



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

## ÁREA SOCIOHUMANÍSTICA

TÍTULO DE LICENCIADO EN CIENCIAS DE EDUCACIÓN

MENCIÓN: INGLÉS

**The influence of large classes in the English language teaching-learning process in Italian high schools.**

Trabajo de fin de título

AUTOR: Neira Pizarro, Rita Josefina

DIRECTOR: Morocho Cuenca, Elsa Liria, Mgs.

Centro Universitario Milán-Italia

2015

## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TÍTULO**

Doctora.

Elsa Liria Morocho Cuenca.

### **DOCENTE DE LA TITULACIÓN.**

De mi consideración:

El presente trabajo de fin de titulación, denominado: The influence of large classes in the English language teaching-learning process in Italian high schools realizado por Rita Josefina Neira Pizarro, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Milán, abril de 2015

f).....

## Declaración de Autoría y Cesión de Derechos

“Yo Neira Pizarro Rita Josefina, declaro ser autora del presente trabajo de fin de titulación: Influence of large classes in the English language teaching-learning process in Italian high-schools, de la Titulación de Licenciada en Ciencias de la Educación mención Inglés, siendo Elsa Liria Morocho Cuenca 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, concepto, 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 o institucional (operativo) de la Universidad”.

f. ....

Autor: Neira Pizarro Rita Josefina

Cédula 070188146-8

## DEDICATION

This thesis is dedicated to my dear husband and my son. Their love and support helped me to complete this thesis. For their many thoughtful words of encouragement; for understanding me when I needed, thank you.

Rita Neira Pizarro

## ACKNOWLEDGEMENT

I want to thank people who have helped me a lot in this research process. I am deeply indebted to my advisor, Elsa Morocho Cuenca for her supervision, critical evaluation and valuable guidance throughout the correction, analysis and useful phrases which were helpful.

I express my gratitude for her trust, patience, and timely encouragement during the course of this work.

## CONTENTS

COVER.....	i
CERTIFICATION .....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
AUTHORSHIP.....	iv
DEDICATION.....	v
ACKNOWLEDGMENT.....	vi
CONTENTS.....	vii
ABSTRACT.....	1
RESUMEN.....	2
INTRODUCTION.....	3
METHOD .....	6
DISCUSSION.....	8
Description, analysis, and interpretation of results.....	23
Conclusions.....	41
Recommendations.....	42
REFERENCES.....	43
ANNEXES.....	46

## ABSTRACT

This research was focused on the influence of large classes in the English language teaching-learning process in Italian high-schools, with the purpose of determining whether or not large classes affect the English language teaching-learning process.

This study was carried out in Italy in the city of Voghera, province of Pavia. The participants were 134 students of four public and one private high-schools, whose ages ranged between 14 to 19 years old. The study was developed in five grades from 3<sup>rd</sup> year of basic education to 5<sup>th</sup> year of senior high-school. The data was gathered through surveys which were applied to students at the end of their regular class schedule. The questionnaire was administered in Italian language, which contained 21 specific questions regarding instructional, social, and psychological aspects.

This study demonstrates that studying English in large classes is ineffective because there is a lack of time to practice the four skills of the language, teachers are not able to monitor the participation of many students at a time, which does not encourage students to improve their English language skills.

Key words: Large classes, English language, high-school, instructional, social, and psychological implications.

## RESUMEN

Esta investigación estuvo enfocada en la influencia de las clases numerosas del idioma Inglés en el proceso de enseñanza-aprendizaje en los colegios italianos, con el propósito de determinar si éstas afectan o no a éste proceso.

Este estudio fue realizado en Italia, ciudad de Voghera, provincia de Pavìa. Los participantes fueron 134 estudiantes de cuatro colegios públicos y uno privado, cuyas edades fluctuaban entre 14 y 19 años. El estudio fue desarrollado en cinco cursos, desde el tercer año de educación básica hasta el quinto de bachillerato superior. Los datos fueron recolectados a través de encuestas aplicadas a los estudiantes al final del horario regular de clases. El cuestionario fue realizado en Italiano, el mismo que contuvo 21 preguntas específicas referente a los aspectos académico, social, y psicológico.

Este estudio demuestra que estudiar Inglés en clases numerosas no es efectivo porque el tiempo no es suficiente para practicar las 4 habilidades del idioma, existe poca capacitación de los profesores para monitorear la participación de muchos estudiantes al mismo tiempo, lo cual les impide mejorar las habilidades del idioma Inglés.

**PALABRAS CLAVE:** Clases numerosas, idioma Inglés, nivel secundario, implicaciones académicas, sociales y psicológicas.



## INTRODUCTION

English is considered as a very important subject in schools in Italy, which is included in the secondary academic curriculum. However, in the town of Voghera students do not reach the proper level of fluency in English because they show poor listening and speaking skills, it does not help them to be confident speakers of English. English teachers work hard to help students to master the language but the results are not very satisfactory.

The purpose of this research is to determine whether or not large classes affect the English language teaching-learning process because it analyzes the current reality of high-schools and it is guided to provide valuable recommendations to optimize the process, where students develop the language skills.

This study aims at answering these 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?. It was supported by previous studies about the influence of large classes in the English language teaching-learning process.

One of those studies was carried out by Jimakorn & Singhasiri (2006), who investigated teachers' opinions of teaching in large classes with the purpose of working out some recommendations to improve the teaching. They concluded that the interaction between the teacher and students is limited in a large class and it takes a great deal of time to give feedback to every student. In addition, many students do not participate in class and the teachers are not able to control this fact, this inconvenience is characteristic of students in large classes. The authors did not find limitations in this study.

Another interesting study was carried out by Osim, Uchendu & Ubi (2012), whose purpose was to know the pressure of class size on quality of work performed by secondary schools teachers in Cross River State. The authors found poor interaction between students and teachers caused by overcrowded classrooms; also, the small space does not let teachers to move around the classroom to monitor what students are doing. Moreover, teachers cannot remember all the students' names. The authors concluded that large classes influence teachers' work quality negatively; consequently, students show low performance.

A third study was conducted by Khati (2010), whose purpose was to find out the expectations of learners about their scholar environment, the place where students learn English as a second language with a variety of rhythm in large classroom. The results revealed that more than ninety percent of students like to be called by their first names; also, excessive check work cannot be managed in large classes. Regarding collaborative work, teachers should involve students in various activities according to their different levels.

The beneficiaries of this research are teachers, students, and all people involved in the teaching-learning process of English language. The teachers are benefited because they could have the possibility to improve the methodology and to work in an effective way in large classes.

Students would benefit because if the class size is appropriate, they will be able to participate actively with a high level of interest and the interaction will be optimized.

One of the biggest limitations found during the research work was the limited collaboration from the school authorities because not all of them were open to help with the development of this study.

Another limitation was the students' fear to state their opinion about the statements because they could influence in their final mark.

Analysis and identification of problems in the English teaching-learning process in large classes, suggest teachers to use methodological strategies to improve the activities in the classroom.

## METHOD

### *Setting and Participants*

This study was carried out in four public and a private high-schools in Italy, Voghera, Province of Pavia, the number of students is 134, 120 of them are Italian and 14 foreign students: Argentinian, Romanian, and Egyptian.

It is worth to mention that in Italy, there is a decree that prohibits having large classes in schools. According to the article 11 of the Italian law, secondary schools must have classes with the number of students no less than 18, but not more than 27.

Regarding the sample, it was taken from five different classes corresponding to three levels which are: the first group belonged to 3<sup>rd</sup> grade of Italian secondary school, whose age was 14 years old. The second and third groups were from the 3<sup>rd</sup> year of high school aged 17, with 27 students in every class. The fourth and fifth groups were comprised of 27 students in each class, whose ages were from 18 to 19. Both public and private high schools were mixed and the teachers were Italian.

