



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

AREA SOCIO HUMANISTICA

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION INGLES

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

TRABAJO DE TITULACION.

AUTOR: Henriques Montenegro, David Arturo

DIRECTOR: Paredes Zúñiga, Fabián Marcelo

CENTRO UNIVERSITARIO GUAYAQUIL

2015

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

Magister

Marcelo Paredes Z.

DOCENTE DE LA TITULACION

De mi consideración:

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

Loja, junio, 2015

f)

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“ Yo Henriques Montenegro David Arturo declaro ser autor (a) del presente trabajo de titulación: The influence of large classes in the English language teaching-learning process in Ecuadorian high school, de la Titulación de Ciencias de la Educación mención Inglés, siendo Paredes Zuñiga Fabian Marcelo director (a) 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.

Autor: Henriques Montenegro, David Arturo

Cédula : 090889905-7

Dedication

This thesis project is completely dedicated to all the members of my family, especially to my two angels: Efrum Alexander Henriques Lynch and Madison Nicole Henriques Lynch, who are the pillars of where my love and dedication derive from to be the best I can for them. Who have also given me the strength I needed in order to follow through with my thesis. They are my inspiration to try to do the best I can as to set an example of strength and responsibility.

To my mother: Jenny Montenegro Ponce, who is a perfect example of perseverance. I have the privilege to share my accomplishments with her, as she is the person who made me the man I am today.

Contents

Cover.....	i
Aprobación de Director del Trabajo de fin de Titulación.....	ii
Declaración de Autoría y Cesión de Derechos.....	iii
Dedication.....	iv
Contents.....	v
Abstract.....	1
Introduction.....	2
Method.....	4
Discussion	
Literature Review.....	6
Description, Analysis, and Interpretation of Results.....	19
Conclusions.....	33
Recommendations.....	35
References.....	37
Annexes.....	39

Abstract

The Ecuadorian educational system has gone through modifications in the last years and different methodologies have been applied in class. The purpose of this research is to analyze and understand the effects of large classes in Ecuadorian high schools and the influence it has in the learning- teaching process, aspects that at the end, result in affecting the students.

In order to gather compelling information a questionnaire survey was given to students from 10th to 13th grade English classes in public high schools. The survey was completed by 208 EFL students, all which were from two different high schools in Guayaquil. After collecting the information, the answers were tabulated and classified for a complete description and for its respective analysis.

This research has demonstrated that teachers in Ecuadorian high schools apply strategies that enhance the teaching-learning process. However, because of the high number of students in each class, these strategies fail since they do not convey the needs of the entire class, leaving most students unattended and presenting issues in the instructional, social, and psychological areas in the process.

KEY WORDS: Influence of large classes, teaching-learning process, Ecuadorian high schools, Strategies in large classes.

Resumen

El sistema educativo ecuatoriano ha sido modificado en los últimos años y diversas metodologías han sido aplicadas. El propósito de esta investigación es de analizar y entender los efectos que tienen las clases numerosas en la secundaria y las influencias que tiene en el proceso de enseñanza e aprendizaje, aspectos que al final afectan a los estudiantes.

Para poder recopilar información, una encuesta fue dada a estudiantes de secundaria de unos colegios públicos de 10mo hasta 3ro bachillerato. La encuesta fue realizada por 208 estudiantes, de dos colegios de la ciudad de Guayaquil. Después de recopilar la información, las respuestas fueron tabuladas y clasificadas para dar una descripción completa y su análisis respectivo.

Esta investigación ha demostrado que los docentes en colegios ecuatorianos aplican estrategias que mejoran el proceso de enseñanza e aprendizaje. Sin embargo, debido al alto número de estudiantes las clases, estas estrategias fallan en la práctica ya que no transmiten la necesidad de la clase completa, dejando la mayoría de estudiantes desatendidos y presentando dificultades en el proceso de las áreas de instrucción, social y psicológico.

PALABRAS CLAVES: Influencias en clases numerosas, proceso de enseñanza e aprendizaje, colegios ecuatorianos, estrategias en clases numerosas.

INTRODUCTION

Large classes have been through time a major complication for teachers in Ecuador. Ecuador has gone through major changes in the educational system through the implementations of new strategies and modifications in the curriculum trying to achieve international standards. The goal of the ministry of Education (2012) is to achieve communicative competence of the English language for all their students since in previous years high school graduates have not achieved the expected results needed to communicate in a written and oral manner in the language.

Ecuador's new educational plan has created the demand of more EFL teachers in the country and because of a shortage of EFL teachers, they have been forced to hire teachers who are not as skillful as a large class demands and teachers find themselves quickly trying to adapt to new strategies and methods in order to complete the daily lesson. Teachers are not content with the number of students in one class since it is a higher demand of effort and time on their behalf, but what implications have appeared because of these changes. Hopefully this research will give us a better view of the problem; if one exists, or if these modifications have helped the learning teaching process in any way.

For the reasons mentioned above, 5 studies have been researched to retrieve information that will contribute in order to have a better understanding of the influence that large classes have in the English language teaching-learning process in high schools, as Thaher (2005) whose purpose was to determine the social, instructional, and psychological effects that large classes have on EFL students of An-Najah National University. However, the study mentions some limitations

associated with the teaching/learning of English. Hayes (1997) summarized the problems in large classes as: discomfort, lack of control, absence on individuality, insufficient Learners, among others.

Also, Azhar (2004) who aims to identify the problems of large size English language-teaching classes have. and suggest the use of appropriate methods, techniques, and approaches to manage them. Nonetheless, Azhar (2004) explains that the study is delimited to the problems of large ELT classes in the governmental academic institutions at high school level in the district.

In addition, Khuong (2003) carried out a study with the purpose of investigating difficulties faced by EFL teachers in teaching listening skills to 11th grade students in Nghe An high school. And found limitations in the teacher's effectiveness in teaching those skills.

The research will contribute readers with more extensive data of how classes are being managed and see why the desired results are not being obtained. Hopefully, the results will give a wider view of the benefits and the issues that affect students' development in large English classes. The ministry of Education will benefit from the conclusions and may reinforce any positive results or modify any issues that the research may present. By acknowledging any changes in favor of the educational system, students and teachers will benefit as well as receiving more attention to the problems that the research may come across. As this research presents an extensive collection of data of different aspects to consider as instructional, social, and psychological there will be more valuable information to be taken into account by teachers at the time of preparing classes for students or help in developing any governmental strategy for the educational system of the country

being instructional or in infrastructure. Seeing the results of the research may even encourage future studies where an investigation may be conducted throughout the country to grasp a better idea of what are the implications that affect students in school.

