



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

**ÁREA SOCIOHUMANÍSTICA**

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN  
MENCIÓN INGLÉS

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

TRABAJO DE TITULACIÓN.

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CENTRO UNIVERSITARIO GUAYAQUIL

2015



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2015

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De mi consideración:

El presente trabajo de titulación: *The influence of large classes in the English language teaching-learning process in Ecuadorian high schools* realizado por Aguilera Vasconez Edwin Xavier y Redrobán Bermúdez Jorge Alberto, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, septiembre del 2015

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## Abstract

The present research seeks to analyse the influence of large classes in the English language teaching-learning process in Ecuadorian high schools. The two methods used to conduct this research were quantitative and qualitative.

This research was conducted in three phases, the elaboration of the literature review, the field research and the last was the description, analysis, and interpretation of the results.

This research took place in a public high school in Guayaquil, Ecuador. Five courses from the institution were selected, considering students from senior high school. The number of participants was one hundred and eighty students. To obtain the collected data, some questionnaires were used as instruments, the ones that were divided in academic, social, and psychological issues. The paper argues, however, that the immediate solution may not be class size reduction.

The findings of the study showed that teachers are able to manage academic issues, social issues, and psychological issues even though they have to work with large classes.

Key words: large classes, learning process, English EFL language teaching

## Resumen

La presente investigación busca analizar la influencia de clases numerosas en el proceso enseñanza-aprendizaje del inglés en los colegios del Ecuador. Para conducir esta investigación, se utilizó el método cuantitativo y cualitativo.

La investigación fue realizada en tres fases; la elaboración del marco teórico, el estudio de campo y la descripción, análisis e interpretación de los resultados.

La investigación tomó lugar en un colegio público de Guayaquil, Ecuador. Se tomó cinco cursos de la sección de bachillerato. El número total de participantes fue de ciento ochenta. Toda la información recolectada fue obtenida con el uso de cuestionarios, que fueron divididos en aspectos académicos, sociales y psicológicos. La investigación sugiere que la solución inmediata no es necesariamente la reducción de alumnos por curso.

Los resultados del estudio muestran que los profesores son capaces de manejar los factores académicos, sociales y psicológicos, aún si se trabaja con clases numerosas.

Palabras claves: clases numerosas, proceso de aprendizaje, enseñanza del idioma inglés como lengua extranjera.

## Introduction

The influence of large classes has been a big problem in most countries, and Ecuadorian high schools are not an exception. One of the problems is that classrooms do not have enough space for a proper seating arrangement. Another problem is the lack of teachers' training in methodology and technology in the Ecuadorian high schools. Also, for teachers, it is too difficult to teach speaking and writing activities in large classes. According to these problems, English classes cannot be taught effectively.

The purpose of this study is to identify the instructional implications large classes have on the teaching learning process, as well as the social implications large classes have on the teaching learning process, and the psychological implications so that new solutions can be found.

For many years, experts in the English language have tried a huge variety of ways to teach the English language effectively in large classes. Those experts collected ideas about different authors who think that there are solutions in order to solve the problems large classes may have at the moment of teaching.

Chowdhury and Shaila (2011) wanted to investigate how the English language teachers deal with the large classes, problems the teachers face when they carry on and observe speaking classes and also how teachers try to solve them and how they utilize different new methods of teaching speaking in the language. One limitation this research has is that the students considered for their research were adults; students ranging 26 to 67. According to the authors, it is safe to say that working with adolescents is not the same as working with adults.

The results show that 25% teachers think that students have serious difficulties in writing and 19.2% think they are weak in reading, whereas 32.6%



think listening is a difficult task for their students and 42.3% teachers agree speaking is the Achilles' heel for their students.

Jimakorn and Singhasiri (2006) conducted a study that aimed to investigate teachers' beliefs in terms of perceptions, opinions, and attitudes towards teaching English in large classes. The authors mentioned that one limitation was that the students' opinions were not taken into consideration and the results show that teachers perceived teaching in large classes as promoting a lecture-based approach, where receptive skills are the main focus.

Harfitt (2012) in his study sought to investigate what the secondary school English language teachers' perceptions of teaching large and reduce-classes are, and what those differences of perceptions are.

In addition, the author said that the research has its own limitation, which was, the number of participants was too reduced and students' perceptions were not considered.

The results of the research demonstrate the differences in the ways each teacher interacted with their large and small classes. It can be observed that teachers address far more questions to individual students in their smaller classes and there are more open questions in the smaller classes, too. In other words, there are more examples of personalized interaction in the small classes.

Eventually, the final purpose of this investigation is to contribute to the teaching-learning process of English classes with large number of students in Ecuadorian public high schools. Consequently, the present investigation really concerns teachers and the board of directors of educational institutions.

Since not only students are part of the teaching-learning process of English as a Second Language or foreign one, the researchers believe that the fact of not having considered teachers' perceptions is a notorious limitation.

## Method

### *Setting and Participants*

The current research was carried out in five public high schools in Guayaquil, Ecuador, in 2013. The number of participants was one hundred and eighty students who were selected from eighth grade, basic education to third senior high school and both girls and boys with ages ranging from 12 to 18 years old. They belong to a social and economic mixed background. The majority of the students who study in the morning were selected at random for the research.

### *Procedures*

First books, journals, Internet and didactic guide were the major sources of information to obtain as much data and knowledge as possible and elaborate a solid background for this research. In addition, this research was done by analysing the literature review concerning the influence of large classes in the teaching-learning process.

Second, the instruments used for collecting data were students' questionnaires and result charts; in addition, the questionnaire and note taking as techniques served to collect details and information about relevant events occurred during the observation and the field job.

In the students' questionnaire, the aspects were divided into the following items: items 1 to 9 belonged to academic issues; items 10 to 14 represented the social issues; and items 15 to 21 for the psychological issues; on the other hand, the criteria considered in questionnaires were: very satisfactory, satisfactory, somewhat satisfactory, and unsatisfactory.

The field work was done in some case during the class time when students were working and in other cases were after classes; the students' questionnaires were

distributed according to the number of students in the class and each item was read and explained to students in Spanish in order to obtain the right information concerning with the influence of large classes and the students' responses concerned with the impact that large classes have on the teaching-learning process.

The method used for this research was quantitative and the student's questionnaire was used for this analysis; here the results were tabulated and statistically organized by graphics. In addition, the information was converted into percentages for easier analysis of the three different sections, during the analysis of the information obtained from the questionnaires; these were different aspects to consider. The first aspect was the purpose of study. The second aspect to remember was which section was being worked with (academic, social or psychological), finally, any radical variation or conflicting data needed to be analyzed with scrutiny to understand its correlation to the whole.

The qualitative method was used to provide information identifying intangible factors, such as social norms, economic status, gender roles, ethnicity, and religion, they can help us to interpret and better understand the complex reality of a given situation and the implications of the quantitative data. The direct observation was used for qualitative analysis and they show the behavior of students in their environment. And all of the results were of vital importance to elaborate conclusions and set recommendations.

## DISCUSSION

### Literature Review

The influence of large classes is well known as a huge problem in Ecuadorian high schools. This problem has been happening for many years and any kind of solutions have been found yet. The government has struggled with the problem of the influence in large classes; however, instead of having a real solution, the problem has become much bigger. Nowadays, the government has implied new strategies and methods to try to solve the problem at its root.

#### *Teaching Approaches and Methods*

In the following section some of the most important approaches and methods will be mentioned concerning the English teaching and learning in large classes as well as some previous studies.

