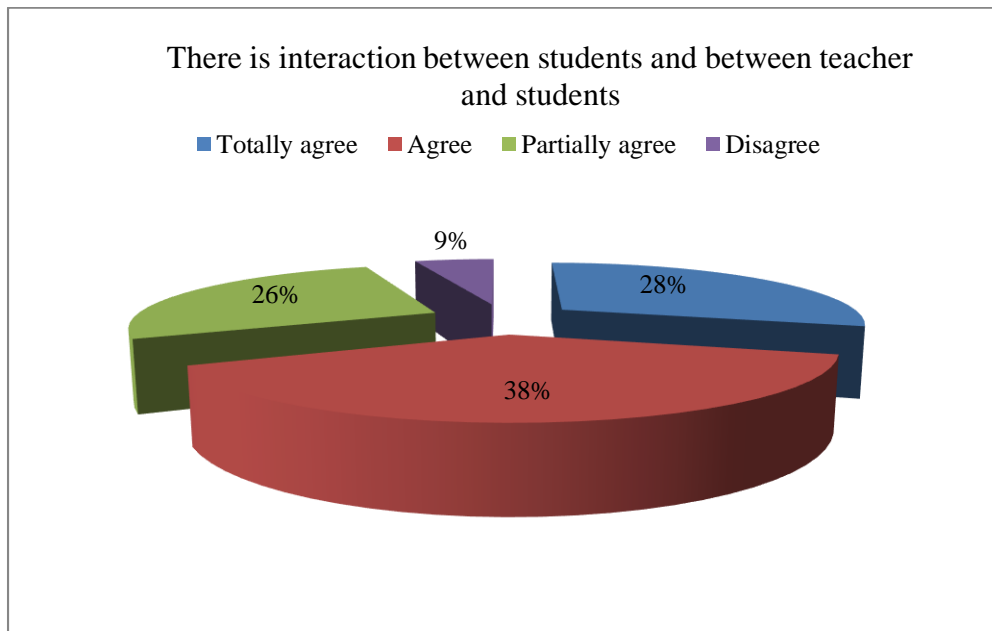


*What social implications do large classes have on the teaching-learning process?*

*Chart 2*

N o.	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
		10.	There is interaction between students and between teacher and students.	50	28	66	38	45	26	15	9
11.	Students have the opportunity to build relationships with their classmates.	89	51	62	35	19	11	6	3	176	100
12.	The teacher does not remember the names of all students.	36	20	38	22	65	37	37	21	176	100
13.	The atmosphere is less tense and there is less chance that the professor makes constant questions to the student.	29	17	61	34	58	33	28	16	176	100
14.	I can use my cell phone or other electronic device without getting caught by the teacher.	24	14	14	7	36	21	102	58	176	100



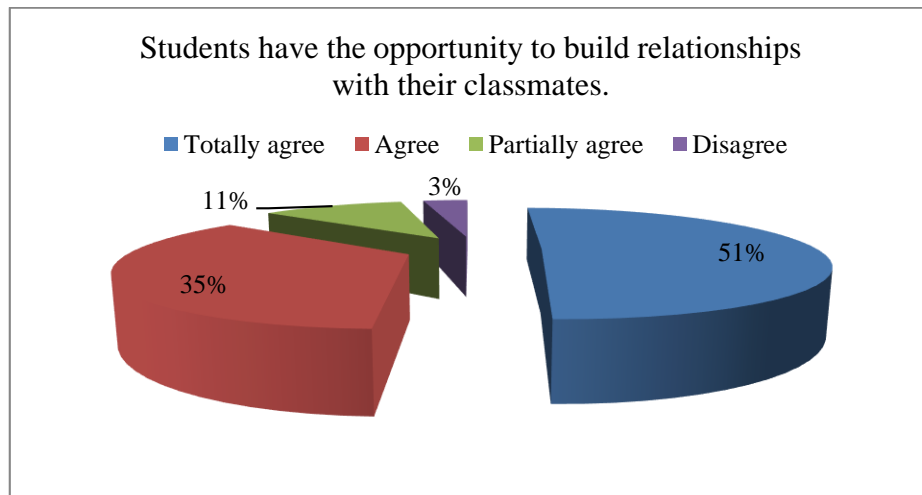


Author: Karen Lozada

Source: Student's Questionnaire

According to the results in the graph, a total of 66% of students surveyed say that large class do not have a negative impact on the interaction between students, and between teacher and students. The different activities used by the teacher help class participation and interaction among each other (Bryam, 2004).