During this study one limitation was found. Students at times had problems understanding the statements of the questionnaire which created confusion at times when choosing their answer.

As a recommendation for future researchers, clarify any doubts that students may have in terms of the vocabulary within the questionnaire.

METHOD

Setting and Participants

The research was conducted in the north of the city of Guayaquil, Ecuador where five classes were surveyed among two public high schools.

These schools were chosen randomly, and objectively. It is important to mention as well that the 208 surveyed students are teenagers between the ages of 12 and 18, with very different personalities and attitudes. That way we could ensure answers with different perspectives in order to have conclusive results. One public school is a mixed school and the other consists of only girls. This will not affect the evolution of the study since the main focus is to see how students are affected by large classes.

Procedures

As mentioned before, the sole purpose of this investigation is to understand the influence of large classes in the English language teaching-learning process. By analyzing the real situation of Ecuadorian schools, the education system may identify the flaws within the structure and modify them to benefit students and the educational process. To understand the results brought forward by this research, a quantitative analysis was used where the data will be explored, explained, and analyzed, trying to provide an accurate understanding of the data.

Another major fact that had to be considered was to have thorough knowledge about the subject consequently an investigation on previous studies, similar to this one, was conducted. Five studies were gathered which would contribute with valuable information that will help you carry out this research.

Additionally, information about large classes was also retrieved from journals, books and internet to have varied points of views on the topic being researched and see what suggestions may be given in the different aspects such as activities, group management, and others.

The method used in for this study was quantitative. The technique applied in this research was the survey questionnaire created for students which consisted of 21 statements to which they had to agree upon. The survey was done to 208 random high school students, 40-60 students from eight course to third course classes, and 5 classes from two schools. The results were then tabulated and presented in a graph for better description and further analysis.

The information collected by the surveys were presented in three graphs which were composed of ; statements one through nine, that represented the instructional implications, ten through fourteen which contributed with social implications, and fifteen to twenty-one which illustrated the psychological implications. Once the information was classified, a thorough analysis was done in order to interpret the results in order to identify what students perceive in large classes at the time of receiving a lesson and what are the implications a large class may cause.

DISCUSSION

Literature Review

Large classes bring up numerous comments and negative ideas in behalf of the teachers. It's no secret that large classes are not teacher's favorite way of giving a lesson. Hayes (1997) who states that there is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context. Basically, what defines a large class is the number of students which a teacher can handle. A large class may be considered a class between 50-60 students. So basically, it all depends on people's point of view and how much a class actually demands from them. Strategies, approaches, and methods have been passed down over the years to relieve teachers from very large classes. As we move on in this research, a couple of methods and approaches have been mentioned to find beneficial tips which may be applied in our own classes to make our lessons more meaningful and at the same time more pleasant for the teacher and students.

Teaching Approaches and Methods

Communicative Language Teaching (CLT) is considered more of an approach rather than a method, mentioned by Richards and Rogers (2001); and Harris (2003). Due to the diverse set of principles that reflect a communicative view, CLT modified the way of teaching in England in the 1960's. They felt they needed to change the foundations of teaching English and find a way to make it more meaningful and finding a purpose which was basically communication. They found that communication proficiency came to be the main focus rather than Excellency in structures. The structure wasn't considered that essential for language acquisition, instead the objective became to create interaction among students, and make

language a system for the expression of meaning. Hymes (1972) called this “communicative competence”.

A famous approach mentioned by Richards and Rogers (2001) is the Natural approach. As the name itself mentions, it’s a traditional approach to language teaching. This approach doesn’t focus on grammatical analysis, grammatical drilling, or theory of grammar. It’s an approach where the use of language is more affective in communicative situations. Learning doesn’t necessary focus on knowing every particular word, nor having the need to have a flawless syntax and vocabulary. It focuses on being able to make their meaning clear not necessarily accurate on grammar details. Orwig (1999) adds that the emphasis, at the beginning of the class, is on listening. This way the Natural approach’s aim is obtained, which is communicative competence.

A very influential approach is Cooperative Language Learning also known as Collaborative Learning. As its name mentions, it focuses more on all sorts of cooperative activities. Arends (2011) in his book mentions the importance of its main principles. The effects mentioned by this approach are: wider tolerance, acceptance of people who are different whether by race, culture, social class, or abilities, believing that this will take them to a higher goal which is to teach students skills of cooperation and collaboration. Allport (1954) outlined that it is known that mere physical contact with people, which come from different ethnic and racial groups, is insufficient to reduce prejudice and stereotypes. This shows that learners need more stimuli, as Richards and Rodgers (2001) assert that cooperative learning gives students the experience they need for healthy social, psychological, and

cognitive development. It also enhances the classes' environment. Hence reduces learners' stress creating more motivation.

As we present approaches that are more connected to acquiring the language in a more natural form we have to mention Content based instruction (CBI). Richards and Rogers (2001) said that CBI is known more as an approach rather than a method. It is more managed depending on the program designed. This approach doesn't have any specific techniques or activities that can be associated to the approach itself.

Richards and Rogers (2001) Freeman (2000) both agree that CBI does not follow sequences or functions or any other language items. In these approaches, rather than "learning to use English," students' use English to learn it' (Howart 1984:279). Their main objective in other words is that English is learned through communication rather than learned to be used. Another fact to be considered is that Content Based Instruction integrates other subject to take the opportunity to practice communication and at the same time learn other academic subjects.

As mentioned before, Content Based Instruction tries to aim learners into having a natural use of the language. And as learners complete any subject task, they will have a wider opportunity to interact with other learners. At the end, this clear example of CBI is the way that language acquisition is practiced because of the constant interaction and clarification among students (Freeman, 2000).