Richards & Rodgers (2001) claimed that Communicative Language Teaching (CLT) is an assumption of language teaching that starts from a communicative model of language. Piepho (as cited in Richards & Rodgers, 2001) expresses that this approach has the following objectives; an integrative and content level, a linguistic and instrumental level, and an affective level of interpersonal relationships and conduct.

Similarly, Karlfried, Seidlhofer & Widdowson (2009) mentioned some objectives of the approach; the focus is on process rather than product, basic elements are purposeful activities and tasks that emphasise communication and meaning, learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

In addition, Richards & Rodgers (2001) exposed that exercises proposed by the CLT enable students to get to communicate to each other, which gives student's confidence to talk amongst themselves, by the use vocabulary and personal information acquisition as well.

Content-based Instruction (CBI) refers to make students work in context rather than making them write or work about anything without a purpose. Karlfried, Seidlhofer & Widdowson (2009) alleged that instead of inventing content as an enabling factor in the acquisition of language is to make the language be acquired as a natural function of engaging with content.

Likewise Richards & Rodgers (2001) stated that CBI is an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Additionally the authors mentioned that one of the main characteristics of this approach is it make learners to become autonomous.

Pica, Kanagy and Falodun (as cites in Karlfried, Seidlhofer & Widdowson 2009) claimed that Task-Based Language (TBL) teaching uses different tasks or pieces of work; some of the most common tasks are, jigsaw tasks which enable students pick up fragments of information to form whole information, information-gap tasks that help students find out information missing from other students, problem solving tasks that aid students to obtain information to solve a problem.

Richards & Rodgers (2001) explained some activities that can be used by the teacher when working with the Task-Based Instruction method could be completing one another's personal chart, solving a riddle, or leaving a message to a friend or family member who is not with you at that moment.

The Grammar-translation method, maybe it is one of the most common methods since it has been used since the 17th century for the teaching of Greek and Latin. For this method reading and writing are the most important skills to be considered when translating.

Larsen-Freeman (2000) alleged that grammar structures are needed to study by writing; verbs have to be remembered using translation words so that the learners can compare English grammar rules into their native language to see how much difference there is between their mother tongue and the target language.

Karlfried, Seidlhofer & Widdowson (2009) also stated that the student's native language is the medium of instruction since it is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.

Richards & Rodgers (2001) asserted that Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; i.e. students will be given order to be performed with their body for the adoption of the knowledge. Also, the authors explained that some of the characteristics of the TPR are that learners have the primary roles of listener and performer; i.e. students are encouraged to speak when they feel ready to speak.

Similarly, Salim (2001) expressed that the general objectives of TPR are to teach oral proficiency at the beginning level and the ultimate aim is to teach basic speaking skills. He additionally mentioned that teachers play an active part in TPR, but their role is as a provider rather than teach the best exposure to language.

### *Class Size*

In previous studies, Finn, Pannozzo, & Achilles (as cited in Bray & Kehle, 2011) indicate that less than 20 students per class is considered small, and more than 20 is considered a large one. Both authors explained that the fact of having large or small groups in the classroom does not necessarily result in higher achievement or failure rates because there are different factors that are very important in students when learning another language. As a result, what really matters is how well teachers are prepared.

Blatchford (2003) found that in smaller classes there is more active involvement with teacher, also, there was less pupil inattentiveness and off-task behavior, especially in terms of being disengaged from allocated work; however, children in larger classes spent more time interacting with peers, which led to indiscipline.

In a later research, Blatchford (2003) stated that “Different class sizes may well involve different dynamics that influence both teachers and pupils”. He highlighted that even a small class of 15 students could be difficult to control if 5 of those students show emotional or behavioural difficulties, or if those students find it hard concentrate at the moment teachers are giving their lessons.

### *Managing Learning*

The feedback session is an opportunity for the children to contribute their thoughts, feelings, and ideas to the class. This handing over of control is not an easy step for the teacher to take, and learners find the idea a bit strange at first too. It is best then, to start with very simple activities in order to establish the concept. Feedback should be given in the students’ native language, as the aim is not to practice English, but to involve the pupils in the learning process (Phillips, 2003).



Another important reason of feedback which the previous author indicates can be applied when the teachers need to know specific information. Also, it is important that students have understood the topic of the lesson. For this reason, the role of the teacher is to pay attention and make sure what students have just said. As a conclusion, the role of the student is to generate thoughts through practices.

In regards to timing, Wajnryb (1992) suggested that it can be applied when teachers choose the right time to do the activities through the lesson plan. For example, learner teachers are not used to organizing timing. However, skillful teachers are able to change timing if it is necessary during the whole process of the class. Finally, teachers who use timing in class are able to reach their objectives or goals.

Another way to manage students' learning is by giving instructions to students, which is more difficult than it seems. She also claimed that one way to give students instructions is by catching student's attention, even if giving instructions is a very hard task for teachers to do. The instructors must remember that "the importance of doing this is compounded if you are teaching practical lessons where pupils have a degree of freedom to use the resources located at various points in the classroom" (Dixie, 2003 2003, p. 30)

### *Managing large classes*

Managing large classes has always been a complicated problem or teachers to deal with. Byram (2000) stated that some of the problems teachers and students experience are issues about management in interaction for effective language learning and assessment to all individual learners. Classroom control and management problems can be reduced by getting to know students' names rapidly,

reducing noise levels, keeping activities brief, ensuring that students know what to do and easing transitions from one task to another.

Thompson (2007) agreed that monitoring is very important when working with large classes. Also, room arrangements are very important in overcrowded classes, since teachers have to have the opportunity to observe every student. Create and enforce routines for class activities would make class feel autonomous.

Thompson explained that it is of vital importance to speak with every student every day so that each student feels that he has being paid attention.

#### *Activities for working with large classes*

Bhatnagar & Bell (1979) stated that one positive strategy to do in large classes is to have students divided in groups with one leader in each of the groups. By doing this, the teacher can have more control over the students, but one aspect to be taken into consideration is the necessity of organizing students according to their knowledge or level of English.

Likewise, Baker and Westrup (2000) asserted that pair and group work have plenty of benefits where the students can practice a lot by using different tools in learning a second language. In fact, it allows the students to get confidence in not just talking in front of the class, but with a classmate as well. Also, each of them is helping with the process of learning by doing some feedback.

#### *Seating Arrangement and Classroom Space*

Thompson (2009) alleged that at the beginning of the class, the students may create confusion and disorder because they are not well arranged in the class. By knowing that, the author recommended some tips to form a pleasant place for working based on the size of the class. Besides, he explains that there are many ways for teachers to do the seating arrangement. As a matter of fact, seating arrangement

in class helps students to behave and allow them to be focused on exercises using pair and group works.

Evans, Lindberg, & Swick (2005) claimed that teachers let students sit around wherever they feel comfortable at the moment of working in class. At the same time, based on the position of the students, teachers can see how the group of students behaves when studying the language. If they are not working and studying according to the seating arrangement, then teachers would sit them according to their knowledge and development of the students in class.

#### *Different levels of proficiency*

Harmer (2007) declared that classes large usually had different kind of students with different levels of English; for instance, some might be beginners, intermediate, and others advanced, so teachers have to be aware on the skills and the levels of each student.

Farrell (2006) claimed that advanced and beginner students have to work and cooperate in the class using different activities. In addition, students are arranged in different levels in the class so that they can improve their language communication amongst themselves. In other words, communication creates a challenge between beginner and advanced students to improve their performance and not feeling intimidated by students with higher proficiency.

Having seen and read about some approaches and methods amongst some other important information on teaching and learning taken from different sources, some previous studies will be now introduced to better clarify the importance of English and how it is perceived, taught, learnt and understood in different parts of the world when talking about large classes.