However, not all students think as the above mentioned, 35% of the students disagreed which indicates that not all students of large classes have sufficient interaction between the teacher and students. There are many strategies that teachers could use to foster interaction. Davis (2009) has several ideas that increase interaction, one such strategy is to assemble the students in simultaneous discussion groups whereby the teacher can work with students in smaller groups, thereby increase teacher-student interaction.

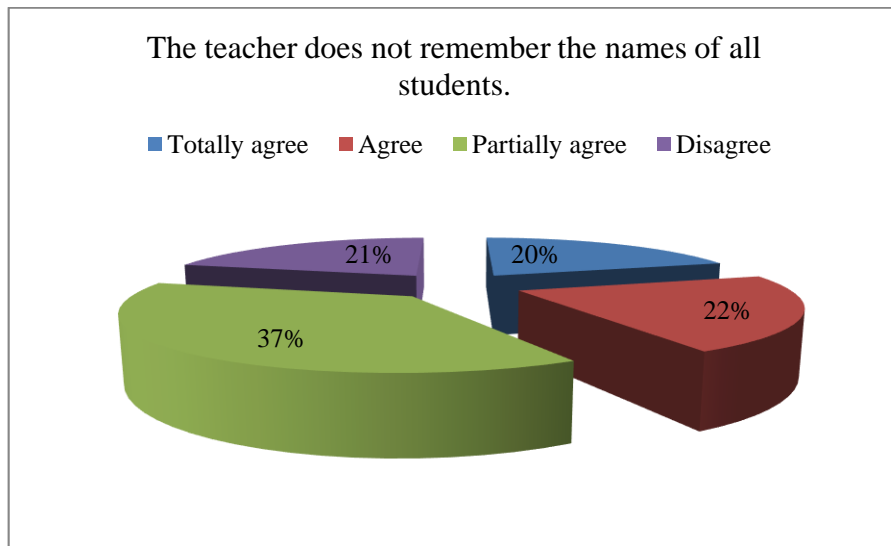


Author: Karen Lozada

Source: Student's Questionnaire

With a total of eighty-six percent of students surveyed with a positive answer, it is proofed that students of large classes can definitely build relationships with their classmates. This is especially true when the teacher uses various methods that foster greater interaction among the students. Gower, Phillips, & Walters (2005) recommend a horseshoe arrangement to promote class interaction.

Although the majority of students agree that large class allow building relationships with their classmates, there is a minority that does not share this opinion. A total of 14% disagreed. This indicates that not all students believe in having interaction with their students. It is the teacher's responsibility to make sure that no student is left out during the interaction process. Carbone (1998) recommends using games to increase interaction among students. This evidence supports the conclusion that large classes are beneficial to interaction with more people.