Asher (1969) mentions how The Total Physical Response (TPR) concentrates its main objective in teaching basic speaking skills and comprehension to basically seen more as a means to an end. TPR reflects a grammar based view of language. Asher (1969) states that "most of the grammatical structure of the

language and hundreds of vocabulary items can be learned from the target skillful use of imperative by the instructor". Freeman (2000) agrees that there is generally no basic text needed in TPR course material. Realia in the other hand does play a major role in later learning stages. For absolute beginners, the teaching voice, actions, and gestures may be a more than enough to complete a classroom activity of a lesson.

Richards and Rogers (2001) also mention that specific instructional objectives are not elaborated since lessons are prepared based on the specific needs of the learners, and goals must be attainable through the use of action-based drills in the imperative form. Practically, the learner in TPR has the role of listener and performer. Once they understand the instruction given by the teacher, they perform the task physically showing that they understand the task at hand. Understanding these methods and approaches will help identify some of the methods being used in classes and give us ideas of what strategies might be used in our own lessons.

Class size

Hayes (1997) mentions how English teachers see large classes in a negative way. They believe that its effects are associated with disorderliness, lack of control, lack of concentration, lack of classroom interaction, and of course the ability to practice English activities in class. Strevens (1978) argues that an overcrowded class is one of the main reasons why English cannot be learned or taught effectively. Most teachers agree that a language class with around 50-60 students is just 'very large'. Blatchford (2003) stated that he received a lot of feedback from professional teachers and their opinions on large and small classes and mostly agreed in the negative aspects, but they also mentioned the good things of a small class, this way they could be shared and compared. They believed that smaller classes allowed a more

effective and flexible teaching. They also suspect that that is the view of most parents and that is why parents prefer to pay and send their kids to private schools.

Managing learning

Managing learning is something that most teachers need to understand and acknowledge in order to have a meaningful lesson. Nevara and Greisamer (2011) mention how a major concern in classes is the lack of access a student has to a teacher. A teacher should make plans to address any issue that may be presented during class since it is unlikely for the teacher to help all the students in a large class. Organization and time control may help in small and large classes, as long as it is well applied. They gave recommendations to take into account as to arrive 10 minutes before the class and stay 10 minutes after. This gives time for the students to come forward if they have any questions of the lesson, also for preparation like audio video setup, classroom preparation, and attendance. Following these suggestions, a teacher may assure that students receive the proper guide they deserve whether they are in or out of class.

Arends (2011) and Nevara and Greisamer (2011) mostly agree in that a teacher should set rules and procedures for class management but their main focus lies on feedback and how important it is for students to receive proper information and corrections. Since students in large classes don't receive proper feedback due to time, a teacher cannot cover 50 students in 45 minutes. Teachers should hand in their corrected work as soon as possible with the proper written feedback. This feedback might be the only guide that students might receive from the teacher and that is why it should be handed in on time and be very descriptive so students may understand what really needs corrections.

Managing large classes

Arends (2011) " Classrooms, in some ways, are similar to busy airports or busy institutions. They too, require rules and procedures to govern important activities". Effective management organizes queuing and distributions of procedures that are efficient against loud classes that mostly disrupt the class and even the class next door. Students tend to talk at an inappropriate time or shout out ideas. Effective classroom managers have a clear set of rules concerning student talk. Examples of rules include limiting the number of students speaking at the same time, setting specific time for questions that way it won't slow down the pace of the lesson, and taking turns by raising their hands. Classroom managers also have procedures that not only control the time for speaking but actually make discourse more satisfying and productive, such as listening to other people's ideas, and having more attention to one student speaking at a time. Rules are also mentioned as a way to ensure the safety of the students as they try to minimize any disruption that may occur. He suggest to set rules that limit the number of students moving at any one time and specify when to be seated also how to line up , move in the halls, and go unattended to the library are procedures that assist with student movement.

Additionally, Bowman, B et al. (1992) mentions that when you are facing a class as big as 50-150 students, you are going to need help. The help you might need will be in one of those same energetic students you are trying to teach and control. There is more than limiting your classroom role to teaching. By managing students who have learned to take responsibility for themselves, you will have more success. A perfect example can be in group work of four where one student in the group will seem to be managing the activity, and you assign roles as timekeeper, contributors

of ideas, and others making corrections. By doing this, you have planned the activity, provided clear instructions, delegated responsibility for organizing and timing, and made students accountable for the success of the group and at the same time showed students how to take control while they improve their language skills in cooperative learning groups.

Additionally, Bowman, B et al. (1992) suggest that in order to integrate cooperative learning, credibility is fundamental since students may not react positively if you try to introduce innovations too quickly. Once you have built credibility on a teacher - student role, then you may continue to incorporate innovative approaches to language learning.

In terms of discipline, Bowman, B et al. (1992) mentions how rewarding good behavior can help class management. Although we emphasize that you must establish rules from the start, there is no doubt that rewards are more effective than punishment. Any good behavior or response deserves your acknowledgment. The way a teacher can encourage may take many forms, such as, a smile, speaking praise, display of good work, extra points, or anything which the students seem to appreciate and enjoy. By recognizing and rewarding any positive behavior, you are providing students with a proper motivation to improve their social skills and at the same time boost their self-esteem.

Activities for working with large classes

Thaher (2004) suggests that when it comes to in-class activities, teachers must set clear parameters and rules since we know how loud a large class may get. Class activities keep students on task and therefore paying attention to what is being done. Also, to break the routine of a class, targeted questions should be asked to

have more interaction among students, questions which will make them discuss the topic with their neighbors. Another option is to warn students that they will be asked questions throughout the lesson randomly from time to time. This way, students will be concentrated since they won't know if they are next in row to be asked a question. Lessons should also be interesting. The adaptation of real life situations to the class' lesson makes students relate the activities to their daily lives and therefore appreciate it better and reduce the tension towards the class.