Chowdhury & Shaila (2011) conducted a study on 52 university language teachers, in Dhaka, Bangladesh. whose main objectives were to investigate how the English language teachers deal with the large classes, how they try to solve the problems and how they utilize different new methods of teaching speaking in the language classrooms and find out what problems the teachers face when they carry on and observe speaking classes.

The universities and the teachers were chosen from a survey without having a specific list of private universities. Among the teachers were distributed a questionnaire, those had some fixed alternative and some open ended questions. According to the open ended questions, participants exchange opinions and answers. The authors have also agreed based on their working experience. Once gathering the survey results, they were presented in percentage. By this method of qualitative research, opinions and feedback were set as first concern.

The results showed that that 25% teachers think that students are most weak in writing and 19.2% think they are weak in reading, whereas 32.6% think listening is a difficult task for their students and 42.3% teachers agree speaking is the Achilles ' heel for their students. Also, 34 participants (65.3%) agreed that large classes should be considered a challenge, whereas 16 teachers (30.7%) consider it as a problem and 2 participants (3.8%) remained neutral.

Islam and Islam (2012) in their research sought to identify advantages and disadvantages in role-play according to the large classes applying speaking skills, and find out if there is positive feedback according to the evaluation using role-play in large classes. This study was conducted in Nigeria on one hundred and twenty students and five teachers from university.

Survey questionnaires were spread amongst the students so that they could fill them. A an interview was applied to twenty students who were sat sharing their points of views about the advantages and disadvantages of speaking in a large class. Also, role play was found for the majority of the students as a helpful instrument for acting and speaking in class.

The interview showed that five students indicate advantages where students show more confidence. Along with that, students did not have too much problem because they demonstrate their aptitude in talking among them in the class. However, role play showed some disadvantages where students felt nervous and forgot what they are going to speak in class. In contrast, there were also students that disagreed with the opinion. Even though they forgot their dialogues, they made up dialogues of their own. Moreover, seven students felt and found it difficult to handle the tasks given by the teachers using timing.

Five teachers were interviewed to determine if role play could bring any effective changes in enhancing learners' speaking skills to communicate and interact properly.

The results of the study showed, first, that students face more advantages than disadvantages when working with role-play in class. It was confirmed that role play enhanced learners' speaking skill as it enabled them to get fluency through acting and communicating with others. Finally, there is a positive feedback about role-play because students are able to practice speaking in a natural way, i.e. the learners will use the language in real life, so they need to speak efficiently.

Jimakorn and Singhasiri (2006), in their study intended to investigate teachers' beliefs in terms of perceptions, opinions and attitudes towards teaching

English in large classes. Seventy-five lecturers were selected as participants. This research was conducted in Thailand.

The use of a questionnaire, which was piloted with the teaching staff, remained fundamental for the investigation. One hundred copies of the revised questionnaire were distributed to English departments in the universities above, but only seventy-five were taken into consideration since the others never returned. This questionnaire was made up of three parts, open ended questions which asked for personal information, close ended questions which relate to participant's knowledge and facts and opinions. This last part was divided in four sections; general and physical conditions of their current classrooms, teaching and learning conditions in large classes, degrees of difficulty of teaching in large classes, and opinions towards teaching in large classes and ideal classes.

The results showed that large classes were found to be more appropriate with a teacher-centred mode of teaching, rather than students-centred. Also, it was asseverated by teachers that students did not receive the same amount of time or attention they would when working in smaller classes.

Darasawang and Srimavin (2006) in their study conducted in Thailand, proposed to identify how useful a lecture and tutorial approach in teaching in large classes is.

All the participants were adults, 63 Engineering students studying an English foundation course and 2 university teachers.

The study was developed in Communicative Writing class. The course used a task based approach where students had to perform different types of tasks based on their awareness. Some tasks were managed personally, for instance, the email task,

writing the postcard and a letter of complaint, and reports on the survey and the experiment.

The class was reorganized by two lectures, where they selected the part of the content that intended to send a message to the students like explaining strategies, the task, new grammar points necessary for the tasks and feedback of common errors coming from the whole class. Moreover, the lecture contains exercises that were performed in pairs or in groups of five to realize if they comprehended the short lecture. The most important part was the experimental task using the lecture mode.

The whole class was split into four groups named A, B, C, and D containing fifteen to sixteen students in each group and one researcher was in charge for two groups. The students studied in a tutorial session and the lessons were conducted mainly to give feedback on the students' assignments individually, present the smaller tasks, and discuss the topics the students chose to do in the survey task. Fifteen to sixteen students met with the researcher for one hour while forty students met for two hours. As a result, the conventional classroom was divided into two smaller groups and dealing with one group at a time.

Thirty sessions were distributed in two sessions per week. The first session was detailed in how the class would be performed. Also, in the introduction session, students were given the timetable and the tutorials for each group were conducted.

Two instruments were used in this method. The first instrument was a questionnaire asking the subjects' attitudes about these teaching modes. It was composed of 22 items and there were three open ended questions at the end of the questionnaire. The second instrument was a diary by one teacher/researcher whose expertise is in teaching techniques. The researcher recorded what happened in class

and the data from the diary were used to support the information from the questionnaire.

The results of the study indicated that students did not seem to make a clear distinction between studying in the lecture mode in a large class and their previous experience in studying English in a conventional class like to learn English in large classes using the tutorial mode. The rating scales showed that class size had no effect on the students' perception of the differences among the three types of classes.

Byamugisha, Maani, Nakabugo, Opolot-Okurut, & Ssebbunga (2008) intended to explore how experienced teachers handle difficult situations in large classes and how they react in those situations; also it seeks to investigate ways of learning that teachers apply in large classes according to individual and institutional levels. Thirty-five teachers from Uganda were selected as participants.

The method of the research was conducted in two phases. The first phase contained the baseline. The data for the baseline was generated from interviews with the thirty five teachers, twenty school administrators and one hundred lesson observations. The teachers' interview focused on specific issues, official time allocation versus actual time per lesson and reasons for exceeding the official time allocation where applicable, challenges they faced in teaching large classes, how the large classes affected their planning, classroom organization, assessment, and use of instructional materials, the strategies they used to teach large classes, and the suggestions they held for improving teaching and learning in large classes.

The structure of the teachers' lesson were monitored and examined applying structured lesson observation template that gathers data on the teacher's type of teaching, classroom management, teaching resources, classroom environment, students' participation and commitment through the lesson, and timing.



In the second phase that is named the action strategy, utilised the lesson study methodology in which the teachers reflected upon their taught lessons. It explained how lessons are taught together with the research team, based on the teachers' reflections, and prove new strategies to develop teachers' teaching and learning in large classrooms. Ten teachers in five schools were used in the lesson study representing different socio-economic environments, and different resource endowments.

Female teachers took part in the lesson study, apart from one. They taught large classes divided in four in urban schools, four in semi-urban schools and two in a rural context. There were some kinds of variations in school location on the resource endowment. In the rural and semi urban schools, teachers had fewer resources for instance; classrooms did not have enough space, few classroom supplies and didactic materials.

The data analysis in this method was the constant comparative method. This method examined the data gathering information according to the similarities and differences between them and those results create patterns or categories from the data. Different types of data collection instruments were gathered in order to prepare comparisons from the teachers being studied. For instance, congruence and contradiction were observed in the data from lesson observations in order to determine what the teachers said they did while they taught large classes.

Classroom control and management difficulties were also pointed out resulting into indiscipline such as excessive noise and children dodging exercises. Some of teachers realized that hat the strategies they had been using could be improved further.