### *Procedure*

To carry out this study, it was necessary to look for bibliographic information in sources such as: books, journals, and websites in order to provide academic and scientific support to this study. This research started with the revision of different topics such as: teaching approaches and methods, class size (number of students), managing learning (instructions, feedback, discipline, and timing), managing large classes, activities for working with large classes, seating arrangement and classroom space (physical space: big/small rooms), and different levels of proficiency. Additionally, five previous studies regarding the influence of large classes in the English language learning-teaching process were investigated.

The second step of this study was to ask for permission to the authorities of each high-school to develop this research. After receiving the approval, scientific information and previous studies related to the influence of large classes on the English language teaching-learning process were gathered from different sources like books, online sites, and journals; the most relevant information is included in the literature review. The quantitative method was used in order to analyze the data. The instrument applied in this research was the questionnaire, and the information was gathered in result charts.

This research was based on the selection of 5 different courses in several high schools, where a questionnaire (written in Italian language) of 21 questions was applied to students. The questionnaire was based on four indicators of evaluation such as: totally agree, agree, partially agree, and disagree. The information was classified into 3 blocks: the first block was comprised of 9 questions that refers to the instructional aspect, the second block was formed of 5 questions that indicates the social aspect, and the third block of 7 questions that makes reference to the psychological aspect. Finally, data were tabulated and analyzed according to the different variables, and then the frequencies were changed into percentages and represented into three different charts and statistical graphics. The first chart shows the instructional implications, the second chart indicates the social implications; finally, the third chart indicates the psychological implications that large classes have on teaching-learning process. At the end conclusions and recommendations were drawn.

## DISCUSSION

### Literature Review

This section includes a wide research of information from different authors about topics like: teaching approaches and methods in ESL classes, class size, managing learning (instructions, feedback, discipline, and timing), managing large classes, activities for working with large classes, classroom space and seating arrangement, physical space-big/small rooms, and different levels of proficiency. Moreover, five previous studies conducted by other researchers have been included.

#### *Teaching Approaches and Methods*

To teach a second language the teacher should take into consideration the process of learning and the way how the brain processes the new knowledge; therefore, applying the best methods and approaches let the students to learn the language in the most effective way. Curran (as cited in Richards & Rodgers, 2001) claims that Community Language Learning is a method that establishes in a clear way the role that two basic elements play in a class: the teacher who makes the role of counselor and the students who make the role of clients. Therefore, the humanistic techniques that these two important elements of communication include have become part of an integral formation because during the process of communication teachers and learners manifest their feelings and emotions; thus, teachers should use this particular feature within the teaching-learning process, bearing in mind that the linguistic knowledge reflects people's emotional and behavioral abilities.

Besides, Mackey (as cited in Richards & Rodgers, 2001) affirms that the Community language learning is associated to a set of practices used in bilingual education known as language alternation in which students learn two languages, the

knowledge of first language is the basis to learn a second language because learners use the same linguistic structures and patterns to express emotions and feelings.

Another important method that Richards and Rodgers (2001) take into consideration is the Natural Approach, they state that learners acquire the language through observation and interpretation, which contributes significantly to the learning; therefore, students are able to learn the second language as well as their native language in a natural way. These authors also affirm that the students' knowledge does not really depend on the application of grammar rules or pre-established schemes; it is better if students have the opportunity to acquire the knowledge freely.

Krashen and Terrel (1983) agree with Richards and Rodgers (2001), when referring to Natural Approach because they affirm that the students do not become simple producers of grammatical sentences and the speakers express their personal opinions and beliefs using the language given. Therefore, the teachers should create an appropriate atmosphere in class stimulating the students to communicate each other, which help them to master the language; likewise, the authors assert that the acquisition of a language is possible only with the comprehension of the vocabulary.

Another method that theorists take into account is the Cooperative Language Learning. According to Richards and Rodgers (2001), it is also called Collaborative Learning, whose main characteristic is the cooperation, the same that incorporates the small groups or the pair work in cooperative activities. This method is so old and the cooperation was considered the basis of the pair work in the teaching. Rodgers (as cited in Richards & Rodgers, 2001) mentions a famous educator called John Dewey, who in the twentieth century was authorized to spread the idea of cooperation as the main basis in the Cooperative Language Learning. In short, the

main key of this method is that students can interact and interrelate in the classroom thus, they are forced to communicate each other in the language given.

The author before mentioned expresses that Cooperative Language Learning is the basis for students to learn a second language through the pedagogical guidelines in order to have a comprehensive training and to develop the communication through the group work.

On the other hand, Sharan (1994) gives a historical background about the cooperation because it became the essential feature of primary school, but at the secondary school and university levels there was lack of group work and cooperation; consequently, students were passive entities or simple receptors of the knowledge and thanks to this method the situation has changed because the group and pair work have been offered to secondary and university students as well.

Furthermore, among the teaching approaches and methods used into the classroom, the Content Based-Instruction is also considered. According to Richards and Rodgers (2001), it is a teaching method in which students learn a second language by providing interesting contents or useful information to them.

Likewise, Krahnke (as cited in Richards & Rodgers, 2001) states that this method gives importance to the contents because students learn a second language by means of acquiring information, while the language should represent the vehicle to transmit the message. In addition, this author highlights that students acquire a variety of contents, which enable communication as acquisition of knowledge, making the learning easier through the use of supporting material such as: pictures, objects, and tools in order to give an appropriate meaning to content that is being taught. Another author that makes reference to Content Based-Instruction is Kasper



(2000), who states that this method allows students to integrate the language skills for the academic purposes and acquire them effectively.

Richards and Rodgers (2001) mention another important method called the Total Physical Response, where the teacher may teach a language in the classroom by using coordinated dialogues combined with actions. In addition, Asher (as cited in Richards & Rodgers, 2001) agrees with Xu (1989), when assures that children learn a language through commands. They first listen to the words, then perform the action.

To this respect, Xu (1989) recommends teachers to say the commands to the students for them to perform the action; this can be done at the beginning levels. The most important aspect of this method is the comprehension; because if students have learnt the vocabulary, they can give the commands to others students.

#### *Class size (number of students)*

Class size for years has become a critical factor for students' success and it is one of the elements that influence in the learning process. According to Glass, Cahen, and Filby (1982), the environment where students receive the class depends on the class size, it has a great incidence in the classroom because if teachers work with a few number of students, the process of teaching becomes effective and the children will acquire the knowledge in a better way. On the other hand, the authors mention that in large classes students are inattentive; therefore, the teachers need more training to carry out the lesson. Besides, large classes produce negative effects on children's behavior significantly because it is difficult to work especially at primary school level.

The authors above mentioned affirm that in smaller class size children pay more attention and get concentrated during the class because their performance is better in quality undoubtedly. They mention the fact that the reduced number of

students requires teachers to devote more time for planning, the lessons become more stimulating and bring better results. According to these theorists, the smaller classes are the ideal way for working with students because there is more interaction between students and teachers. Also, there is more time to practice the learning activities and all of them can participate, they share more time with his/her teacher.

Contrary to small classes, Glass, Cahen, and Filby (1982) agree with Lee (2010), who claims that when teachers work with large classes feel that their students take advantages of it because students prefer sitting in the last row hoping that teachers do not call them and they will spend a lesson without being asked.

Furthermore, Lee (2010) mentions that large classes with a high number of students are more demanding because the teacher needs more time to accomplish the class, while in a small class with less than 15 students the interaction reaches the highest level, which allow the students' concentration and the appropriate environment of the classroom.

#### *Managing Learning (instructions, feedback, discipline and timing)*

Managing learning is considered another relevant aspect in the teaching-learning process that involves teachers, students, classroom instructions, feedback, students' behavior, and time distribution, which contribute to the integral formation of learners.