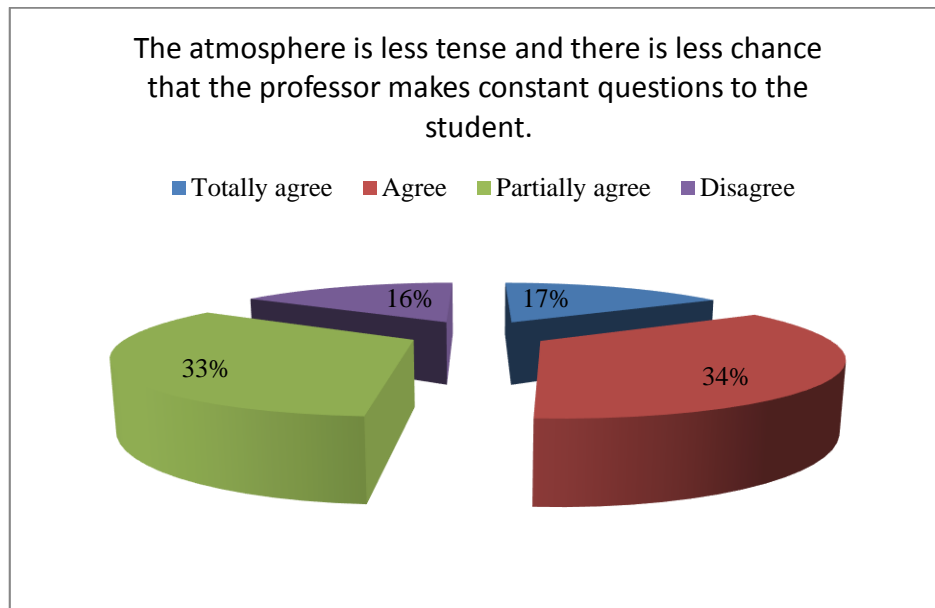


Author: Karen Lozada

Source: Student's Questionnaire

As shown in the graph, the majority of the students surveyed with a total of 58% who consider that large classes do not have a negative impact in the aspect provided because the teacher does remember all of the student's names. Teachers who call out students by their names and are attentive when students participate can learn and remember each of their names (Saraswathi, 2004).

However, not all students have the same opinion. A total of 42% believe that teacher does not remember the names of all students. Saraswathi, 2004 state that it is necessary to pay more attention to each student and call them by their names when working on activities that encourages participation.



Author: Karen Lozada

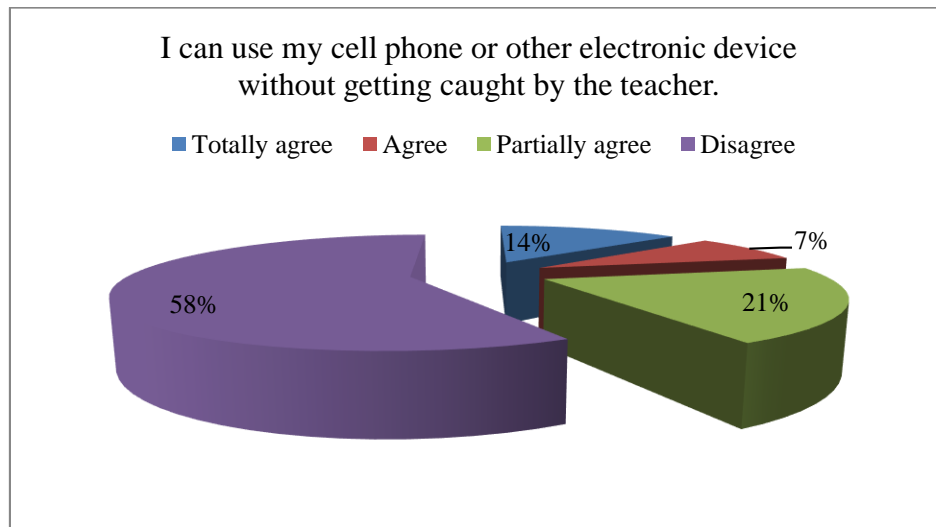
Source: Student's Questionnaire

In accordance to the results, thirty-four percent of students surveyed say that large classes do not have a negative impact on the atmosphere, making students feel less tense and lowering the chance of being called on to answer a question. Another seventeen percent totally agreed in this regard. Byram (2004) says that it can be difficult to guarantee participation in large classes. For this reason many students feel less tense as they will not be forced to participate in class.

Other students do not share this opinion; a total of forty-six students surveyed partially agreed and disagreed. Monitoring student's progress through questions in class is an essential part of the teaching-learning process. Baker & Westrup (2000) advise alternating the seating arrangement so that all students have the opportunity to sit in the front and receive greater attention from the teacher.

There are effective strategies that can be used by the teacher so that students do not become lazy; thinking that they will not be called upon to answer a question. Baker

& Westrup (2000) mentions that it is the teacher's responsibility to ensure that all students are asked questions, and that the learning environment is stimulating as opposed to less tense.



Author: Karen Lozada

Source: Student's Questionnaire

According to the graph, 58% of students disagreed and say that students in large classes cannot use their cell phone without getting caught by the teacher. This means that even though there are many students, teachers can maintain control. As Frei (2007) states, it cannot be expected that students will learn the information provided if the teacher has no control over the class. An additional 21% of students partially agreed.