Unesco (2006) Outside reading really helps the class environment. Changing the environment of the class once and a while helps stimulate students. For large class settings there are various activities which can be used in class like: reports on how the lectures' topic can be used in real life, students' analysis of a problem, poem, or photograph. A useful activity for interaction is also Question assessment. Students will make possible questions that may be on a quiz and two groups will ask questions back and forth, this way everyone will contribute with something new and participate in the task. Group exercise also incentivizes students and helps them at the same time by learning from one another and this encourages students who are more reluctant to participate in class to become an active learner. An indirect benefit is that it also grasps students' attention and keeps them on target because of brainstorming to complete the task at hand. There are three types of group exercise mentioned such as; Cognitive development exercises, which basically involves problem solving. A group of students are placed in a real life scenario where they are asked to solve a problem. Another option is to have students classify a group of seemingly unrelated objects into specific categories and explain why where those categories chosen and give reason with a justifiable answer. Another exercise is the Area exploration. It consists of a varied type of investigation where resources will be

needed such as: books, lab computers, and even students from the class may be a resource. Students will prepare a summary of their investigation and deliver what they have learned to the class. The last type of exercises mentioned is called psychomotor exercises. They consist of developing their skills by exercises such as: drawing, editing, brainstorming, etc. Learners will receive feedback from their fellow group members and volunteers will present their obtained skill to the class.

Unesco (2006) believes that with these spontaneous and organized activities students will get acting and reflecting, which are two main ways by which human beings actually learn. Applying these activities sporadically will help in receiving feedback from the students and at the same time it may also replace homework and the need to grade many papers which we know how tedious this becomes to be with large classes.

Classroom Space and Seating Arrangement

Teachers have a lot to prepare for a class and most teachers avoid seating arrangement. Arrends (2011) states that planning and managing space is just as important for the presentation of a lesson as any other procedure. Because of time, teachers prefer the row and column formation of desks. This formation was ok in earlier times where the attention was focused only on the teacher, but now lessons demand interacting and activities. A known seating arrangement is the Cluster. This formation is ideal for group work, clusters of four or six come to be very useful for cooperative learning and other small tasks. The only problem is when students have to move their seats to attend the teacher for instructions or guide.

Both McCorskey and Mc Vetta (1978) agree that modular is best for interactive classes. These seating arrangements permit maximum interaction among

students. Another benefit is that the teacher may attend small groups at once rather than the class as a whole where the attention span may be lost.

Different levels of proficiency

One major setback that teachers encounter in their classrooms is the difference in proficiency levels that students have. This may disorganize the class since the faster students may have extra time since they finish fast. Arends (2011) implies that rules, procedures and downtime activities are needed in order to maintain a certain discipline and control of the tasks. He also suggests that teachers may give additional time for students who fall behind. Of course, this may ask for more time from the teacher. The author suggests to have preplanned learning activities that will suit the class and balance the time they will need to complete it. Hess (2001) on the other hand suggests that students should be allowed to find their own personal style of learning and that collaboration is a key factor in order to apply this. He believes that having different level of proficiency may help others who fall behind. To use this as an advantage he also suggests meaningful student centered lessons. That way it will create an interesting co-operative learning and have a positive classroom climate that promotes genuine language learning.

Now that different types of methodologies and approaches have been presented and suggested, five studies will be presented which will contribute with more content for the research. The information will provide suggestions that should be taken into consideration as they provide a wider view of the statement of the problem.

Thaher (2005) mentions that one of his main objectives was to find out the instructional effects of large classes on non-English mayor EFL students. In order to

carry out this investigation, 230 random males and females students were required to complete the questionnaire survey needed for the analysis. The findings revealed that large classes affected the performance of the students. It was also said that it was a doubled edge sword since it had its pros and cons. In one hand the class environment seemed to improve with friendly competition and better relationships among the students, but at the same time it presented problems with concentration and attention. Having knowledge of the negative effects of large classes is essential in order to make improvements.

In the second study, by Azhar (2004) the aim was set to find the problems of large size English language teaching classes and suggestions of the use of appropriate methods, techniques and approaches to manage them. The sample required the participation of seventy Government higher Secondary and High Schools in district Abbottabad. Quantitative and Qualitative research was done to carry out the study, and the use of non-participatory observation was applied to carry out the analysis of the problem and their solution. The findings showed that teachers didn't receive a training course to handle large classes. And a number of situations appeared as for issues with approaching weak language students, assessing large classes, and discipline in the class. It is suggested that weak students should receive individual attention or extra time coaching to be able to catch up to the other students.

The third study, from Khuong (2003), tried to investigate difficulties faced by EFL teachers in teaching listening sections in high schools. To collect the information needed a qualitative and quantitative research was used. Interviews, class observations, and questionnaires were used as data collecting instruments for

the study as well as 20 teachers and 100 students from 11th grade. The findings demonstrated that 75% of the teachers found it considerably difficult to have large classes. Background noise distracted students from the lesson and communicative language approach was not suitable to meet the demand of a big class. Other issues were found as for listening and concentration for students in the back rows. He suggested some activities to improve a listening class but the solutions had to be taken into consideration by teachers to part classes.

The fourth study, from Bamba (2012), was done to find out how large classes impacted the teaching practices and the learning outcomes and ways that large classes could provide an optimum learning environment. An exploratory qualitative research was done interviewing five teachers from the Ivory Coast to understand their perception of large classes. The findings revealed that all five teachers had difficulties parting lessons in a large class even though they all received the same teacher training at a prepared university. The problem was basically that not every environment is the same and should be dealt with in their own way. Other relevant findings were mentioned as how creating a proper environment, being dynamic, and others, is not enough, but the implementation of some of them and deriving their own conclusions will help the teachers make better use of these strategies to build a more creative and engaging class. He also suggests that teacher should plan their activities ahead to be ready for the activities to be applied. The activities which the teachers have applied in their classes demonstrate that they are of great use for the English learning process.

In the fifth study, carried out by Tabali (2012), he tries to examine the strategies English teachers utilize to teach speaking to young learners in large

classes and see if the teacher's own experience is used or if they are prepared school projects and strategies. To carry out this study, two data collections methods were used: interviews and class observations to two English teachers to focus on a qualitative analysis. The findings revealed that teachers had to use their own style apart from the ones suggested in order to meet the requirements of the school's project. Also, activities from the course book had to be modified to suit the student's proficiency level, once more having teachers to adapt and make changes to the course in order to complete the task. Oral presentations were a major issue because it was very time consuming for them. Teachers had to vary in their strategies once more to achieve the required practice for the students.

As recommendation, by analyzing the results, he suggests that other teachers should implement these kinds of strategies, or explore more options for further activities. Students really respond to these kinds of practices and moreover, they enjoy it and learn a lot from it.

Description, Analysis, and Interpretation of Results

This section holds the quantitative analysis of the results obtained through the investigation which was carried out in five classes of two public high schools.