According to Lee (2010), it is essential that teachers make sure that children understand the instructions to develop the required activities in a correct way; therefore, teachers must not leave their students alone because they need to be monitored continuously. Moreover, students must be conscious that the constant control of their behavior and the accomplishing of the teacher's instructions is part of the teaching-learning process.

Additionally, Gower, Phillips, and Walters (1995) suggest not to give the material to the students before giving the instructions because it may cause distraction; likewise, the language used in class must not be rhetorical, it must be comprehensible and simple.

Regarding feedback, the author above mentioned affirms that students have to receive the feedback at the appropriate time. Similarly, Gower, Phillips, and Walters (1995) claim that only teachers have the responsibility of giving feedback, they can measure the favorable acquisition of the language; also, it can be given by means of stimulus, compliments, support, discussions, individual lessons or even when correcting regular tests. Teachers can decide how and where to do it in their lesson plans.

Referring to discipline, Lee (2010) mentions that teachers must be able to stop the disciplinary problems such as talking or running in the halls, in order to avoid serious disciplinary problems such as: defiance, fighting or bullying, which let teachers show control and authority inside the classroom. Besides, Gower, Phillips, and Walters (1995) mention that it is necessary to take into account the class size which influence in the discipline.

Lee (2010) affirms that the time is another important aspect in a class because it helps teachers and students to achieve purposes; nonetheless, time distribution in a class depends on a school policy; therefore, teachers cannot decide about it.

Gower, Phillips, and Walters (1995) agree with Lee (2010), they point out that the time is not standard, it may change according to the age of children, and it is determined by the school syllabus.

### *Managing Large Classes*

McGregor, Cooper, Smith, and Robinson (2000) consider that large classes are not appropriate for teaching; therefore, it becomes difficult to handle them and motivate students. Large classes must be divided into small ones to work in an effective way, but if it is not possible, teachers that work with large classes must use more didactic resources in order to improve the quality of teaching.

They give suggestions about how teachers may conduct large classes without problems. One advisable strategy is to call students by their names and the teacher must do the effort to learn them because it stimulates and motivates students. On the other hand, the authors point out that if the teacher is permissive, students provoke disturb and noise, which makes difficult for the rest of students to concentrate; in this case, the teacher must stop his explanation in order to make the students pay attention especially in speaking activities, where students participate in a voluntary way.

Similarly, Sue and Race (1999) mention another way to control the noise in class, teachers have to clap their hands or ring the bell to make students to pay attention to teachers' explanation. Besides, these authors recommend that teachers must invite students to form small groups with different classmates in order to monitor them in the assigned activities; therefore, teachers must be attentive that students work in an effective way.

Sue and Race (1999) agree with McGregor, Cooper, Smith, and Robinson (2000) on their ideas when state that working with large classes have become a great deal because the groups formed in class need more monitoring and more time during the process of teaching.

McGregor, Cooper, Smith, and Robinson (2000) state that there are advantages and disadvantages of organizing groups in large classes for instance, if the teacher forms groups of students by himself, it could take him some minutes, while when students form small groups by themselves the teacher could save time, but students choose always the same classmates to work with. These authors declare that forming groups in large classes have a certain grade of difficulty.

In addition to the issue of dealing with large classes Bensinger (2011) claims some other difficulties that can be considered negative factors that influence in the English teaching process such as: lack of time, bad interaction, indiscipline, teacher's stress, and workloads which affect both teachers and students.

On the other hand, the author mentions that teachers must set the exact time to check the extra class work; moreover, they should organize the activities to develop the class considering the great quantity of students.

Teachers in large classes must use the creativity in order to maximize students' participation and the tasks must be checked at the beginning of the lesson or at the end of it.

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

Applying different kinds of activities in a classroom is very important because they let teachers create an adequate environment that stimulates students to participate in large classes. For this reason, Kress, Jewitt, Franks, Hardcastle, Jones, and Reid (2005) suggest an interesting and practical activity called "the pyramid" or "snowballing" that permits students show interest, they describe five positive characteristics of a member of the family, then when the group acquires more participants, they can add five more characteristics and can express them in a written way.

On the other hand, there is another author who suggests other activities for working with large classes. As is the case of Hess (2001), she recommends the brainstorming, which gives students the opportunity of solving specific problems developing new ideas. Also, the jigsaw activity, in which students put together different aspects of knowledge to form a unit.

The same author suggests another interesting activity called collaborative writing that let students put into practice the writing skill through a letter of advice; likewise, the author describes the collaborative community projects where the students work together on local projects then they report their investigation. Besides, she suggests another practical activity that is very useful in large classes named group poster presentations, where students show their creativity and imagination through the creation of posters dedicated to some topic or a specific problem. Furthermore, the “buddy journals” allow students write topics in their classroom and exchange ideas even with the students of other classes.

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

Classroom space and seating arrangement are two important elements within the teaching- learning process; therefore, an adequate placement enables good learning. In this respect, Snivicki, Rice, Chism, and Bickford (2002) point out that the organization of students in a classroom can be the central point of an effective lesson. Teachers should remember that seating arrangement and the personal space is different from one country to another.

The authors mention that if the class is formed by students of several nationalities, organizing the space becomes even more complicated and it may cause some troubles among them.

Snivicki, Rice, Chism, and Bickford (2002) claim that if the number of students is about 16, the position face to face is more advisable; on the other hand, there is another way to arrange the chairs: they can be placed around the tables which is called “café style”. The advantage of this type of organization gives a successful result because learners are in a comfortable position, since “café style” offers students the possibility to work in pairs or in groups. Also, the authors explain that during the ‘open pair work’ two students discuss some topics under the supervision of their tutor, while the other students can hear the discussion, they do not move from their chairs, which give them the possibility of establishing communication; moreover, the teachers could arrange the seats in a circle and learners can move easily.

Other researchers like Mcleod, Fisher, and Hoover (2003) state that the classroom space influences on the instructional program in a direct way; therefore, the correct organization of the space stimulates the students to have a proper behavior, which lets them pay more attention to the learning process. The authors claim that the style of teaching is reflected in the way as the chairs are arranged in the classroom.

Finally, the authors affirm that teachers must establish patterns to facilitate the access of the teacher to the students, which help them to monitor the class in a better way.

#### *Different Levels of Proficiency*

Proficiency levels at any given class have some degree of fluctuation ranging from beginners to advanced students. According to Bell (2004), a multilevel class causes variation in the students’ language. The author highlights the difference of knowledge between students who speak the language fluently enough with some

grammar mistakes and those who have only elementary level. “There is no doubt that varying language ability in English is one of the dramatic challenges facing the teachers of the multilevel classes” (p. 10).

Additionally, the author affirms that although the teachers use techniques for working with different levels of knowledge in an easy way, the class presents a certain level of difficulty for them. Besides, it is difficult to consider that multilevel class has advantages, but teachers have the job of making the most of them. The flexibility is one of the advantages because the teacher is not forced to teach strictly following a set of syllabus. The diversity is considered another advantage, it makes possible more varied opinions, more interests, and ideas that can be useful in classroom.

On the other hand, the author considers the absence of some students a disadvantage because it requires that teachers feel forced to repeat the lesson. For this reason, it is important to select the kinds of activities for each level of proficiency in order to avoid the boredom in class.

For Hess (2001), multilevel classes have differences in language aptitude, knowledge, and learning styles. These are classes focused towards students with different abilities, or classes that go according to the age of students.

The same author affirms that multilevel classes are characterized by varieties of opinions, points of reference, temperaments, experiences, and styles of learning. For this reason, students can learn as much from one another as they learn from their teacher, being the cooperation, and the competition positive tools in the teaching - learning process.