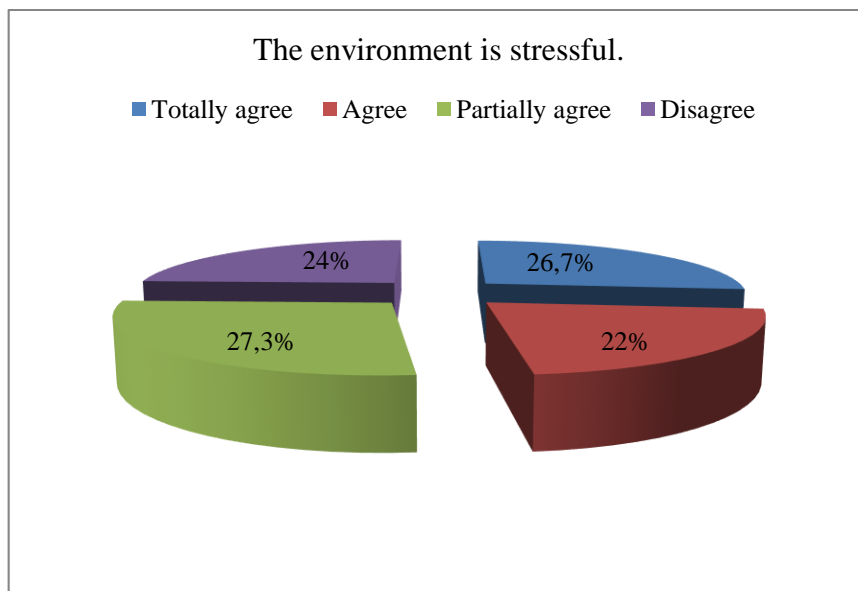
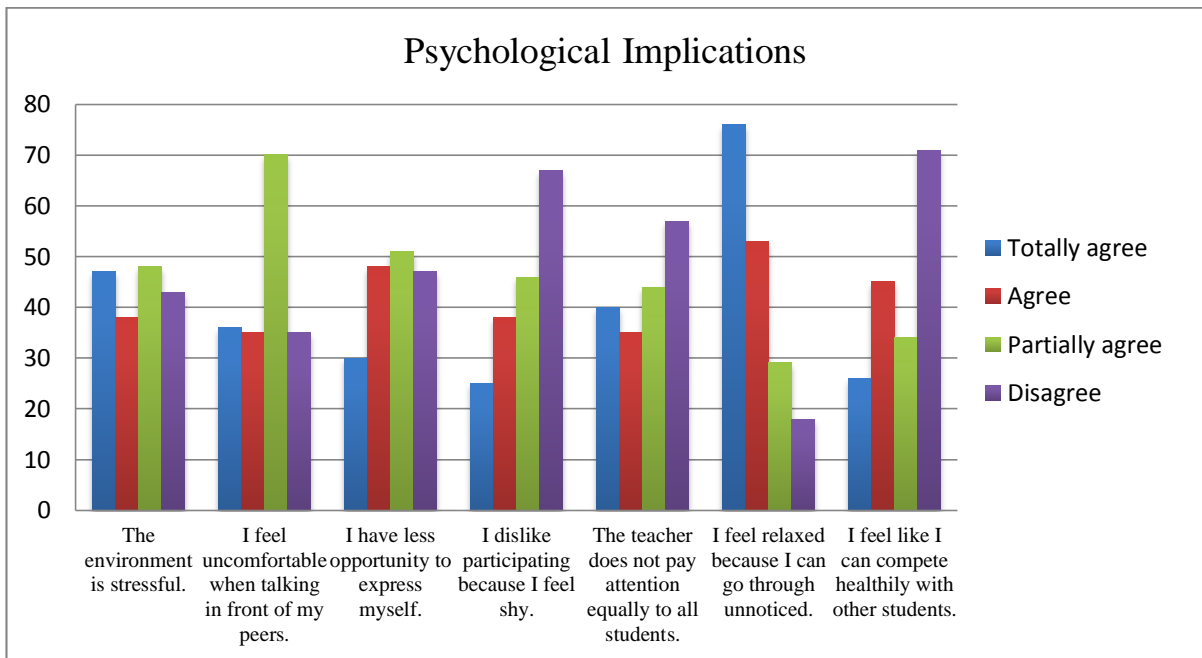
However, there is still a relatively large group who believe they can use their cell phone without getting caught. A 7% agreed and 14% totally agreed. Students consider that the teacher does not know when they are using their cell phone or other electronic device in class. Gower, Philips & Walters (2005) state, it is important that the teachers have the respect from students so they do not participate in disobedient behavior such as using cell phones.