## Description, Analysis, and Interpretation of Results

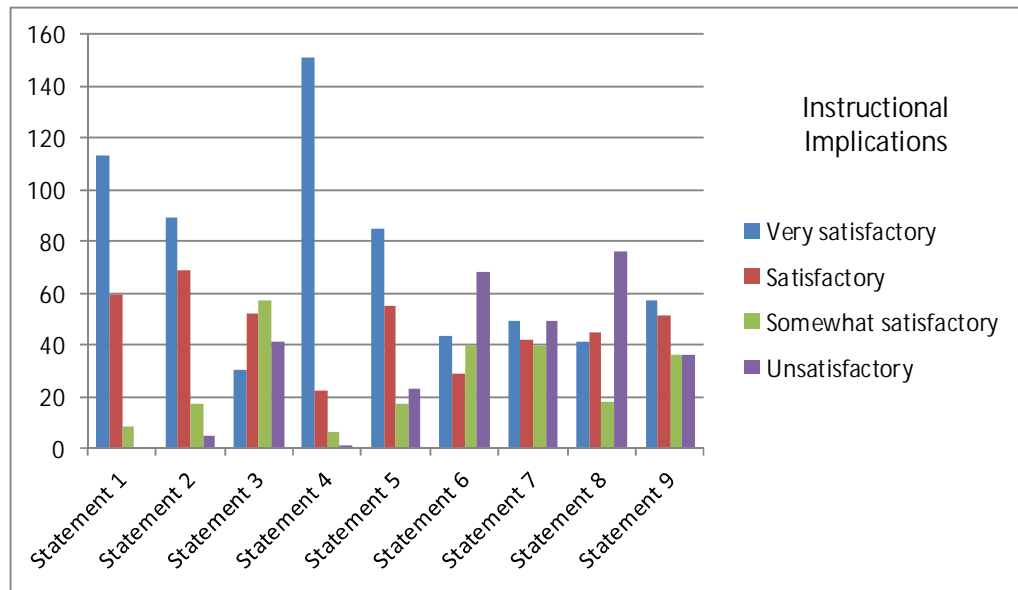
This section contains a quantitative analysis of the results obtained from the students' questionnaire. This analysis is focused on the frequency and tabulation of the four aspects as instructional, social and psychological implications, which may influence the English language teaching – learning process in large classes.

In the analysis, three questions raised for the purpose of research were answered. All of the questions followed the same process, first the question was written, later the table was inserted with the results obtained on the students' questionnaire that respond to this question. Finally, the results were described and supported with opinions, theories and principles included in the literature review in order to know how large classes influence in the English language teaching – learning process in Ecuadorian high schools.

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

### A. Academic Issues

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	f	%	f	%	F	%
1	The activities done in class help to apply what students learn in class.	113	63	59	33	8	4	0	0	180	100
2	The activities done allow to practice listening, speaking, reading and writing skills.	89	49	69	38	17	9	5	3	180	100
3	The students are attentive and participate in class activities, including those sitting at the back of the classroom.	30	17	52	29	57	32	41	23	180	100
4	Varied class activities are used such as group, individual, pair-work activities, etc.	151	84	22	12	6	3	1	1	180	100
5	Activities such as plays, competitions, debates, games, etc. are used in class.	85	47	55	31	17	9	23	13	180	100
6	Students can cheat during the test.	43	24	29	16	40	22	68	38	180	100
7	Students get distracted by doing assignments from other subjects.	49	27	42	23	40	22	49	27	180	100
8	The seating arrangement facilitates the tasks that are carried out in class.	41	23	45	25	18	10	76	42	180	100
9	Students cannot receive regular feedback from the teacher due to the large number of students.	57	32	51	28	36	20	36	20	180	100



According to chart A, item 1; 63% (113) of the students totally agreed that the activities done in class help apply what students learn in class while 33% (59) of the students agreed with it. Additionally, it can be observed that 4% (8) of the students partially agreed that the activities they perform in class can help to apply what they have learnt.

Based on Baker and Westrup's opinions (2000), pair and group work have plenty of benefits where the students can practice a lot by using the different tools in learning English as a second language. For this reason, it is easy to see nowadays that the activities done in class show a big progress in learning a language with plenty of benefits too.

In addition, Bhatnagar and Bell (1979), agreed that teachers use monitoring to check students activities during the class. Also, timing is useful during the activity because students do not spend too much time doing different exercises, and they can keep following teachers' instructions. Thus, it is necessary to organize students' work using timing because teachers are able to do other activities in class.

Teachers must truly pay attention to the kinds of activities they use in class, since it is important to make them interesting and above all real and vivid for the learners to get engaged and motivated to learn more and more.

According to item two, 49% (89) of the students totally agreed that the activities done while being in class allow them practicing listening, speaking, reading and writing. Not too far, 38 % (69) of the students agreed that these activities allow them practicing the four skills. On the other hand, 9% (17) of the students partially agreed with it, whilst 3% (5) of the students disagree that the activities performed in class would possible make practice any of the mentioned skills.

Richards and Rodgers' opinions (2001), exercises enable students to get acquainted and this communication gives students' confidence to talk among them, using vocabulary and getting personal information about each other. For this reason, students are able to practice speaking skills.

The previous authors also explained that by performing an activity or task, comprehension is necessary in order to practice, develop, and complete speaking skills. Listening, on the other hand, takes part in Total Physical Response as an important tool because the students are able to react physically to teachers' orders. For this reason, students are able to practice listening and speaking skills.

Furthermore, Knapp, Seidlhofer, &Widdowson (2009) agreed that students should focus on learning by grammar rules and vocabulary. Similarly, Larsen-Freeman (2000) stated that grammar rules are useful because students are able to analyze and do exercises. As a result, students will be able to practice reading and writing skills.

A very positive aspect about the use of the four skills is imperatively remarkable. The majority of students claimed they practice speaking, writing, and the other skills when having their lesson.

According to item 3;17% (30) of the students totally agreed that they are attentive and actively participate in class activities, including those sitting at the back of the classroom. Twenty-nine percent (52) of the students agreed that they actively participate in class, even if they are seated at the bottom of the classroom. Also, 32% (57) of the students partially agreed with the statement above, while 23% (41) of the students disagreed that they pay attention and participate when being in class.

Byram (2000) explained that the environment of a class has to be appropriate in order to learn what is being taught so that students do not get distracted easily.

Besides, Bhatnagar & Bell (1979) stated that groups have to be divided in large classes, where each group must have a leader. By doing this, the teacher can have more control over the students, but it is necessary to organize students according to their knowledge of English. Teachers use monitoring to check students activities during the class. Therefore, in order to avoid problems with students who are sitting at the back, teachers need to divide in groups and choose a leader.

Furthermore, Blatchford (2003) alleged that large class groups are difficult to handle because students are talkative among themselves and do not pay attention in class. Otherwise, working with a small number of students has its own advantages, for instance, teachers can control students' behaviour. However, he also mentioned that having large or small groups does not automatically result in higher achievement or failure rates because there are other factors that are very important in students when learning another language. As a result, it does not matter the size of the class, what really matters is how well teachers are prepared.

It could be detected that most of the interviewed students did not agree at all that they could pay attention due to the amount of students each of the observed classroom had. Therefore, large amount of students is a bit worrying concerning this aspect.

According to item 4; 84% (151) of the students totally agreed that varied class activities are used such as group, individual, pair-work activities, etc., 12% (22) of the students agreed that they use these kinds of activities in class. Three percent (6) of the students partially agreed that group, individual, pair-work activities are frequently used when studying or performing in class. One percent (1) of the students disagreed that any of the mentioned activities are performed in class.