Hess agrees with Bell (2004), when states that multilevel classes have many activities which change constantly.



Additionally, Bell declares that teachers have to teach a set of syllabus in order to contribute with each level of proficiency and tasks such as teaching grammar must be linked to a particular skill level. Moreover, the class must be grouped by ability which let that advanced students provide some attention to beginners.

This research was based on previous studies of the topic which are mentioned in this section to provide some useful information to the reader.

The first study was carried out by Ijaiya (1999), whose purpose was to identify the major problems associated with over- population of students in the classroom. The sample was comprised of 250 students and 141 teachers from schools in Nigeria, in a city called Llorin; furthermore, the simple random sampling was used, eight schools were selected out of thirty secondary schools in the township. A total of 250 students randomly selected were offered to fill in a researcher-designed questionnaire, which 206 students were selected, the total number of samples used was 347.

This study concludes that poor seating arrangement in over populated classes limit the quality and quantity of interaction between teachers and students as well as the quality of teaching and learning. In addition, the author mentions that teachers adopt some negative actions like punishments which should not be included in the process of learning, this negative behavior of some teachers could be caused by inappropriate classroom and the lack of regular training in the process of teaching learning of the language.

The second study was conducted by Osim, Uchendu, and Ubi (2012), whose purpose was to find the pressure and influence of class size on quality of work produced by secondary schools teachers in Cross River State who made the following investigation.

This research adopted the Ex-post Facto design. The sample comprised all secondary schools and senior secondary school teachers. Five hundred teachers and two thousand students of public schools were randomly selected through stratified random sampling technique. Researchers used instruments developed by themselves called class size pressure questionnaire and teachers' work quality questionnaire. Teachers filled in the first questionnaire which was made up of demographic data and information on class size. Students replied to the second questionnaire composed by 2 sections. Section A contained demographic data, section B consisted of 18 items which measured the teachers' work quality in terms of teaching, assessment of students' academic performance, and classroom control. After experts in the profession ensured the validation, then a test-retest reliability method was applied to get reliability estimate. Data analysis was done using ANOVA.

This study concludes that large class size influences teachers' work quality in a negative way; as a result, teachers face poor students' academic performance.

Furthermore, there is another study that examined the influence of large classes with 75 lecturers of the universities of Thailand, which was carried out by Jimakorn and Singashiri (2006), whose purpose was to examine all the points of view of the researchers in terms of perceptions, attitudes, and points of reference regarding the teaching of a second language in numerous classes.

For this study there was prepared a questionnaire and the same questionnaire was offered to two institutions: the Department of Language and the School of Liberal Arts. The questionnaire consisted of three parts which contained open-ended questions, closed-ended questions, and rating scales. The first part asked for participants' personal details, gender, teaching experience, education, and place where teachers currently worked. The second part consisted of closed-ended

questions concerning the participants' knowledge of their university policy on a class size. The final part included questions about facts and opinions on large classes. This last part was divided in general and physical conditions of classrooms, teaching and learning conditions in large classes, degree of difficulty of teaching in large classes, and opinions towards teaching in large classes.

This study demonstrated that it was difficult for Thai teachers to work in large classes; moreover, there was an inconvenience present in the relationship between teachers and learners; as a result, authors concluded that the control of the class and the feedback are not obtained in a productive way in large classes.

Another study was conducted by Abioye (2010), whose purpose was to investigate the reasons of large classes in Nigerian high schools; the educational and psychological dimensions of language testing in large classes, the challenges of large classes, and how they affect the standard of education. In order to perform this study, students of the secondary schools were selected. The methods used in this research were pragmatic techniques in order to know the procedures and proposals of language testing.

The author above mentioned points out that the tests offered to the teachers highlight the weak points of teacher's preparation and the strategies used; Therefore, the author concludes that there is correlation between teachers' points of view and the students' opinions; besides, he encourages teachers to realize the importance of the changes in their mission like teachers, which will definitely benefit to the students.

Regarding the last interesting study, Khati (2010) investigated the usual prospects inside the classroom, the rhythm in which English is learnt, and the wide space that the classroom offers.

This study was focused on six different aspects such as: classroom management, establishing collaboration, range of tasks, feedback, classroom English, and home assignments. The participants were sixty students of tenth grade from Nepal schools, which were divided into two groups of thirty students each group, one group represented a district called Ramachhap from Nepal and the other one represented Kathmandu valley, which are rural and urban area of Nepal. The method that was applied for this study was a questionnaire survey, the same that contained nineteen closed-ended questions; besides, the system of answers chosen was a tick in the nominal and ordinal alternatives. This method used a procedure called non-random sampling.

Unlike the others, this study concludes that for many teachers there is not a problem to monitor large multilevel classes. Ninety percent of students point out that teachers call them by their names.

The result does not have huge variation about the expectations of students of urban and rural areas. The students from rural areas show slightly higher expectation in using mother tongue in an English class, whereas the sharing experiences like activities is more liked by the students from urban area. Likewise, the students from urban area seem to be more frank; also, they have higher expectation in participating groups and pair tasks. Therefore, the researcher concludes that in large class, there is no alternative of developing a collaborative working atmosphere. Also, the movement of the teacher around the class makes that it seem smaller and encourages student involve.

## Description, Analysis, and Interpretation of Results

This section contains the quantitative analysis and the interpretation of data collected from four public and one private Italian high schools. The qualitative analysis refers to the instructional, social, and psychological implications that large classes have on the teaching-learning process in Italian high schools. The quantitative analysis was based on the tabulation, frequency, and analysis of 21 questions focused on the purpose of this research, the point of view that the researcher came to and the correlation with previous scientific analysis of various authors expressed in the theoretical background.

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

Chart 1

#	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?	18	13,43	70	52,23	38	28,35	8	5,97	134	99,98
2	The activities done allow to practice listening, speaking, reading, and writing skills.	25	18,65	51	38,05	36	26,86	22	16,41	134	99,97
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	5	3,73	43	32,08	64	47,76	22	16,41	134	99,98
4	Varied class activities are used as group, individual, Pair-work activities, etc.	23	17,16	49	36,56	49	36,56	13	9,70	134	99,98
5	Activities such as plays, competitions, debates, games, etc, are used in class.	13	9,70	25	18,65	55	41,04	41	30,59	134	99,98
6	Students can cheat during the test.	20	14,92	39	29,10	36	26,86	39	29,10	134	99,98
7	Students get distracted by doing assignments from other subjects.	11	8,20	37	27,61	43	32,08	43	32,08	134	99,97
8	The seating arrangement facilitates tasks that are carried out in class.	39	29,10	59	44,02	14	10,44	22	16,41	134	99,97
9	Students cannot receive Regular feedback from the teacher due to the large number of students.	7	5,22	30	22,38	53	39,55	44	32,83	134	100

The first statement concerning to “the activities done in class help to apply what students learn”, 70 students “agree” with this statement which represents the 52,23%; 38 students selected the option of “partially agree” that means the 28,35%; 18 students “totally agree” that these activities help them to apply their knowledge, whose equivalent is the 13,43%. Finally, 8 students “disagree” with the statement above mentioned, which reflects the 5,97% of total randomly selected.

According to the results presented in the graph, the majority of students 52,23% agree that the activities used in the classroom help them to put in practice what they learn, which means that the teacher is using the correct activities to work with large groups. Also, 28,35% of students sometimes can apply the knowledge received in class during their activities, which is indicated in their replies “partially agree”. Finally, for 13,43% it is easy to apply what they learn in class.

Hess (2001) suggests activities that allow teachers carry out the teaching-learning process in an effective way. The author recommends the brainstorming, jigsaw activities, collaborative writing, and collaborative community projects to develop in large classes.