Regarding social implications and with evidence gathered by the students' opinions, it can be shown that there is no influence in the teaching-learning process when working with large classes. Students have no such problems when building relationships with their classmates nor interacting between students and between teacher and students, in which indicates a positive impact to the English language learning.

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

*Chart 3*

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15.	The environment is stressful.	47	26,7	38	22	48	27,3	43	24	176	100
16.	I feel uncomfortable when talking in front of my peers.	36	20	35	20	70	40	35	20	176	100
17.	I have less opportunity to express myself.	30	17	48	27	51	29	47	27	176	100
18.	I dislike participating because I feel shy.	25	14	38	22	46	26	67	38	176	100
19.	The teacher does not pay equal attention to all students.	40	23	35	20	44	25	57	32	176	100
20.	I feel like I can compete healthily with other students.	76	43,2	53	30,1	29	16,5	18	10,2	176	100
21.	I feel relaxed because I can go through unnoticed.	26	15	45	26	34	19	71	40	176	100



Author: Karen Lozada

Source: Student's Questionnaire

According to the results, a total of 51.3% of students disagreed and consider that they do not feel their environment stressful which means it does not have a negative implication. This could be because of the activities in which students participate in class.

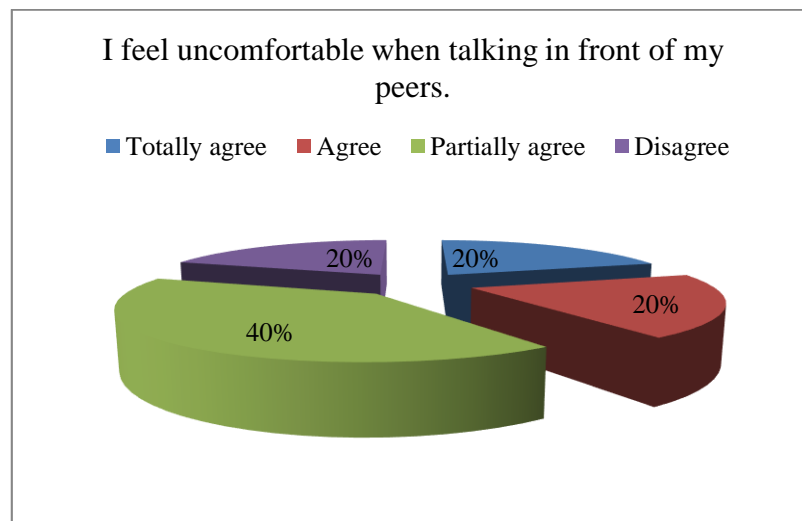


Spending a fair amount of time with each student and closely monitoring the class are keys to a successful learning environment (Saraswathi, 2004).

In addition, some interesting activities such as games, stations and ideas can make the class environment even more interesting. A couple of the games for working with large classes are line-ups and Simon says. Another option is splitting the class into groups when working on a topic (McLeod, Fisher & Hoover, 2003).

However, a total of 48.7% agreed that the environment is stressful. The above mentioned examples should be utilized by more teachers to foster a less stressful learning environment in which the students are better suited to learn.

Finally, the results show that more than half of the students do not feel stressful while the others do. This proves that there are certain things that the teacher can do to make the environment less stressful. These techniques should be used by more teachers to reduce the level of stress.