Thompson (2009) agreed that seating arrangement in class helps students to behave and allow them to be focused on exercises using pair and group work to better perform in class.

Additionally, Evans, Lindberg, & Swick (2005) claimed that based on the space where students are sitting, the teachers can see how the group of students behave when studying the language, mad of course every student can actively participate in the activities proposed by the teachers.

Moreover, Baker and Westrup (2000) pointed out that pair and group work have plenty of benefits where the students can practice a lot by using different tools in learning a second language or foreign language.

Also, Jimakorn and Singhasiri (2006) cited the importance of working with groups in large classes since students can ask questions nicely, not only to the teacher, but also to their partners, especially the ones who have got a higher level of English.

Darasawang and Srimavin (2006) proposed that the lecture given by the teachers must contain exercises to be performed pairs or in groups of five or more to realize whether the learners comprehended the short lecture or not.

Accordingly, on all the percentages, teachers need to apply varied class activities because students can easily get bored doing the same thing every day, over and over. Varied activities like using pair and group work lead to a better comprehension.

According to item 5; 47% (85) of the students totally agreed that activities such as plays, competition, debates, games, etc. are used in class, 31% (55) of the students agreed that activities are used in class. Also, it shows that 9% (17) of the students partially agreed that activities such as plays, competition, debates, games, etc. are used in class, and 13% (23) of the students disagreed that activities are used in class.

Islam and Islam (2012) claimed that role play was found for the majority of the students as a helpful instrument for acting and speaking in class.

In addition, they reported that role play could improve positive changes in developing learners to act in speaking classes. Thus, students get confidence because they are willing to perform in class accurately and neatly. Moreover, students show more aptitude in learning and the students' performance in the classroom may bring out new ideas that would be of the learners' interest.

Islam and Islam (2012) also claimed that there is a positive feedback about role-play because students are able to practice speaking in a natural way and conscious that in real life they need to speak efficiently.

Knapp, Seidlhofer, & Widdowson (2009) observed that in the beginner levels, teachers help students by using mimics, body language or drawings to make them speak before they introduce debates, discussion or any other kind of activities.

The authors above also pointed out that there are different and stimulating techniques to learn English. First, there are interesting tools for teaching English, such as jigsaw tasks, information gaps and solving tasks. Second, information-gap tasks show that students find out information missing from other students. Third, problem solving tasks where the students have to obtain information to solve a problem. Next, decision-making activities help students to get multiple results of information to solve a problem. And the last task, opinion exchange focus on students guide mutual expressions of opinions without worrying to reach a term.

Richards & Rodgers (2001) reported that total physical response applies learning by physical contact using the body. For instance, the teacher is the film director and the students are the actors. Teachers tell students what and how to respond to commands. Students pay attention and react to the commands by physical contact using the body.

Under the circumstances, based on all the percentages, teachers are aware that role-play, mimics, body language, drawings, jigsaw tasks, information-gap tasks, problem solving tasks, decision-making tasks, and opinion exchange tasks are activities that authors recommend the most to be used in class.

According to item 6; 24% (43) of the students totally agreed that they can cheat during the test, 16% (29) of the students agreed that it is not a problem to copy when being evaluated test, 22% (40) of the students partially agreed that they can do so and 38% (68) of the students totally disagreed that they can cheat during the test.



Blatchford (2003) observed that small class groups are comfortable because teachers can control students' behavior and learning. Additionally, Thompson (2009) claimed that seating arrangement in large class helps students to behave and allow them to be focused on exercises using pair and group works.

According to the percentages mentioned above, seating arrangement and working in pair and group are useful tools that help teachers to reduce cheating, especially during the test.

According to item 7; 27% (49) of the students totally agreed that they get distracted by doing assignments from other subjects, 23% (42) of the students agreed that they do not pay attention because they do extra activities from other subjects, 22% (40) of the students partially agreed that they get distracted by doing assignments from other subjects, and 27% (49) of the students disagreed that they get distracted by doing assignments from other subjects.

Darasawang and Srimavin (2006) mentioned that the students need to work in cooperative and collaborative activities to reinforce and give feedback on the students' assignments individually, present the smaller tasks, and discuss the topics that students chose to do in the survey task. For this reason, the different tasks keep them busy on the subject and help teacher to control students' learning instead of doing something else which has nothing to do with the target language.

Also, Richards & Rodgers (2001) stated that students pay attention and react to the commands by physical contact using the body. For this reason, students are able to use physical body as a resource of learning.

Moreover, Wajnryb (1992) suggested that timing can be applied when teachers choose the right time to do well the activities through the lesson plan. However, skillful teachers are able to change timing if it is necessary during the

whole process of the class. For this reason, teachers use timing because students are not willing to get distracted in class.

In addition, Thompson (2007) noted that the environment of a class has to be appropriate in order to learn what is being taught and do not get distracted easily; i.e words, different kinds of activities are required for teachers.

Moreover, Bhatnagar & Bell (1979) indicated that large classes have to be divided in groups, where each group must have a leader so that they whole group knows what to do. By doing this, the teacher can have more control over the students by organizing students according to their knowledge or level of the target language, English. Teachers use monitoring to check students activities and progress during the imparted class.

In the same way, Thompson (2009) alleged that seating arrangement in class helps students behave and it also allows the learners to be focused on exercises using pair and group work as much as needed. For this reason, it is very important that teachers employ pair and groups works in class in order to get full attention from the students.

As a matter of fact, students sometimes get distracted by doing assignments from other subjects. It is necessary then that teachers pay attention to the seating arrangement, pair and group works working in large classes.

According to item 8; 23% (41) of the students totally agreed that the seating arrangement facilitates the tasks that are carried out in class whilst 25% (45) of the students agreed that the seating arrangement makes easier the tasks that are carried out in class. Ten percent (18) of the students partially agreed that the seats are arranged helps the tasks to be carried out easily in class, and 42% (76) of the students

disagreed that the seating arrangement facilitates the tasks that are performed in the classroom while studying.

Evans, Lindberg, & Swick (2005) claimed that based on the location of the students, the teachers can see how the group of students behave when studying the target language. If the pupils are not working or studying according to the seating arrangement, then the teachers would sit them according to their knowledge and development of the students in class for a better performance and better results as well.

Moreover, Byamugisha, Maani, Nakabugo, Opolot-Okurut, & Ssebbunga (2008) claimed that teachers identify difficult situations that they face every day; for instance, seating arrangement, physical space, materials, resources and the environment. In addition, the authors proposed some solutions such as two teachers in class, more material and resources and a beneficial learning environment.

In other words, teachers need to organize pair and group works before students do the tasks and bring out more material and resources to the class. To do so, planning needs to be done every day and it has to be seen as mandatory, and not as a prerequisite.

According to item 9; 32% (57) of the students totally agreed that they cannot receive regular feedback from the teacher due to the large number of students. Twenty-eight percent (51) of the students agreed that they are not capable of getting any systematic feedback from their teachers because of the large amount of students, 20% (36) of the students partially agreed that they cannot receive steady feedback from the instructor due to the large class, and 20% (36) of the students completely agreed that they can receive regular feedback from the teacher due to the large number of students.

Phillips (2003) claimed that feedback should be done in the student's native language, as the aim is not to practice English, but to involve the students in the learning process. Also, it is important that pupils have understood the topic of the lesson. For this reason, the role of the teacher is to pay attention to their students and make sure that pupils obtain as much information as possible from what has been taught in class.

Additionally, Byram (2000) suggested that papers, like homework, quizzes, or any other evaluation or assessment has to be returned on time because that is a very positive way for the students to obtain the corresponding feedback, so that they can know what their weakness and strengths are for future corrections.