Regarding “the activities done allow to practice listening, speaking, reading, and writing skills”, it is shown that 51 students answered “agree” about activities done in class, which let them practice the four skills of the English language, whose equivalent is the 38,05%; 36 students gave “partially agree” answers that represent the 26,86%; 25 students “totally agree” reflected in a percentage of 18,65%. Finally, 22 students gave “disagree” answers that mean the 16,41%.

According to the results presented in the chart, there is a certain level of acceptance 38,05%, that allow to practice the four skills of the English language. The 26,86% express that they sometimes practice all the skills, while 18,65% of them

give very satisfactory answers about the statement. On the other hand, the 16,41% declare that the activities done in class do not allow them to practice the four skills of the English language. Consequently, this low percentage of students show disagree about this statement, due to the lack of variety of activities related to four skills, which reflect a low performance. Regarding to this aspect, Hess (2001) states that the application of a variety of activities let students more participation in class. For example the use of activities such as: poster presentation, the brainstorming, the collaborative writing or buddy journals encourage students to put them in practice.

Regarding the third statement of the chart, if “students are attentive and participate in class activities, including those sitting at the back of the classroom”, 64 students gave “partially agree”, whose equivalent is the 47,76%. Besides, 43 students “agree” with this statement, which means the 32,08%. On the other hand, 22 of them answered “disagree”, which represents the 16,41%. Finally, 5 students answered “totally agree” that reflects the 3,73%.

According to the results presented in the chart, 47,76% chose “partially agree” option, which means that they sometimes pay attention to the teacher’s explanation, and 32,08% are focused on the lesson during the class, which gives a satisfactory result. However, 16,41% of students find it difficult to be attentive and participate in class activities, which indicates that they are present physically but their minds are out of it because they are distracted, including those students who are placed at the back of the classroom; consequently, the attention and participation in class of this low number of students is unsatisfactory, which reflects that there is no dynamism and effective learning. Therefore, teachers find it difficult to keep the attention of all their students in large classes, only 3,73% of them pay attention and participate actively during the explanation of the class. According to Lee (2010), the



solution could be in dividing the large group in smaller ones for providing more opportunities for students to listen carefully to the teacher's explanations and participate actively in class. Besides, the author affirms that large classes need more time, and the interaction between teachers and students diminish because not all students have the possibility to participate.

Regarding "varied class activities are used as group, individual, pair- work activities, etc". 49 students "agree", which means 36,56%. The same number of students, 36,56% agree only partially with this statement. 23 students gave "totally agree" answers, whose equivalent is the 17,16%. Finally, 13 students answered "disagree", which represents the 9,70% of total surveyed.

Taking into consideration the two highest indicators of the chart, 36,56% agree and 36,56% partially agree, which reflect that students are nearly satisfied with the variety and the number of activities carried out during the class. Besides, 17,16% consider the amount of pair-work and individual work quite satisfactory; meanwhile, 9,70% find it unsatisfactory. The continuous use of group, pairs-work, and individual activities give the advantage of acquiring the knowledge positively because there is a major grade of interaction between students. Therefore, the use of a variety of activities facilitate the learning-teaching process, this is supported by Richards and Rodgers (2001), who claim that the Cooperative Language Learning is based on teaching through activities that let students work in groups, or pairs fostering the spirit of interaction.

Concerning the statement about "activities such as plays, competition, debates, games, etc, are used in class". 55 students gave "partially agree" answers that represent the 41,04%; meanwhile, 41 students marked the parameter of "disagree", which reflects the 30,59% of the surveyed sample; also, 25 students

answered “agree” that represents the 18,65%; finally, 13 students “totally agree” with this statement, whose equivalent is the 9,70%.

Analyzing the results presented in the chart, the highest percentage of students 41,04% “partially agree” indicate that teachers sometimes put into practice interactive activities such as plays, competitions, debates, games, etc. The application of these activities are found satisfactory for 18,65% and 9,70% who answered “totally agree”. On the other hand, if 30,59% disagree with the statement, it means that Italian teachers never use these activities. For Kress, Jewitt, Franks, Hardcastle, Jones, and Reid (2005) recommend a practical activity that help to wake up the students’ interest towards learning called “the pyramid” or “snowballing”, in which students participate and express their ideas in a written way.

Referring to the statement “students can cheat during the test”, 39 students answered “agree” that represents the 29,10%; however, the same number of students gave “disagree” answers (29,10%), 36 students gave “partially agree” answers, whose result is the 26,86%. Finally, 20 students consider “totally agree” option, which reflects the 14,92%.

In chart 1, it is noticed that the same number of students (i. e. 39 agree and 39 disagree) gave the opposite answers, making this aspect contradictory for interpretation and analysis; however, analyzing the 26,86% who sometimes cheat and 14,92% who definitely do it, the situation becomes clearer, which shows the lack of monitoring during the test.

According to Glass, Cahen, and Filby (1982), the class size has a great influence during the lesson in the classroom because if the classroom is comprised of few students the process of teaching becomes effective; also, teachers work in a better way and they can monitor the class.

Another statement concerns to “students get distracted by doing assignments from other subjects”, 43 students answered “partially agree”, whose equivalent is the 32,08%; on the other hand, 43 students “disagree”, which represents the 32,08%. Furthermore, 37 students “agree” with this statement, whose percentage is the 27,61%. Finally, 11 students replied “totally agree”, being the 8,20% of the surveyed sample.

If students were concentrated in the teacher’s explanation, they would not be willing to do other assignments. However, according to the results presented in the chart, 32,08% partially agree about using their time by doing homework from other subjects, which influence in the learning process in a negative way because the content of the lesson is not assimilated for all of them. On the other hand, 32,08% disagree, which means that they do not get distracted by doing assignments from other subjects; therefore, they are attentive to the teacher’s explanation. However, taking into consideration 27,61% agree that they usually do it. Besides, a low percentage 8,20% totally agree, that shows lack of responsibility because they use their time by doing homework from other subjects.

According to Lee (2010), the effective learning depends on the atmosphere of the classroom, in other words; it is the teacher’s responsibility to create interest in the students in order to get their active participation in class and to keep them focused on the lesson and not to get distracted.

Regarding to “the seating arrangement facilitates tasks that are carried out in class”, 59 students answered “agree”, whose equivalent is the 44,02%. Furthermore, 39 students totally agree with this statement, which reflects the 29,10%, 22 “disagree” answers the same that represent the 16,41%. Finally, 14 students “partially agree” with the statement before mentioned, which means the 10,44%.

The seating arrangement is decisive in the process of learning because it helps students to move easily in the classroom. In this study for 44,02%, who answered “agree”, the seating arrangement is satisfactory because it is characterized by good arrangement of the chairs in Italian high schools. Also, 29,10% “totally agree” show that the seating arrangement facilitates the tasks carried out in class. Meanwhile, for 10,44%, whose answers are “partially agree” do not consider seating arrangement a great problem because their answers are somewhat satisfactory and 16,41% express that the seating arrangement does not facilitate tasks that are carried out in class because their answers are unsatisfactory. The importance of seating arrangement was studied by Svinicki, Rice, Chism, and Bickford (2002), who state that it is the position how students are sat in the classroom and it has two alternatives: to facilitate the learning process or make it more difficult. They mention that the seating arrangement can be different from one culture to another. For researchers above mentioned, the “café style” is an optimal example of seating arrangement because students are placed in a comfortable position around the desks.