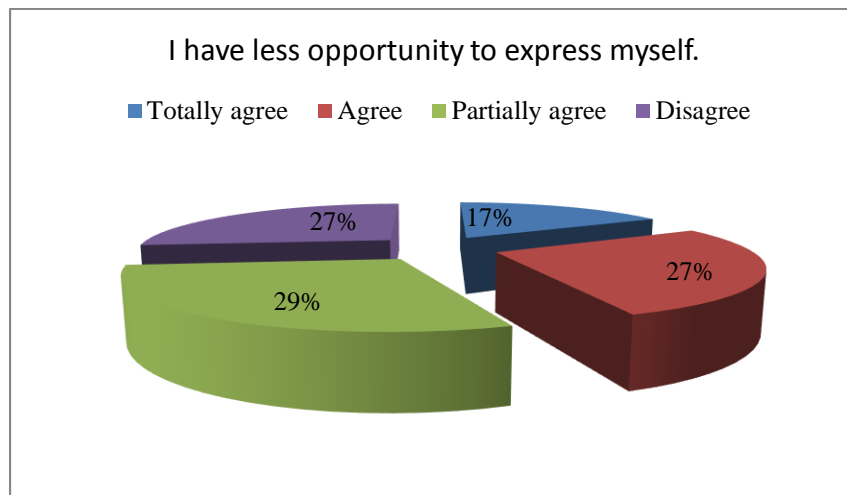


Author: Karen Lozada

Source: Student's Questionnaire

According to the results in the graph, the majority of the students, a total of 60%, do not feel uncomfortable when talking in front of their peers. This is because of the confidence each student has with their classmates and teachers. The entertaining and quiet activities planned by teachers, also impacts the way students feel in class (Baker & Westrup, 2000). However, a total of 40% of the students surveyed say that they feel uncomfortable when talking in front of their classmates.

Furthermore, the way teachers arrange students' seats and adequate a good classroom space have a significant effect on their learning and gains self-trust in the students, which makes them feel comfortable when speaking in front of the class (Ming-tak & Wai-shing (2008).



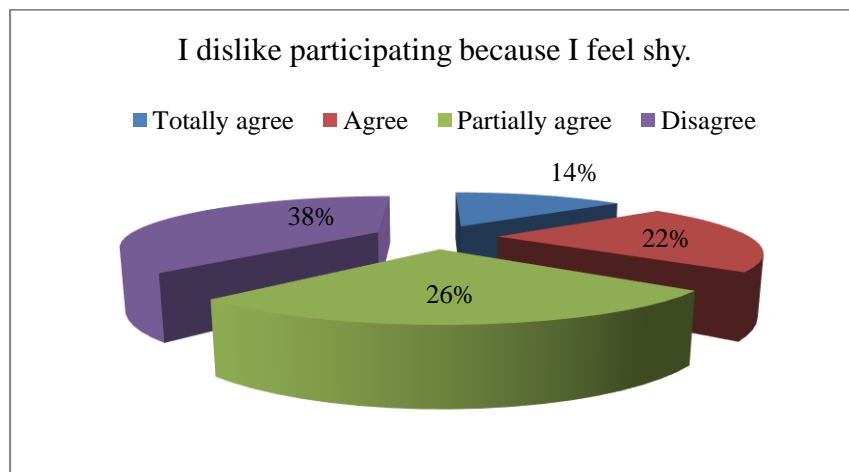
Author: Karen Lozada

Source: Student's Questionnaire

A total of 56% of the students surveyed say that they have the opportunity to express themselves. Students can express themselves in class when there is a good motivation by the teacher. Student's participation in class depend on their collaboration

and the teacher's methods and strategies to development each activity (McLeod, Fisher & Hoover, 2003).

On the other hand, a total of 44% surveyed say that they have less opportunity to express themselves. Some students have difficulties in expressing themselves when they belong to large classes. Therefore, there is a lowest negative meaning regarding the effect of large classes on the opportunity for student's expression. There are techniques and strategies that can be used to increase the opportunity for all students to express them.