The detailed description of the analysis will contribute in understanding the influences that a large class has in an English language teaching-learning process in Ecuadorian high schools.

Quantitative Analysis

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

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1.	The activities done in class help to apply what students learn in class.	107	51.45	87	41.8	13	6.25	1	0.45	208	100
2.	The activities done allow to practice listening, speaking, reading and writing skills.	103	49.51	76	36.53	20	9.61	4	1.92	205	98.6
3.	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	37	17.78	68	32.69	81	38.94	17	8.17	203	97.59
4.	Varied class activities are used such as group, individual, pair-work activities, etc.	158	75.96	40	19.23	4	1.92	1	0.48	203	97.59
5.	Activities such as plays, competitions, debates, games, etc. are used in class.	47	22.59	65	31.25	56	26.92	32	15.38	200	96.15
6.	Students can cheat during the test.	20	9.61	20	9.61	47	22.59	116	55.77	203	97.59
7.	Students get distracted by doing assignments from other subjects.	15	7.21	26	12.5	63	30.28	95	45.67	199	95.67

8.	The seating arrangement facilitates the tasks that are carried out in class.	79	37.98	99	47.59	22	10.57	4	1.92	204	98.07
9.	Students cannot receive regular feedback from the teacher due to the large number of students.	40	19.23	60	28.85	47	22.59	54	25.96	201	96.63

Figure 1. *Instructional applications chart with a general view of the results of the*

According to the results presented in the graph on item (1) regarding that the activities done help to apply what students learn in class, 51.45% totally agree, 41.8% agree that activities do reinforce what is learned in class. This demonstrates undoubtedly that students feel that their lessons are being well reinforced and practiced by the activities the teacher implements in the class since the majority of the students agreed with the statement and that way support what Unesco (2006) mentions that spontaneous and organized activities will get students acting and reflecting which are two main ways by which human beings learn.

Activities alone are not meaningful for the language unless they practice the 4 skills. A combination of the two will make a powerful tool for the English learning process.

In item (2) concerning that the activities done allow to practice listening, speaking, reading and writing skills, 49.51% of the students totally agree, 36.53% agree that the activities allow them to practice the four major English skills and therefore enhance language competence for a correct learning process. The teacher seems to be using the proper activities in order to have students practice the English skills which are required for proper language acquisition. However, 9.61% of students only partially agree, which reflects that there are some students who feel that better activities may be used to practice the English skills.

Activities are a way to engage students on the task at hand, but if students are not responding positively to the activities, changes will have to be applied to benefit the class as a whole.

In item (3) directed to if students are attentive and participate in class activities, including those sitting at the back of the classroom, 17.78% of the students chose totally agree as their option, 32.69% students agreed , 38.94% only partially agree. Here, it is clear that 50.47% of the class believes that students are attentive and participative in class activities, but in the other hand, there is a considerable 38.94%, which is a considerable amount of students, feel not all that convinced of the participation occurring in the class. this clearly reflects that the activities done in class are not completely fulfilling its goal which is to have the entire class engaged on the activities. It is evident that activities have to be modified to grasp the attention of the class. As Hamer (1983) mentions that pair work is a way of increasing students' participation and language use. This way everyone will get a chance to participate with their teacher or partner.

Pair work helps in making students come together and make those less participative more active.

In addition, in the matter of that varied class activities are used such as group, individual, pair-work activities corresponding to item (4), 75.96% of the students totally agreed, 19,23% agreed that different group, individual, and pair activities are being used in the class by the teacher in order to have a better response towards the lesson. This evidently shows that the teacher's activities are proper for a large class and that students obtain more practice to develop the different skills. As what is said by Hamer (1983) where he mentions that "pair work is a way of increasing students' participation and language use".

The results may suggest that students are building their confidence and strengthening their participation because of the varied class activities in group or pair-work since only one student that represents 0.48% disagreed with the statement.

On item (5) of the questionnaire, concerning to that activities such as plays , competitions, debates , games, etc. are used in class, 22.59% students totally agree, 31.25% agree, and 26.92% of the students partially agree that varied activities are implemented in class. However, there is a 15.38% of the class who disagreed with the statement, which is a considerable amount of students, who feel that there is a lack of activities. Students are not being motivated with varied activities which may become very monotonous for a large group. Varied activities serve a purpose for language acquisition and teachers need to apply this for all students. As Thaher (2004) mentions that the adaptation of real life situations to the class' lesson makes students relate the activities to their daily lives and therefore appreciate it better and reduce the tension towards the class.

Reducing tension helps students in creating a proper environment for students to practice the English language.

In the questionnaire survey, in item (6) regarding to students can cheat during the test, 55.77% of the students disagree that students have the possibility of cheating on a quiz. On the other hand, 9.61% totally agree, 9.61% agree, and 22.56% partially agree with the statement, which means that almost half of the class feels that cheating is a possibility and that it's unlikely for the teacher to notice. Clearly large classes is a factor that helps contribute to cheating, that is where it's the teacher's duty to monitor the class to avoid these kind of issues. Students feel cheating is possible since they are not being monitored properly or because of a

disorganized seating arrangement which probably makes it easier for a student to commit this kind of misconduct.

The traditional seating arrangement and size of the class may contribute to the organization of test control since the classes are physically small in size but considerable large in number. This enables the teacher to observe behavior easily and minimizes distractions (Partin, 2009). In addition, the students will know that they are being observed and they will hesitate when it comes to cheating.

In the matter of that students get distracted by doing assignments from other subjects of item (7) in the questionnaire, 45.67% of students disagreed with the statement, while 7.21% of the students totally agree, 12.5% agreed, and 30.28% partially agree that students get distracted because of assignment of other subjects. Basically, 50% of the class distracts themselves with material from other subjects which puts the English acquisition of the language in jeopardy. Because of the fact that the classes are large, students feel that they can use up valuable time of the English class on other things. Another point that should be mention is that there seems to be a lack of control on behalf of the teacher. By monitoring students at all time, students would not take out the material of other subjects since the class rules would be enforced by the teacher.

Teachers should make sure that students get the most of an English class since that is their preparation to reach the required standard levels of the Ecuadorian educational system. Rules are set to avoid these inconveniences. Nevara and Greismer (2011) relates research conducted recently indicate the importance of setting rules and procedures for correct class management.