Concerning to “students that cannot receive regular feedback from the teacher due to the large number of students”, 53 students (39,55%) “partially agree”, but 44 students (32,83%) “disagree” with this statement. However, 30 students gave “agree” answers that represent the 22,38%; finally, 7 students selected the option of “totally agree”, which means the 5,22%. It is clear that most students are not satisfied with the level of the teacher’s feedback during the class. Thus, 90 students out of 134 totally surveyed, the chart indicates the lack of regular feedback, which affect the performance of students; therefore, teachers do not accomplish totally with one of the most important steps of the lesson plan, which is the feedback. This topic was studied by Gower, Phillips, and Walters (1995), who claim that teachers have the

responsibility to give the feedback in an effective way. There are many ways to reinforce the English class for instance, doing individual lessons, by means of English tests that are useful to discover the gaps; moreover, the regular feedback can be given organizing discussion groups in large classes.

Analyzing the question what instructional implications do large classes have on the teaching-learning process?. It can be said that, these implications are negative because teachers use a limited number of activities in class; also, students do not receive an adequate level of feedback which influence in the teaching-learning process.

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

*Chart 2*

#	In classes with a large number of students	Totally Agree		Agree		Partially Agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
10	There is a proper balance of student-student and teacher-student interaction.	36	26,86	71	52,98	24	17,91	3	2,23	134	99,98
11	Students have the opportunity to relationship with their classmates.	34	25,37	77	57,46	22	16,41	1	0,74	134	99,98
12	The teacher has problems remembering all the students' names.	16	11,94	36	26,86	28	20,89	54	40,29	134	99,98
13	The atmosphere is less stressful since the teacher does not ask the same questions to the same student.	26	19,40	46	34,32	36	26,86	26	19,40	134	99,98
14	It is easy for students to use their cell phone or any other mobile device without being seen by the teacher.	29	21,64	39	29,10	22	16,41	44	32,83	134	100

Regarding to the statement if “there is a proper balance of student-student and teacher-student interaction” 71 students answered “agree”, which represents the 52,98%. In addition, 36 students “totally agree” with this statement, which means the

26,86%; meanwhile, 24 students answered “partially agree”, whose equivalent is the 17,91%. Finally, 3 students claimed “disagree”, which reflects the 2,23% of total surveyed.

According to the results presented in the chart, most of the students 52,98% agree with this statement, which means that large classes let a proper balance of student-student and teacher-student interaction. Besides, the 26,86% confirm this opinion and find the balance definitely positive. The 17,91% partially agree about the interaction between them. This implicates that the proper balance of student-student and teacher-student interaction in large classes is positive in Italian high schools. In this sense, Glass, Cahen, and Filby (1982) claim that the interaction could be more difficult in large classes, since most of teachers working with them (more than 35 students); however, it does not impede the interaction.

Regarding the issue if “students have the opportunity to build relationship with their classmates”, the highest number of students, 77 answered “agree”, which reflects the 57,46%. 34 students said to be “totally agree”, which means 25,37% of the total surveyed; meanwhile, 22 students manifested partially agree answers, which mean the 16,41%; finally, 1 student responded “disagree”, which means only 0,74%.

According to the results presented in the chart, most of students have the opportunity to build relationship with their classmates because 57,46%, find this aspect possible and relevant together with 25,37%. Also, 16,41% students are almost satisfied with the opportunities to build relationship with their classmates during the class. Therefore, the results show the presence of a friendly environment during the lesson, which assures a positive learning.

In this respect, Bell (2004) affirms that the interaction is one advantage in large classes because it helps to create a relaxed atmosphere; therefore, students have

opportunities to develop relationships inside the classroom because they can bring different stories from different backgrounds to be shared in the class.

The next issue refers to “the teacher has problems remembering all the students’ names”, 54 students “disagree” with this statement, which represents the 40,29%, 36 students claimed to be “agree”, whose equivalent is the 26,86%, 28 students chose “partially agree” option, which means the 20,89%. Finally, 16 students answered “totally agree”, which represents the 11,94% of the sample.

The results presented in the chart indicate that a high percentage of students 40,29% consider that teachers do not have problems to remember all students’ names. But, taking into consideration those 26,86%, who show that the problem exists and those 11,94%, who have this problem, without forgetting those 20,89%, who indicate that the teacher sometimes remember their names. Therefore, this problem exists up to a certain degree because the students do not feel confident enough, which does not generate positive stimulus. About it McGregor, Cooper, Smith, and Robinson (2000) affirm that teachers must call their students by their names, which give students more confidence, more security. On the other hand, the authors express that teachers find certain difficulty to learn their students’ names, especially in large classes where the level of difficulty increases; therefore, teachers need to make a bigger effort and put into practice this statement because it helps to stimulate students.

Concerning to the statement about “the atmosphere is less stressful since the teacher does not ask the same questions to the same student”, 46 students answered “agree” that represent the 34,32%, 36 students answered “partially agree”, whose equivalent is the 26,86%, 26 students gave “totally agree” answers that mean the 19,40%. The same number “disagree” that corresponds to 19,40%.

The results presented in the chart confirm that the 34,32% of students “agree” that the atmosphere is less stressful because teacher does not ask the same questions to the same student. Also, the 26,86% students affirm that the atmosphere is somewhat less stressful because they do not participate in class voluntarily and teachers have to call them. However, we have 2 results, which are the same, 19,40% totally agree in a very satisfactory way that the atmosphere is less stressful and 19,40% disagree with this statement, who express that the atmosphere is stressful, which influence in the learning process in a negative way.

According to Gower, Phillips, and Walters (1995), students’ participation in large classes is limited and the teachers feel forced to work with the same students, who participate voluntarily, it can create an unreleased atmosphere in class.

Concerning the statement if “it is easier for students to use their cell phone or any other mobile device without being seen by the teacher”, 44 students answered “disagree” that means the 32,83%, 39 students selected the option “agree”, whose equivalent is the 29,10%, 29 students “totally agree” with this statement that reflects the 21,64% of the sample. Finally, 22 of them “partially agree” being the 16,41%.

The results of this statement shows that for a high number of students is difficult to use their cell phone without being seen by the teacher, which reflects a good level of discipline; therefore, it is not a distracting factor for the 32,83% students. However, taking into consideration 29,10% students agree, whose answers are positive, it is clear that they usually use their cell phone in class. Besides, 21,64% totally agree find it easy to use their cell phone in class, which interfere in the teaching-learning process in a negative way because they lose their concentration during the class. However, 16,41% partially agree express a certain grade of difficulty to use their cell phone without being seen by their teachers. One advice to



avoid the distraction caused by the cell phones is given by Gower, Phillips, and Walters (1983), who suggest that teachers should have good use of eyes contact, which let students pay attention to the class explanation and avoid them to do other things.

Analyzing the question what social implications do large classes have on the teaching-learning process?. The results gathered show us that large classes do not have relevant social negative implications because most of the students have a high level of interaction in class; also, they build good relationship with their classmates and teachers, which represent a positive factor to learn English as a second language.

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

*Chart 3*

#	In classes with a large number of students	Totally Agree		Agree		Partially Agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
15	The atmosphere is stressful.	30	22,38	23	17,16	40	29,85	41	30,59	134	99,98
16	Students feel inhibited when speaking in front of the rest.	12	8,95	23	17,16	42	31,34	57	42,53	134	99,98
17	Students do not have the opportunity to express their opinions.	14	10,44	33	24,62	49	36,56	38	28,35	134	99,97
18	Students do not like to participate because they feel afraid.	16	11,94	16	11,94	44	32,83	58	43,28	134	99,99
19	The teacher does not pay equal attention to all his/her students.	24	17,91	21	15,67	37	27,61	52	38,80	134	99,99
20	Students feel they can act competitively with others students.	36	26,86	47	35,07	33	24,62	18	13,43	134	99,98
21	Students feel relaxed because they can go unnoticed.	31	23,13	38	28,35	45	33,58	20	14,92	134	100

Concerning the statement if “the atmosphere is stressful” in large classes, 41 students claimed “disagree”, whose equivalent is the 30,59%, 40 of them answered “partially agree” that represents the 29,85%. Moreover, 30 students gave “totally agree” answers that reflects the 22,38%. Finally, 23 students responded “agree” that means the 22,38% of the sample.