In addition, Baker & Westrup (2000) explained that pair and group work help teachers with the process of learning by doing some feedback; this is because students can learn one from the other, especially if they are grouped with one leader in each group.

As a result, feedback should be done in the student's native language to involve the students in the learning process and pair and group work since it is essential to create a sense of companionship where students help each other.

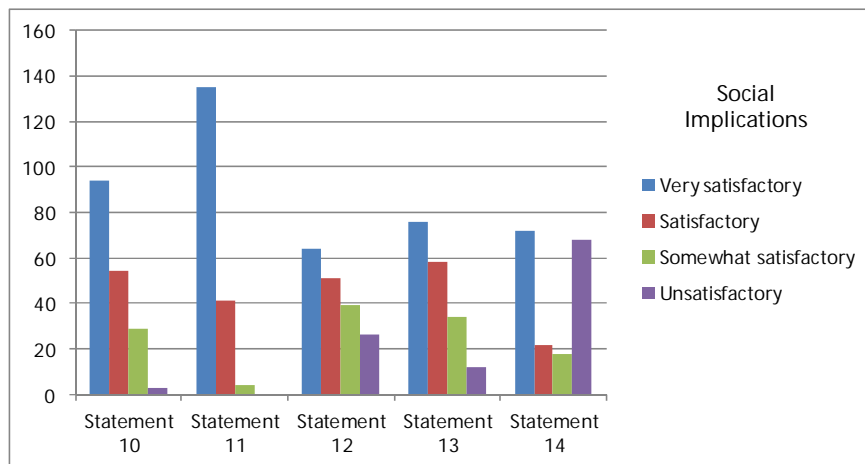
The instructional implications that large classes have in the teaching-learning process can undoubtedly have a negative effect on the results that are gotten at the end of the school period, because the students do not have the same academic performance as well as the students in small classes. Also, in this kind of class, sometimes teachers are not aware of some students who face learning problems or they cannot diagnose correctly and of course teachers cannot give them the appropriate assistance they require. Finally, the large number of students in class is

more difficult to handle problematic situations, especially, when teachers are working with troubled teens or with troubled children.

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

B. Social Issues

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	F	%	f	%	f	%
10.	There is a proper balance of student-student and teacher-student interaction.	94	52	54	30	29	16	3	2	180	100
11.	Students have the opportunity to build relationships with their classmates.	135	75	41	23	4	2	0	0	180	100
12.	The teacher has problems remembering all the students' names.	64	36	51	28	39	22	26	14	180	100
13.	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	76	42	58	32	34	19	12	7	180	100
14.	It is easier for students to use their cell phone or any other mobile device without being seen by the teacher.	72	40	22	12	18	10	68	38	180	100



According to item 10, on chart B; 52% (94) of the students totally agreed that there is a proper balance of student-student and teacher-student interaction, while 30% (54) of the students agreed that the interaction of student-student and teacher-student is not adequate. It also shows that 16% (29) of the students partially agreed that there is a suitable balance interaction between their partners or their teachers, and 2% (3) of the students disagreed that there is a proper balance of student-student and teacher-student interaction in the classroom.

Additionally, Knapp, Seidlhofer, & Widdowson (2009) recommended that communicative language teaching is practical because teachers use communication or interaction among the students, which is a very positive aspect to be taken into consideration when learning English as a foreign or second language.

Besides, Richards & Rodgers (2001) exposed that certain exercises enable students to get communication, and this practice gives students' confidence to talk among themselves, using vocabulary and getting personal information about students.

Furthermore, the previous authors insisted that working with students is more appropriate and useful since pupils can be able to recognize their mistakes in the path of learning, discovering different learning strategies, and identifying oral and written texts meaning.

Moreover, Farrell (2006) claimed that advanced and beginner students have to work and cooperate in the class using different activities in order to obtain much better results. In addition, students are arranged in different levels in the class so they can improve their language communication among themselves with the help and cooperation of the leader in each group.

In consequence, teachers are able to answer or dissipate any arising questions or doubts from students so that the learners can follow instructions based on the teachers commands even if there are problems to manage large classes.

According to item 11, the majority of the students, 75% (135), totally agreed that they have the opportunity to build relationships with their classmates, 23% (41) of the students agreed that they have the chance to create relations with their peers, and only 2% (4) of the students partially agreed that they have the opportunity to build relationships with their classmates.

Baker and Westrup (2000) explained that learning a second language allows the students to get confidence in not just talking in front of the class, but with a classmate.

Farrell (2006) claimed that advanced and beginner students have to work and cooperate in the class using different activities. In addition, students are arranged in different levels in the class so they can improve their language communication among them.

Therefore, it is essential that students keep a good relationship among themselves in order to work in tasks, exercises, role-play, etc. properly; there is a good learning environment indoors and outdoors the classes and students can help each other in studying the second language.

According to item 12; 36% (64) of the students totally agreed that the teacher has problems remembering all the students' names; 28% (51) of the students agreed that the instructor has got difficulties memorizing all their names. Twenty-two percent (39) of the students partially agreed that the trainer has problems recalling all the students' names, while 14% (26) of the students disagreed that the teacher has problems memorizing all the students' names.

Evans, Lindberg, & Swick (2005) claimed that if students are not working and studying according to the seating arrangement, then the teachers would sit them according to their knowledge and development of the students in class to help themselves remember the names.

Additionally, Jimakorn & Singhasiri (2006) cited that principals and administrators should take note that in order to teach large classes, teachers must know the correct techniques or methodologies to be used, and how to deal with groups in large classes.

Therefore, teachers are not able to remember students' names because of the large number of students in class. Using seating arrangement makes easier to remember students' names for teachers according to their knowledge and development.

According to item 13; 42% (76) of the students totally agreed that the atmosphere is less stressful since the teacher does not ask several questions to the same student. Thirty-two percent (58) of the students agreed that the atmosphere is less stressful since the teacher does not ask many questions to the same student over and over; 19% (34) of the students partially agreed that the environment is less stressful since the teacher does not ask questions to the same student constantly, and 7% (12) of the students disagreed that the atmosphere is less stressful since the teacher does not ask several questions to the same student.

Richards & Rodgers (2001) believed that students are able to recognize their own learning process from the beginning to the end of the class. Also, this learning process leads to students to be collaborative with other students.

The previous authors also suggested that when a sufficient basis in the target language has been memorized, students are motivated to speak at all times because



they already have basic knowledge. The teacher is in charge to make the decisions in class and organize and coordinated about oral tasks.

Phillips (2003) proposed that it is important that students have understood the topic of the lesson. For this reason, teachers need to pay attention and make sure what students have just said. As a conclusion, the role of the student is to generate thoughts through practice. In fact, Baker and Westrup (2000) alleged that pair and group work have plenty of benefits where the students can practice a lot by using different tools in learning a second o foreign language.

Thus, teachers must be sure that students participate as much as possible and collaborate among themselves as well. Pair and group work are helpful because teachers do not concentrate in one student, but make the other students participate actively in large class, too.

According to item 14; 40% (72) of the students totally agreed that it is easier for them to use their cellphone or any other mobile device without being seen by the teacher. Twelve (22) percent of the students agreed that it is easier for students to use their mobile phones or any other electronic device without being caught by the instructor; 10% (18) of the students partially agreed that they can use their cellphone or any other device without being seen by the teacher. Surprisingly, 38% (68) of the students disagreed that it is easy for students to use their cellphone or any other mobile device without being seen by the teacher.