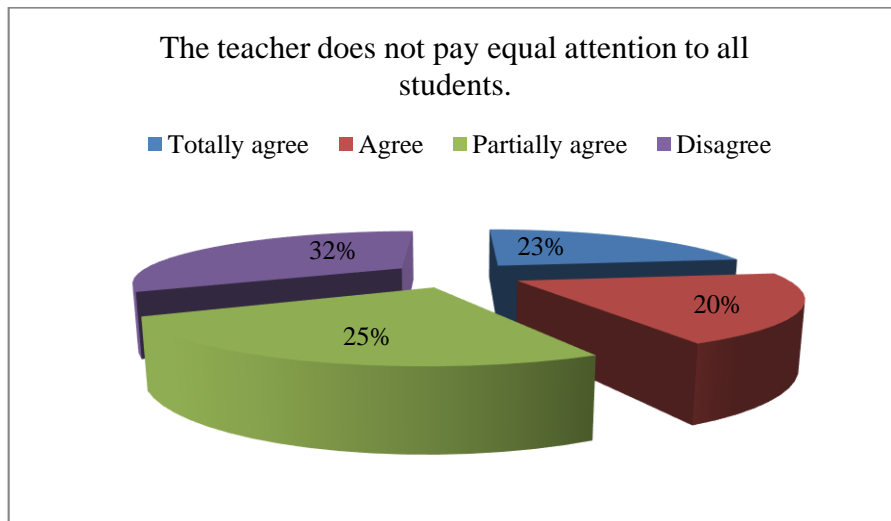
Author: Karen Lozada

Source: Student's Questionnaire

In this particular graph, a total of 64% of students like participating. Students feel comfortable with their fellow students and teachers when speaking in front of the class. Part of this reason is attributed to class activities that increase motivation, participation and confidence in students (East, 2012).

On the other hand, a total of 36% of students surveyed dislike participating because they feel shy. This is because of the different level of proficiency students have.

Students from a lower level of English knowledge may feel shy and hesitant to participate in class (Nunan, 1996).

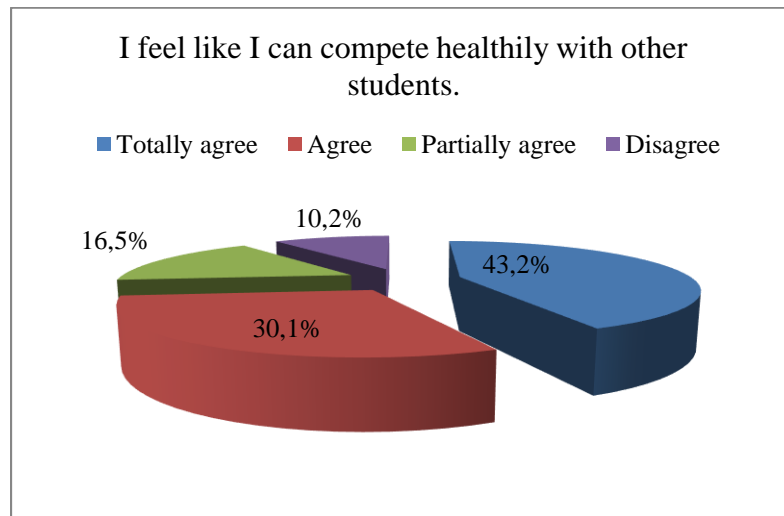


Author: Karen Lozada

Source: Student's Questionnaire

According to the graph, results shows that the majority of students with a total of 57% feels that teachers do pay equal attention to all students.

On the other hand, a few students, a 43%, feel that the teacher does not pay attention equally to all students. This is because the teacher is not able to involve all students and pay equal attention to each one. Hunt, Viseman & Touzel (2009), state that time management is considered important for teachers to be able to pay attention to all students and provide students learning skills. Large classes are clearly detrimental in this regard because all students should receive the attention they deserve. This is a problem because, as Bray & Kehle (2011) state, fewer students in a classroom can have a greater level of academic engagement.