According to the results presented in this chart, there is a high percentage of students 30,59%, who express that the atmosphere is not stressful because they feel comfortable in class, which let the learning in positive conditions, and 29,85% are stressed only sometimes, it can be caused by other factors such as the age, environment, and relationship between the classmates. On the other hand, the 17,16% of them affirm that the atmosphere is stressful the same that influence the teaching-learning process in a negative way; likewise, for the 22,38%, who answered that the atmosphere is totally stressful. The result shows that most students are satisfied with the psychological climate in class, only some of them feel stressed.

Regarding this topic, Bensinger (2011) assures that it is the teacher’s responsibility to create an appropriate atmosphere in class, where students can participate without paying too much attention to the number of mistakes they make.

Regarding the statement if “students feel inhibited when speaking in front of the rest”, 57 students claimed “disagree” that represent the 42,53%, 42 answers “partially agree”, that mean the 31,34% of total of the sample. Besides, 23 students answered “agree”, which mean the 17,16%. Finally, 12 students “totally agree” with this statement that represents the 8,95%.

According to the results presented in the chart, most of students 42,53% gave “disagree” answers, which mean that they do not feel inhibition when speaking in front of their classmates; however, 31,44% of them expressed “partially agree”

answers, which highlight a certain grade of inhibition that they feel when speak in front of the class; moreover, 17,16% together with 8,95%, do not express a wide participation in the classroom because they always feel inhibition when speaking in front of the rest.

McGregor, Cooper, Smith, and Robinson (2000) claim that students' participation in large classes is limited, which it is difficult to handle it; therefore, teachers must invite students to speak. If students feel inhibition, teachers have to plan the lesson with a variety of activities to encourage students to participate and to create propitious relationship among them.

Next statement refers to "students do not have the opportunity to express their opinions", 49 students selected "partially agree" answers that equivalent to 36,56%. Besides, 38 students gave "disagree" answers that reflect the 28,35%; moreover, 33 students answered "agree" that mean the 24,62%. Finally, 14 students chose the "totally agree" option that represents the 10,44%. According to the results of this statement, the 36,56% of them answered that sometimes have the opportunity to express their opinions during the class, which highlights some psychological problems. On the other hand, 28,35% express disagree about this statement because they can participate without problems. Moreover, the problem is clearer if we look at the 10,44% and 24,62% students, who definitely feel awkward expressing their opinions; consequently, this barrier stops their participation and transforms them into inhibited students. According to Kress, et al. (2005), large classes can be the reason for some students to avoid speaking out because they feel afraid of speaking in front of public; also, the authors express that to increase the participation of students in class it is necessary to divide the whole group into smaller groups, which can give them more opportunities to express their opinions in the best way.

Regarding “students do not like to participate because they feel afraid”, 58 students gave “disagree” answers, that represents the 43,28%. Also, 44 students “partially agree”, that reflects the 32,83%, 16 students “totally agree” and the same number of students “agree”, whose percentage is the 11,94%.

According to the percentages shown in the chart, most of students 43,28% get involved in class and participate without problems. On the other hand, 32,83% students express that they sometimes do not participate in class and this can be due to fear of being wrong. However; there is a certain percentage of students 11,94% totally agree and 11,94% agree, who do not like to take part in the class because they do not feel confident that stimulate their participation during a lesson regardless of the number of classmates; therefore, the teacher cannot be a simple transmitter of knowledge, the teacher’s mission is to contribute with the formation of their students, creating values, and self–confidence. The academic success that students reach depends basically on psychological factors that contribute with their formation.

Regarding to increase students’ participation in large classes, Hess (2001) recommends that teachers could put into practice a variety of activities to solve the problem related to the lack of students’ self-confidence and fear that they feel to express their ideas during the lesson.

The next statement “the teacher does not pay equal attention to all his /her students”, 52 students answered “disagree”, which reflects the 38,80%, 37 “partially agree” that represent the 27,61%, 24 students affirmed that this activity is carried out in a “totally agree” way, whose equivalent is the 17,91% of the population. Furthermore, 21 students chose the “agree” option, that represents the 15,67%.

Regarding to this result that the chart shows, the most of students express that teacher does pay equal attention to all her students, 38,80% affirm that the teacher

does not establish preferences among them. However, 27,61% students do not always find the attention equal and satisfactory; besides, 17,91% students show that they need individual support of their teachers during the class activities and the 15,67% feel the lack of attention from the teacher.

Concerning this issue, Bell (2004) in his study claims that students must be treated in an equal way. Moreover, teachers have to consider the diversity of students and give equal attention to everybody because the individual differences enables teachers to apply the adequate techniques to satisfy all their learning needs.

The next statement, if “students feel they can act competitively with others students”, 47 students gave “agree” answers, whose equivalent is the 35,07%; 36 of them are “totally agree” with this issue, which means the 26,86% of the sample. Moreover; 33 students gave “partially agree” answers that represents the 24,62% of the total surveyed; finally, 18 students mentioned “disagree” answers, that reflect the 13,43% of the total of students researched.

This result shows a good balance between “totally agree”, “agree”, and “partially agree” because the most of students gave positive answers related to the competitiveness, which means that these students believe in themselves. Also, they are able to compete with their classmates because they are actively engaged with class material. For this reason, the most of students participate without problems in the activities designed by teachers, which increases the student learning being is a positive factor in the teaching- learning process. On the other hand, there is a low percentage of students 13,43%, who express disagree that influence negatively in the English learning.

Regarding this topic Gibbs, and Jenkins (1992) express that shy students feel confidence and show competitiveness to work in small groups, but they tend to keep

quiet in large classes; therefore, dividing the large class into smaller groups can be a solution.

Regarding the next issue if “students feel relaxed because they can go unnoticed”, 45 students elected the “partially agree” option, that reflects the 33,58%, 38 students selected “agree” answers, whose equivalent is the 28,35%, 31 students chose the option of “totally agree” the same that represents the 23,13%. Finally, 20 students gave “disagree” answers being the 14,92% of total of students.

The results of this statement shows that a considerable percentage of students 33,58% are partially agree with this issue because the large classes can be a motive for they can go unnoticed during the class, teachers are not unable to devote one-on-one time to each one of their students. However, both “totally agree” and “agree” (23,13% and 28,35%) answers indicate that students feel relaxed for not being ask many questions. Finally, 14,92% students prefer the learning in a passive way without being noticed and involved.

According to Kress et al. (2005), there are activities such as the pyramid that allow students to learn actively without passing unnoticed in large classes, they list some qualities of a parent, then include more students to work in a synchronous way.

Analyzing the question what psychological implications do large classes have on the teaching-learning process?. It can be said that, these percentages demonstrate that large classes have psychological negative implications because a great quantity of students feel inhibition to express their ideas in front of the rest of the class.

## Conclusions

- Most of the students surveyed agree that large classes limit the regular feedback that they receive from their teachers, which influence in the quality of the learning process in a negative way.
- The results show that in large classes most of students are not attentive to the teacher's explanation; as a result, they show low participation in class, which represent an obstacle for an efficient learning.
- According to the survey, a considerable number of students in large classes find difficult to express their opinions during the class because they feel inhibition to express their ideas.
- Most of the students affirm that teachers do not use motivating activities such as games, competitions, debates, etc., in a frequent way, which do not increase the willingness to learn and acquire knowledge.
- Regarding the social implications, large classes do not affect the interaction between students-students and teachers-students.
- Despite the large number of students, they have the opportunity to build a good relationship with their classmates, which shows a positive social implication in Italian high schools.