Blatchford (2003) proposed that small class groups are comfortable because teachers can control behavior and learning of students without any problem as it is in large classes.

Additionally, Byram (2000) recommended that it is very important to know when exactly teachers will not allow small problems become into large ones. The

environment of a class has to be appropriate in order to learn what is being taught and do not get distracted easily.

Also, Thompson (2009) believed that the teachers can apply in their class one of the advices, because it is important that students can see the teachers' and teachers can also see the students, like this, the instructor will be able to pay attention to the ones having electronic devices.

Furthermore, Evans, Lindberg, & Swick (2005) claimed that based on the location of the students, the teachers can see how the group of students behaves, do or play with when studying the language.

Likewise, Byamugisha, Maani, Nakabugo, Opolot-Okurut, & Ssebbunga (2008) alleged that some solutions to avoid distractedness on students, two teachers in class, more material and resources and a beneficial learning environment would help significantly.

In other words, it does not matter what activity the teacher does in class, the students find a way to take out their cellphones and use them, therefore it is easier for students to use their cellphones more in large classes rather than they would possible use in small ones.

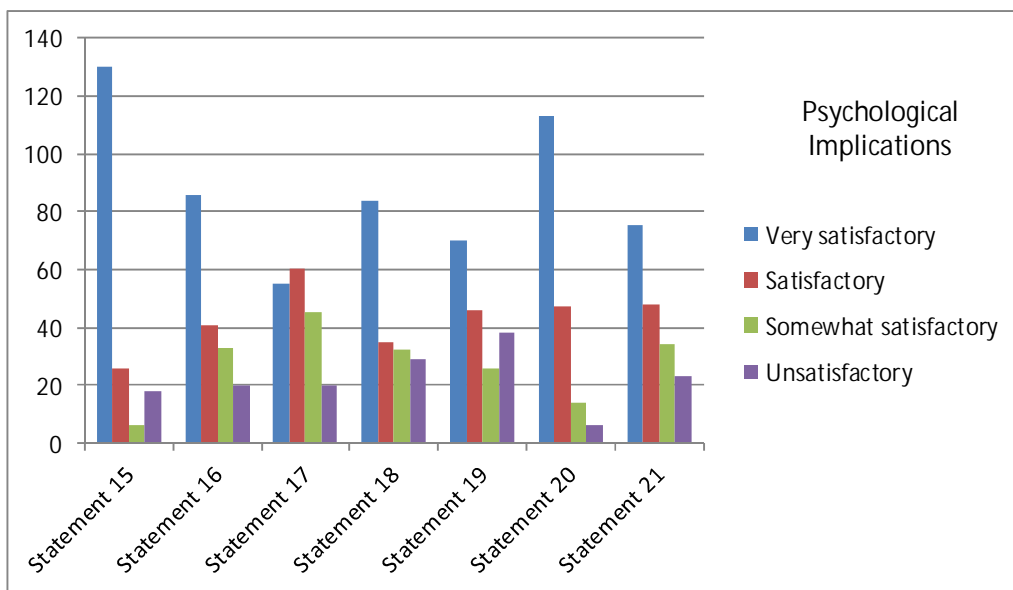
The social implications that large classes have in the teaching- learning process are varied. For example, when teachers have large classes, normally they prefer working with the whole class or group activities than pair or individually work. It allows the students to interact and learn together and could also allow to know each other a little more and they might feel motivate for working activities in class. On the other hand, when teachers manage large classes, they always decide to arrange the desk in a traditional way because, in this way students can attend the class without distraction. Also, orderly rows is a good seating arrangement for

teaching grammar, displaying videos, explaining the board and using projector while in small classes there are no limits, and the teacher does not feel limitations.

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

### C. Psychological Issues

N°	In classes with a large number of students:	Very satisfactory		Satisfactory		Somewhat satisfactory		Unsatisfactory		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15.	The atmosphere is stressful.	130	72	26	14	6	3	18	10	180	100
16.	Students feel inhibited when speaking in front of the rest.	86	48	41	23	33	18	20	11	180	100
17.	Students do not have the opportunity to express their opinions.	55	31	60	33	45	25	20	11	180	100
18.	Students do not like to participate because they feel afraid.	84	47	35	19	32	18	29	16	180	100
19.	The teacher does not pay equal attention to all his/her students.	70	39	46	26	26	14	38	21	180	100
20.	Students feel they can act competitively with other students.	113	63	47	26	14	8	6	3	180	100
21.	Students feel relaxed because they can go unnoticed.	75	42	48	27	34	19	23	13	180	100



According to statement 15; 72% (130) of the students totally agreed that the atmosphere is stressful, 14% (26) of the pupils agreed that the environment is stressful, 3% (6) of the students partially agreed that the atmosphere itself is tiresome, and 10% (18) of the students disagreed that the atmosphere is stressful.

Knapp, Seidlhofer, & Widdowson (2009) claimed that task-based language teaching uses different tasks or pieces of work. Some tasks used in this method are jigsaw tasks relate that students reunite fragments of information to form whole information, information-gap tasks relate that students find out information missing from other students, problem solving tasks relate that students have to obtain information to solve a problem; decision-making tasks relate that students have to get multiple results of information to solve a problem and, opinion exchange tasks relate that students guide mutual expressions of opinions without worrying to reach a term.

Besides, Richards & Rodgers (2001) affirmed that total physical response, applies learning by physical contact using the body. For instance, teachers are the film directors and the students are the actors in the classroom. Teachers tell students what to do, and how to do those commands. Students pay attention and react to the commands by physical contact using the body so that they can use the target language.

Byram (2000) suggested that it is very important to know when teachers will not allow small problems become into large ones. In addition, the environment of a class has to be appropriate in order to learn what is being taught or to check that pupils do not get distracted easily.

Baker and Westrup (2000) expressed that pair and group work have plenty of benefits where the students can practice a lot by using different tools in learning a second language.

Moreover, Thompson (2009) said that seating arrangement in class can help students behave and allow them to be focused on exercises using pair and group works.

Farrell (2006) claimed that students are arranged in different levels in the classroom so they can improve their language communication among themselves. In other words, the seating arrangement creates a challenging learning between beginner and advanced students to improve their performance and not feeling intimidated by higher proficiency students.

Consequently, teachers need to use different kinds of tasks in large classes, organize seating arrangements so that it allows pupils practice in pair and group work in classes. Also identifying the different levels to create a good environment between beginners and advanced students can be of great help when studying a second language.

According to item 16; 48% (86) of the students totally agreed that they feel inhibited when speaking in front of the rest, 23% (41) of the students agreed that they feel introverted when speaking in front of their partners, 18% (33) of the students partially agreed that they feel shy at the moment of speaking in front of the rest, and 11% (20) of the students disagreed that they feel inhibited when speaking in front of the classmates.

Richards and Rodgers (2001) proposed that certain exercises enable students to get communication and this communication gives students' confidence to talk among themselves, using vocabulary and getting personal information about other students as well.

In addition, Baker and Westrup (2000) claimed that pair and group work have plenty of benefits for the students since they can practice a lot by using different

tools when learning a second language. These activities allow the students to get confidence in not just oral skills at the moment of speaking in front of the class, but also when working with another classmate.

Islam and Islam (2012) assumed that teachers give little help or feedback to the class when students forget words or become nervous giving a speech in front of their classmates.

Otherwise, teachers need to work with communicative language teaching at the same time students get confidence to speak in front of their classmates. It is essential that teachers help students when they are speaking in front of the rest in order to motivate them and make the learners lose nervousness when being exposed to large classes.