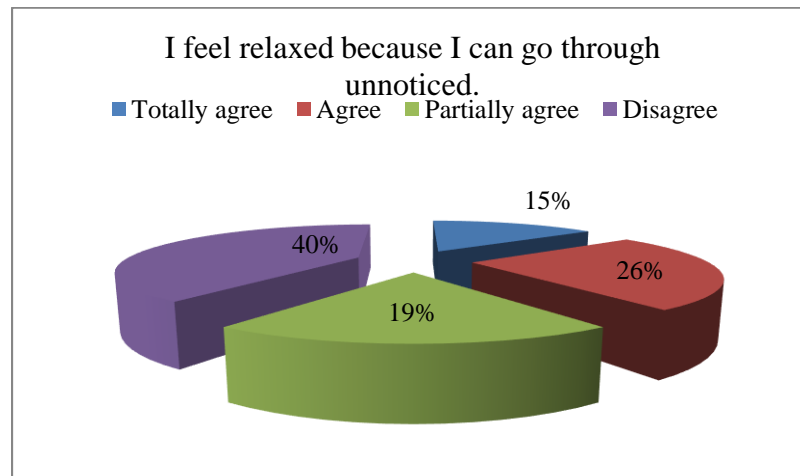


Author: Karen Lozada

Source: Student's Questionnaire

According to the results, 73.3% of students surveyed say that they can compete healthily with other students. This means it does not have a negative implication, Ferlazzo & Sypniewski (2012) states that less proficient students feel obligated to catch up with those at a higher level and compete more, as opposed to becoming frustrated and no longer studying. Teachers can discover which student has difficulties in the teaching-learning process and provide assistance to those in need. This helps students to catch up to the other learners at a higher level (Nunan, 1996).

On the other hand, a total of 26.7% of students say that they cannot compete healthily with other students. The teacher has the ability to create a competitive atmosphere in class. There are also many techniques for motivating students to learn. This is another important aspect of the teacher's job: promoting healthy competition and ensuring that each student believes that he or she is capable of succeeding.



Author: Karen Lozada

Source: Student's Questionnaire

According to the results, the majority of the students, a 59%, say that they do not feel relaxed because they cannot go through unnoticed. This means that the teacher's well-organized use of time permits students participate, work and learn more (McLeod, Fisher & Hoover, 2003).

However, not all students feel the same way. A total of 41% of students say that they feel relaxed because they can go through class unnoticed. This is the result of the great and an additional difficulty the teacher has in managing large classes. Saraswathi (2004) stated that a large number of students in a class "make unrealistic demands on teachers" (p. 154). One of these unrealistic demands may include involving every student in each class period.

Finally, if a student believes that he or she will not be noticed, he or she is much more likely to be unprepared for class, and hence learn less. It is undoubtedly more difficult in large classes to involve each student in daily classwork, but this is essential in the learning process.

Analyzing the question what psychological implications do large classes have on the teaching-learning process? As results are shown, it is proved that there is not a relevant negative impact to psychological implications in large classes due to students can express their opinions and participate without feeling uncomfortable to do so. Also, students feel that teachers can pay equal attention to them.

## Conclusions

- Various activities done in class such as group, individual, pair-work activities can be developed without inconvenient and help students from large classes to learn.
- In the social aspect, large classes do not have a negative impact on the interaction between students, and between teacher and students because of the various methods and activities used by teachers to foster interaction among each other.
- This research implies that large classes do not influence in the teaching-learning process due to students do not feel their classroom environment stressful because of the close monitoring and the fair amount of time spent by teachers with each student, which are keys to succeed in the English language learning.
- Regarding the psychological aspect, most students feel that they can compete healthily with other students for the fact that teachers can discover their difficulties and provide assistance to those in need, which helps students to catch up on the learners with a higher level.
- In most instances in large classes, students including those sitting at the back of the classroom do not have the opportunity to participate in classroom activities because of the lack of control by the teacher.
- The quality of education does not depend on the number of students in each class but on the teachers' preparation to develop an interesting and exciting way of teaching.



## Recommendations

- The Ministry of Education of Ecuador should train teachers to improve methods and strategies to be applied in large classes; therefore teachers and students can work better in the English language teaching-learning process.
- The research suggests that teachers should be more attentive to each student by walking around the classroom and monitoring them carefully. In this way, those who need special attention will receive it and those who create discipline problems will be dealt effectively.
- To avoid peer distraction and a lack of class participation, teachers should prepare activities to motivate the students, which include group work as well as working in pairs.

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## ANNEXES



**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 académico-investigativo. 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 bastante 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 poner las habilidades de escuchar, habla, lectura y escritura.				
3	Todos los estudiantes están atentos y participan en actividades desarrolladas en la clase, inclusive los estudiantes en 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:

	En clases con bastante 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 bastante 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!