## Recommendations

- Teachers should increase the feedback through a variety of activities that allow them to identify students' weaknesses.
- Regular seminars or training should be given to teachers to keep them updated about appropriate strategies that help them to manage large classes in order to involve the students in the learning process effectively.
- Teachers should improve their teaching process through methods and techniques to develop the four basic English language skills.



## REFERENCES

- Abioye, T. (2010). Managing language testing in Nigerian large classes: Processes and prospects. *English Language Teaching*, 3 (2), 82-87.
- Bell, J. (2004). *Teaching multilevel classes in ESL* (2<sup>nd</sup> ed.). Canada: Jay Tee Graphics.
- Bensinger, S. (2011). *Tips for teaching school English*. New York: Digital Book.
- Coady, J., & Huckling, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy* (1<sup>st</sup> ed.). Cambridge: Cambridge University Press.
- Gibbs, G., & Jenkis, A. (1992). *Teaching large classes in higher education: How to maintain quality*. London N1 9JN.
- Glass, V. G., Cahen, S. L. M., & Filby, N. N. (1982). *School class size* (1<sup>st</sup> ed.). England: Sage Publications London.
- Gower, R., Phillips, D., & Walters, S. (1983). *Teaching practice: A handbook for teachers in training* (1<sup>st</sup> ed.). Thailand: Macmillan Education.
- Gower, R., Phillips, D., & Walters, S. (1995). *Teaching practice: A handbook for teachers in training* (1<sup>st</sup> ed.). Oxford: Macmillan Books for Teachers.
- Hess, N. (2001). *Teaching large multilevel classes* (1<sup>st</sup> ed.). England: Cambridge University Press.
- Ijaiya, Y. (1999). Effects of over- crowded classrooms on teacher-student interactions. *Llorin Journal of Education*, 19, 1-11.
- Jimakorn, P., & Singhasiri, W. (2006). Teachers' beliefs concerning large class teaching at the university level. *English Foreign Language Journal*, 9, 13-24.
- Kasper, L. F. (2000). *Content-based college ESL instruction*. London: Lawrence

Erlbaum Associates.

- Khati, A. R. (2010). Exploring common expectations from students in large Multilevel secondary level English class. *Journal of NELTA*, 15 (1-2), 98-105.
- Krashen, S., & Terrell, T. (1983). *The natural approach: language acquisition in the classroom* (1<sup>st</sup> ed. ). New York: Pergamon Press.
- Kress, G., Jewitt, C., Bourne, J., Franks, A., Hardcastle, J., Jones, K., & Reid, E. (2005). *English in urban classrooms: A multimodal perspective on teaching and learning* (1<sup>st</sup> ed.). New York. NY: RoutledgeFalmer.
- Lee, C. (2010). *Lee Canter's assertive discipline: Positive behavior management for today's classroom* (4<sup>th</sup> ed.). EEUU: Solution Tree Press.
- Littlewood, W. (1981). *Communicative language teaching. An introduction*. Cambridge: Cambridge University Press.
- McGregor, J., Cooper, J. L., Smith, A. K., & Robinson, P. (2000). *Strategies for energizing large classes: From small groups to learning communities* (81<sup>th</sup> ed.). New York: Jossey-Bass Publishers.
- Mcleod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management*. Virginia: Association for Supervision and Curriculum Development.
- Osim, R. O., Uchendu, C. C., & Ubi, I. O. (2012). Class size pressure: An Impediment to Teachers' work quality. *Global Advance Research Journal*, 1 (15), 95-99.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2<sup>nd</sup> ed.). New York: Cambridge University Press.
- Rodgers, T. (1988). Cooperative language learning: *A journal of Language*

*Teaching and Learning, 18 (2), 12-23.*

Sharan, S. (1994). *Handbook of cooperative learning methods* (2<sup>nd</sup> ed.). A

United States of America: Greenwood Publishing Group.

Snivicki, D. M., Rice, E. R., Chism, N. V., & Bickford, J. D. (2002). *The importance of physical space in creative supportive learning environments*. San Francisco:

Jossey-Boss

Sue, W., & Race, P. (1999). *500 tips for teaching English to speakers of other languages* (1<sup>st</sup> ed.). London: Taylor & Francis Group.

Xu, S. H. (1989). *Teaching English language learners: Literary strategies and resources for k6* New York: Guilford Press.

## ANNEXES



### **UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

MODALITA A DISTANZA

TITOLAZIONE DE INGLESE

Caro Studente :

Questo questionario ha l'obiettivo di conoscere *L' INFLUENZA DELLE CLASSI NUMEROSE SUL PROCESSO DI INSEGNAMENTO APRENDIMENTO DE LA LINGUA INGLESE.*

L'informazione sarà utilizzata solo con scopi accademici di ricerca. Si prega di rispondere onestamente secondo la seguente scala di riferimento:

Molto soddisfacente	Totalmente d'accordo
Soddisfacente	D'accordo
Poco soddisfacente	Parzialmente d'accordo
Insoddisfacente	In disaccordo

Dati informativi:

Nome dell'istituto:

Tipo di istituzione:

Statale ( ) Privata ( )

Classe : 1a media ( ) 2a media ( ) 3a media ( )

1a Sup. ( ) 2a Sup. ( ) 3a media ( )



## UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

Barrare secondo tuoi criteri.

### A.- ASPETTI ACADEMICI

N.-	Studenti	Molto soddisfacente	soddisfacente	Poco soddisfacente	Insoddisfacente
1	Si svolgono attività che consentono di mettere in pratica ciò che avete imparato.				
2	Si svolgono attività che consentono di mettere in pratica le abilità di ascolto, conversazione, lettura, e scrittura.				
3	Tutti gli studenti sono attenti e coinvolti e partecipano alle attività di classe, tra cui studenti dall'ultima fila ?.				
4	Varie attività sono utilizzate nella classe: ad esempio, attività di gruppo, attività individuali, attività in coppia.				
5	Si utilizzano attività ad esempio, drammatizzazione, discussione, giochi, partecipazione attiva, etc.				
6	E' possibile copiare nelle verifiche scritte?				
7	Si può svolgere oltre compiti?.				
8	Lo spazio della classe permette sviluppare adeguatamente l'attività assegnata dal docente?.				
9	Non riesco a ricevere un feedback adeguato di parte dell'insegnate. Perche siamo (n.- ) studenti.				



## UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

### B.- ASPETTI SOCIAL

N.-	Studenti	Molto soddisfacente	Soddisfacente	Poco soddisfacente	Insoddisfacente
10	Esiste interazione tra studenti e insegnanti, e tra studenti?.				
11	Ho l'opportunità di interagire con altre persona				
12	L'insegnanti non riesce a ricordare il nome di tutti gli studenti? Quando.				
13	L'atmosfera è meno tesa c'è meno probabilità che l'insegnante faccia ripetute domande alla stesso studente.				
14	Posso utilizzare il mio cellulare o altri dispositivi elettronici senza essere scoperti dal docente?.				



## UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

### C.- ASPETTI PSICOLOGIC

N.-	Studenti	Molto soddisfacente	Soddisfacente	Poco soddisfacente	Insoddisfacente
15	L'atmosfera è stressante?.				
16	Mi sento a disagio quando parlo di fronte a miei compagni di classe.				
17	Mi sento a disagio quando ha meno possibilità di esprimermi?.				
18	Non mi piace partecipare perché mi sento timido (a)?.				
19	L'insegnante non fa attenzione allo stesso modo e tutti gli studenti?.				
20	Mi sento che posso competere tranquillamente con gli altri studenti?.				
21	Mi sento rilassato quando posso passare inosservato.				