These techniques help have better class management and students will be aware of what may be considered as misconduct. Seating arrangement is another technique that should be applied correctly in a class for better control.

On item (8) concerning the seating arrangement facilitates the task that are carried out in class, 37.98% of the students responded totally agree in the questionnaire, 47.59% agreed, and 10.57% of the students partially agreed, while only 4 students that represent 1.92% disagreed. Here it is shown that 96.14% of the class feels that the seating arrangement facilitates the task carried out in class. Students need to come into contact with varied seating arrangements to get a full advantage of the strategies implied in them. Students and teachers are used to the traditional seating arrangement as mentioned by Arends (2011) where he says that due to time, teachers prefer using the row and column formation of desks. Nevertheless, because lessons demand more interaction, this formation is not the best since it focuses the attention only on the teacher and not on their peers for better interaction.

In addition, regarding to the results on item (9) in the questionnaire that students cannot receive regular feedback from the teacher due to the large number of students, 19.23% of the respondent chose totally agree, 28.85% agree, and 22.59% partially agree that proper feedback is not given in class. On the other hand, 25.96% of the class disagrees with the statement. This demonstrates that students are clearly not receiving the proper feedback from their teacher and since it is a large class, learners might not fully understand the lesson. This will affect students learning process, and low grades will be the result of not giving a proper feedback. This is supported by Arends (2011) where he implies the importance of proper feedback whether in class or by other means such as a corrected paper. This could possibly be

the only guidance learners might receive in order to understand the lesson if there were any confusion or miscomprehension.

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

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
10	Interaction, among students and between teacher and students, exists.	80	39.42	83	39.9	29	13.94	10	4.80	202	97.11
11	I have the opportunity to get along with other people	115	55.28	68	32.69	16	7.69	3	1.44	202	97.11
12	The teacher doesn't remember the name of all the students.	42	20.19	62	29.80	59	28.36	32	15.38	195	93.75
13	The environment is less tense since the teacher doesn't ask constant questions to the same student.	50	24.03	82	39.42	48	23.03	24	11.53	204	98.07
14	I can use my cellphone or any other electronic device without being noticed by the teacher.	28	13.46	25	12.01	34	16.34	118	56.73	205	98.55

Figure 2. Social Implications chart with a general view of the results.

In item (10) of the questionnaire, concerning the interaction among students and between teacher-students, exists, 39.42% of the students totally agreed, while 39.9% agreed, that interaction exists within the classroom. This shows that the majority of the students feel that there is a great sense of communication in the class' environment and that they receive the necessary attention. The results also imply that teachers are applying interesting activities to enforce communication among students which is ideal for the teaching-learning process.

In addition, we cannot ignore the fact that there is a 13.94% that only partially agrees and a 4.8% that disagreed. For these students communication is not being actively applied in class and these students are losing precious practice time which allows them to improve their language skills. The teacher's attention should be focused to the class as a whole for an appropriate class environment.

In the matter of students having the opportunity to get along with other people, on item (11) of the questionnaire, 55.28% of the class totally agreed, 32% agreed, and 7.69% partially agreed that the opportunity of getting along with others was possible. This leads us to believe that large classes give students a higher chance to socialize. This may be because students have more individuals to whom they may be able to identify with as in contrast to a much smaller class. As students have a chance to get along with other people they will have more partners to practice in a more comfortable environment. Other benefits are mentioned by Thaher (2004) where he states that proper group work helps build confidence and since students feel more comfortable talking to their peers, this will encourage weak students' participation in class.

Teachers are responsible for creating a proper environment for students to feel motivated and willing to practice. Teachers carry this burden of finding ways to have each student feel integrated in the class and in the lesson and this may start off by something so small as knowing the students names.

In item (12), concerning that the teacher doesn't remember the name of all the students, 20.19% of the students totally agree, 29.8% agreed, and 28.36% partially agreed that the teacher doesn't remember the students' name. Surprisingly, 78.25% of the students feel that because of the large class the teacher doesn't remember their names. As mentioned before, this may affect the students since not

knowing their names shows the lack of commitment of the teacher to the students and this may also be interpreted as a lack of communication between the teacher and the students. According to Thaher (2004), knowing their names helps student be more attentive and motivated in class for activities or even discipline.

This clearly demonstrates that teachers have the responsibility to know the identity of who they teach in order to receive the same respect, have better discipline, and a proper environment for the class.

On item (13), addressing that the environment is less tense since the teacher doesn't ask constant questions to the same student, 24% of the class totally agreed, while 39.42% agreed, and 23% partially agree that students are more relaxed since they are not asked questions consecutively. Thus, demonstrating that large classes affect students' participation since constant practice is imperative to have in class. Teachers cannot ask more than one question to the same student since time is a factor that limits the teacher's lessons. Kerr (2011) believes that questions lead to build a higher level learning and that this strategy helps the interaction among students.

Students are losing priceless practice by not being asked questions in a large class constantly. Unfortunately, teachers cannot sacrifice a complete lesson by spending all their time on asking questions. Other strategies or activities should be applied for checking on understanding.

According to the results of the questionnaire, on item (14) regarding I can use my cellphone or any electronic devise without being noticed by the teacher, 13.46% of the class totally agreed, 12% agreed, and 16.34% partially agree with the statement that students are able to use their cellphones or other electronic devises without being noticed. A lack of class management may be perceived since students

are clearly not respecting rules established by the teacher or the institution. Large classes are difficult to monitor, but if done correctly, students will be more attentive to the rules. As Arends (2011) mentions how rules are a way to ensure the safety of the students as they try to minimize any disruption that may occur. Setting rules that limit the number of students moving at any one time helps manage a class better since the teacher may specify when to be seated, how to line up, move in the halls, and many other situations that the teacher may encounter in class. This can be applied as well as for taking electronic devices out in class. Nevertheless, 56.73% of the class disagrees with the statement. Showing that rules are applied in class but they are not being enforced properly.

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

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15	The environment is stressing	39	18.75%	47	22.59%	60	28.85%	39	18.75%	185	88.94%
16	I feel uncomfortable at the moment of speaking in front of the class.	39	18.75%	67	32.21%	47	22.59%	40	19.23%	193	92.78%
17	I have less chance to express myself.	38	18.27%	60	28.85%	41	19.71%	52	25%	191	91.83%
18	I don't like participating because I am shy.	38	18.27%	46	22.11%	37	17.79%	69	33.17%	190	91.35%
19	The teacher doesn't pay attention to all the students equally.	48	23.07%	40	19.23%	37	17.79%	68	32.69%	193	92.79%
20	I feel that I can compete fairly with other students.	92	44.23%	62	29.81%	34	16.34%	18	8.65%	206	99.04%
21	I feel relaxed because I can go unnoticed in the class.	41	19.71%	40	19.23%	53	25.48%	56	26.92%	190	91.35%

Figure 3. Psychological implications chart in a general view of all the questions.

The respondent's results in item (15) regarding the environment is stressing, 18.75% of the respondents answered totally agree, as for 22.59% agreed, and 28.85% who partially agree that the environment may be stressing, as a contrast to 18.75% of students in the class who disagree with the statement. Here 70.19% of the class is not content with the environment presented in the class. This May be because of different factors such as: space, noise, or other issues presented in large classes. The teacher may apply different activities in their lessons to create a stress free class as suggested by Unesco (2006) where it is mentioned that outside reading

helps the class environment. Changing the environment of the class once and a while helps stimulate students.

In the matter of students feeling uncomfortable at the moment of speaking in front of the class, 18.75% of the students totally agree, as for student that agree, and 22.59% of the class partially agrees that there is some discomfort at the moment of speaking in front of the class. Practicing in front of a large class with more or less than 50 students can be disturbing for a student. Clearly students in large classes don't feel comfortable since there is no social confidence with other students and this has students holding back in their participation. Having students work in groups is an option that is well supported by Thaher (2004) where he mentions that strategies such as group work or pair work will increase classroom activity and motivate students at the same time. He also believes that group work helps build confidence since students feel more comfortable speaking to their partners instead of teachers and this will encourage weak students' participation and led to positive competition.

Students in time will feel more confident in speaking in front of the class and also be more active in participation. With this, students will have another tool to practice the language and its four basic skills.

In item (17) concerning that students have less chance to express themselves, 18.27% of the respondents totally agree, 28.85% agree, and 19.71% of the class partially agrees that students have less of chance to express themselves. Having so many students in a class may become quite difficult to ask questions to each student or give feedback. Time is essential in order to complete the lesson of the class and the teacher does not have the opportunity of answering every question or having every student participate in every class activity. This may confuse students in

believing that they are not taken into consideration and therefore have a less chance to express themselves. This is supported by Nevara and Greisamer (2011) where he mentions that a teacher cannot cover 50 students in a 45 minute class.

Nevertheless, Thaher (2004) suggest that to break a routine of a class, targeted questions should be asked in order to have more interaction among students and as a result students will discuss the topic with their peer next to them. In addition, 25% of the class disagrees with the statement, showing that skillful techniques are being applied in order to allow students to express themselves but don't reach the whole class.

Concerning that students don't like participating due to shyness, on item (18), 18.27% of the students totally agree, while 22.11% agree, and 17.79% partially agree. Nevertheless, there is a 33.17% that disagree with the statement which means that students don't mind participating and that teachers are applying strategies to help encourage some of the students' participation. On the other hand, 58.17% of the class doesn't feel like participating because of their shyness. This high percentage shows that students haven't been approached in a manner that increases their self-esteem and at the same time their participation. This may occur due to the fact that large classes intimidate students when participating because of the fear of doing it wrong. Applying different strategies as group work will have every student on target and participating as it has been collaborated by Allport (1954) where he suggests that group work takes away any social inconveniences and focuses on another perspective which is to reach a common goal that was introduced by the teacher. Another advantage mentioned by Thaher (2004) is that he believes that group work will increase classroom activities and motivation at the same time.

In relation to teachers not paying attention to all students equally, on item (19), 23.07% of the respondents totally agreed, 19.23% agree, and 17.79% partially agreed that the teacher's attention is only focused on some students. Large classes demand more attention and control over students or they will perceive these actions as though the teachers only focus their attention to certain students, as the scenario demonstrates.

In addition, 32.69% of the class disagrees with the statement. Showing that a third of the class receives the necessary attention, nevertheless, the teacher's attention should be on all students that way students know that they are being observed and most of all noticed. The seating arrangement of the classroom may affect the teachers' view and focus of the class to call on students. Both McCorskey and Mc Vetta (1978) perceive that a modular seating arrangement is best for maximum class interaction, and another benefit is that the teacher may attend small groups at once rather than the class as a whole where the attention span may be lost. As students feel that they are being paid more attention to and interaction among students increases, A positive environment will be created and students will put aside that feeling of rejection on behalf of the teacher. Students will feel appreciated and at the same time more active.

In the matter of students feeling that they can compete fairly with the other students, 44.2% of the respondents totally agreed, 29.81% agreed, and 16.34% partially agree with feeling able to compete with other students. The results imply that proper controlled activities are being applied for positive competition. It may also be implied that the proficiency English level is average among most students which has created a proper competitive environment. Nevertheless, 8.65% of the class feels that they cannot compete, implying that their English may not be at the

same level of the rest of the class. This only makes those students hesitant of participating and competing in the class.

How students perceive large classes is fundamental to understand certain aspects of behavior and patterns in class. A friendly competitive environment is effective in the language acquisition process. And the motivation that teachers give to students is imperative.

In item (21) concerning that students feel relaxed because they can go unnoticed in class, 19.7% of the students totally agree, while 19.2% agree, and 25.5% partially agree in feeling relaxed since they can go unnoticed in class. This may be seen as though the teacher does not engage the whole class nor motivate them in order to have a participative environment. Monitoring is also another way to keep students on task, and as the percentages show, this is not being applied properly. Even though a 29.93% disagreed with the statement, there is still a high number of students who perceive otherwise.

A group exercise can contribute with a complete integration of the whole class and more interactive students. This is supported by Unesco (2006) where it is mentioned that group exercise permit students to help each other and at the same time learn from each other and this encourages students who are more reluctant to participate in class to become an active learner.

By intergrading the whole class, a positive atmosphere will surge and this will help students come in contact with their peers making students more comfortable and less stressed at the time of participation so the need to feel unnoticed will disappear.

Conclusions

- ~ A high percentage of class students is involved with the activities done in class that reinforce the practice of Speaking, Listening, Reading, and Writing skills. Furthermore, the result implies that proper class activities are being applied by the teacher showing that the teacher uses a variety of effective teaching strategies to practice all four skills.
- ~ In large classes, teachers presented difficulties at the time of monitoring a class which lead to having unattended students that gave them the opportunity to succumb to cheating in lessons or other situations that demand the teachers' attention for a well-managed environment.
- ~ A high number of students felt that the teacher had priority over certain groups rather than creating a class with equal chance of participation for everyone which is key for eliminating low self-esteem.
- ~ A high number of students do not receive proper feedback. This does not only affect communication between students and teachers but also affect the students' language acquisition since students do not have a sense of direction when it comes to correcting their work.
- ~ A high amount of students feel that they are able to use material that is not proper for an English class such as cellphones or material from other subjects because teachers in large classes do not have the proper class management or control over these issues.

~ Teachers do not pay the necessary attention needed for a participative class since time is a major factor and teachers can not ask follow up questions in order to properly asses students understanding and practice.

Recommendations

~ In large classes, it is very difficult to give proper feedback to every student. A strategy that may be used is to advise students that if they feel they need to ask any further questions, they may do so after class or at the beginning of the class. This has several benefits; students may feel more comfortable asking questions to the teacher in a more personalized manner, and at the same time increase their self-esteem since they will feel that they are actually learning. Another technique that may be applied is to give complete detail of what to improve or suggestions to take into account when giving back an essay or even a classwork. Students will see that the teacher does appreciate their work. Feedback is very important in class and can contribute in so many ways and this will effectively increase the learning process of each student.

~ Another major aspect to consider is the low self-esteem that students go through when it comes to oral practice. A teacher will not be able to call upon all the students in order to participate and make them feel comfortable with participation. Teachers need to find some other means and activities to complement the ones already being used such as; group work, and pair work and this could be done through meaningful tasks. Authentic material will help students relate the lesson to their daily lives and this correlation will help them assimilate the tasks at hand and reduce the tension of learning that may appear in a large class. Students' self-esteem will increase due to the fact that they will be familiarized with the content and this will encourage them to participate and avoid being shy when this occurs.

~ In addition, seating arrangement is a way to maximize attention and order in a large classroom. Using row and column formation is traditionally preferred by teachers in order to save time, but in times where lessons demand more interaction

and activities, this seating arrangement will present limitations. Using different seating arrangement (eg. The cluster formation, modular formation, etc) will enhance cooperative learning and interaction among students keeping them on target with the lesson. Teachers will also be able to monitor students easily during lessons to avoid any inconveniences.

References

- Allport, G. W. (1954). *The nature of prejudice*. Michigan: Addison-Wesley Publishing, Co.
- Arends, R. (2011). *Learning to teach*. McGraw-Hill Education.
- Attig, G. (2006). *Practical tips for teaching large classes*. Bangkok: UNESCO.
- Azhar, M. A. (2004). Management of large size english language teaching classes: A study at high school level in district abbotabad, pakistan. *National University of Modern Language*, 1-215.
- Bamba, M. (2012). *Seeking Effective Approaches to Teaching Large EFL Classes in the Ivory Coast*. Pennsylvania: Indiana University of Pennsylvania.
- Blatchford, P. (2003). *The class size debate*. Philadelphia: McGraw Hill.
- Bowman, B., Larson, M.J., Short, D., McKay, H., & Valdez-Pierce, L. (1992). Teaching English as a foreign language to large multilevel classes. 21-141.
- Freeman, D. L. (2000). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Hamer, J. (1977). *The practice of english teachers*. New York: Longman Inc.
- Hayes, U. (1997). Helping teachers to cope with large classes. *ELT Journal*, S1, 31-38.
- Hess, N. (2001). *Teaching large multilevel classes*. Cambridge: Cambridge University Press.
- Hymes, D.H. (1972) "On Communicative Competence" In: J.B. Pride and J. Holmes (eds) *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin, pp. 282-283.

- Khuong, L. Q., & Quynh Nga, P. N. (2003). A study of difficulties faced by EFL teachers in teaching listening at high schools in Nghe An province, Vietnam. Nghe An. *ESOL*,1,1-10.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching*. New York: OUP Oxford.
- McCorskey, J. C., & McVetta., W. R. (1978). *Communication education*: Eric
- Meenakshi, R.(2004).*English language teaching*. New Delhi: Atlantic Publishers and Distributors.
- Nevara, J., & Greisamer, M. (2011). *Teaching to the masses: Managing the large sized EFL class*. Japan: Jossey-Bass Publisher.
- Orwig, C. J. (1999). *Ways to approach language learning*. Dallas: SIL International.
- Partin, R. L. (2009). *The First Day of School. The Classroom Teacher's Survival Guide*. New York: John Wiley and Sons.
- Richards,J. R., & Rodgers, T. S. (2001) . *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Stevens, P. (1979). "The Nature of Language Teaching in Understanding Second and Foreign Language Learning", Jack Richards (Ed.), Rowley, Mass., Newbury House, (1979), 179-203.
- Tabali, P. (2012).*Chilean teachers of English as a foreign language: Teaching speaking skills strategies to young learners in large classes*. Sheffield: University of Sheffield.
- Thalher, M. (2005). The effects of large class on efl students at An-najah national University.*An-Najah University Journal for Research*,3, 1048-1080.

UNESCO (2006). *Practical tips for teaching large classes: A teacher's guide*.

Bangkok, TN: UNESCO

Appendix N° 2

INSTRUMENTS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

Name of institution: _____

Type of institution: Public () Private ()

Year of study: 8th year. () 9th year () 10th year. ()

1st senior high school . () 2nd senior high school. () 3rd. senior high school. ()

City: _____

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

A. Academic issues

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

B. Social issues

N°	In classes with a large number of students:	Very satisfactory	Satisfactory	Somewhat satisfactory	Unsatisfactory
10.	There is a proper balance of student-student and teacher-student interaction.				
11.	Students have the opportunity to build relationships with their classmates.				
12.	The teacher has problems remembering all the students' names.				
13.	The atmosphere is less stressful since the teacher does not ask several questions to the same student.				
14.	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.				

C. Psychological issues:

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

Thank you for your collaboration!