According to item 17; 31% (55) of the students totally agreed that they do not have the opportunity to express their opinions Thirty-three percent (60) of the students agreed that they do not have the chance to express what they think. Also, it can be observed that 25% (45) of the students partially agreed that they do not have the possibility to demonstrate what their opinions are, while 11% (20) of the students disagreed that they do not have the opportunity to shows their opinions.

Blatchford (2003) suggested that small class groups are comfortable because teachers can control behavior and the learning of each of the students they have in their classroom.

Phillips (2003) recommended that it is important that students have understood the topic of the lesson so that they are engaged to what is being taught. For this reason, the role of the teacher is to pay attention to what the pupils say. In other words, the role of the student is to generate thoughts through practices.

Similarly, Jimakorn & Singhasiri (2006) cited that it is important to work with groups in large classes because students can ask questions nicely and pay attention to the teacher, and not remain seated passively.

Small classes are effective in order to get students opinion. But, in large classes, teachers need to work with groups in order to make sure that students have understood the lesson and produce a little bit more.

According to item 18; it can be observed that 47% (84) of the students totally agreed that they do not like to participate because they feel afraid, 19% (35) of the students agreed that they dislike taking part in class because they feel frightened. Eighteen percent (32) of the students partially agreed that they do not like to engage in because they feel scared; and 16% (29) of the students disagreed that they do not like to participate because they feel afraid.

Farrell (2006) claimed that students are arranged in different levels in the classroom, so they can improve their language communication among themselves. In other words, it creates a challenging competition between beginning and advanced students to improve their performance to avoid feeling intimidated by higher proficiency students.

Besides, Richards and Rodgers (2001) exposed that exercises enable students to get communication and this communication gives students' confidence to talk among them, using vocabulary and getting personal information about other students from the same class.

In addition, Phillips (2003) proposed that feedback should be done in the students' native language, as the aim is not to practice English, but to involve the students in the learning process.

In fact, Baker and Westrup (2000) alleged that pair and group work have plenty of benefits where the students can practice a lot by using different tools in learning a second language. In fact, it allows the students to get confidence in not just talking in front of the class, but with a classmate.

Likewise, Chowdhury & Shaila (2011) believed that teachers should be well prepared in order to improve new techniques and methods in large speaking classes.

Moreover, Islam and Islam (2012) proposed that students get confidence because they are willing to perform in class accurately and neatly. In addition, students show more aptitude in learning and the students' performance brings out new ideas in class.

Hence, the communicative language teaching is essential because students are able to lose fear and become talkative among them. Also, beginner students do not feel ashamed of themselves when they communicate with advanced students. Students have to understand feedback in their native language in order to participate in class actively, so that students demonstrate aptitudes to learn in large classes.

According to item 19; 39% (70) of the students totally agreed that the teacher does not pay equal attention to all his-her students, 26% (46) of the students agreed that the instructor does not pay equal attention to all their learners. Fourteen percent (26) of the students partially agreed that the trainer does not pay equal attention to all his-her students, and 21% (38) of the students disagreed that the tutor does not pay equal attention to all his-her students.

Phillips (2003) proposed that the role of the teacher is to pay attention to what students have just said. Besides, Baker & Westrup (2000) suggested that teachers have to explain how the class is going to be conducted before they even start



organizing in pair or group work. It is important that the teacher explains the instructions correctly before the class begins.

Furthermore, Evans, Lindberg, & Swick (2005) claimed that based on the location of the students, the teachers can see how the group of students behaves when studying the target language. If they are not working and studying according to the seating arrangement, then teachers would sit them according to their knowledge and skills development of the students in class.

Therefore, teachers should arrange seats in large classes, organize group works that allow teachers to see all the students in order to impulse them to ask questions, and dissipate any doubts.

Results on chart C, item 20 shows that, 63% (113) of the students totally agreed that they feel they can act competitively with other students, 26% (47) of the students perceived that they can take part in class competitively with other students. Also, it shows that 8% (14) of the students partially agreed that they have the freedom to participate competitively with other students; and 3% (6) of the students disagreed that they can perform competitively with other students.

Farrell (2006) claimed that students are arranged in different levels in the class so they can improve their language communication among them. In other words, it creates a challenging competition between beginning and advanced students to improve their performance and not feeling intimidated by higher proficiency students.

Also, Thompson (2009) believed that seating arrangement in class helps students to behave and allow them to be focused on exercises and activities using pair and group work.

It can be stated that students are motivated to be competitive with other students because teachers use seating arrangement, manage to organize pair or groups and mix different levels of proficiency in large classes.

According to item 21; 42% (75) of the students totally agreed that they feel relaxed because they can go unnoticed in the classroom, while 27% (48) of the students agreed that they feel comfortable because they can go unnoticed when having the lessons. Additionally 19% (34) of the students partially agreed that they are undisturbed because they can go unnoticed; and 13% (23) of the students disagreed that they feel relaxed because they can go unnoticed.

Jimakorn & Singhasiri (2006) cited that it is important to work with groups in large classes because students can ask questions nicely and in pay attention to the teacher.

Plus, Byamugisha, Maani, Nakabugo, Opolot-Okurut, & Ssebbunga (2008) stated that solutions are such as two teachers in class, more material and resources and a beneficial learning environment.

It is important that teachers are aware that students sometimes do not want to participate because they are talkative or lazy. Group work can encourage students to lose nervous in class and two teachers can control students' participation in large classes.

The psychological implications that large classes have in the teaching-learning process are many. For instance, the stress is always associated with learning in large classes than small classes because in large classes the students have fewer opportunities to participate than small classes. In addition, the students might not practice the speaking or any other skills more frequently but in small classes the students can increase their confidence, reducing stress at the same time. Also, when

the students are in large classes, they might feel less active and less productive than students in small classes. Finally, in small classes, the teachers can learn more about the weaknesses and strengths of their students and this information can help them in appropriate form for improving the teaching and learning process.

## Conclusions

- It is better to work in large classrooms with real objects and performing activities that involve students' participation, such as role-plays and dramatizations because they facilitate the acquisition of the target language and motivate the learning process.
- Most of the time teachers do not pay equal attention to their students due to the classroom size. This often causes certain academic issues such as cheating during the tests and other behavioural problems.
- Students in large classrooms do not have the chance to participate in all the language activities. It is also difficult for them to focus on the teacher's explanations, and most of the time they feel afraid to communicate in the target language.
- A large amount of students does not permit the instructors to focus on the students who really need language assistance and they get easily distracted by doing other assignments.
- This research work suggests that a healthy learning environment in any school is made with the proper balance of student-teacher and student-student interaction.
- This research reveals that the educational environment in Ecuadorian schools is affecting the learning process since the classrooms are too small, the chairs are too close to each other and the large number of students does not permit teachers to walk around the room to monitor the activities.

## Recommendations

- We suggest teachers should present the language in authentic situations updating their modern strategies and techniques to be able to work with large groups in order to motivate the students to learn the contents.
- It is recommendable that teachers use group work activities to promote cooperative learning in order to maximize the learning and satisfaction that results from working on a high-performance team.
- We recommend teachers to put the students together to work cooperatively, that is to say, strong students explaining and clarifying the material to weaker students who often find problems understanding the instructions and completing the tasks.
- It is important that teachers should be familiarized with the educational environment in our schools in order to find the best resources to manage large groups and meet the students' necessities to develop the language skills efficiently.

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# ANNEXES



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

Estimado estudiante:

Este cuestionario tiene como objetivo conocer la influencia de las clases numerosas en el proceso de enseñanza aprendizaje del Inglés.

La información que usted brindará a continuación se usará únicamente con fines académicos-investigativos. Le rogamos contestar honestamente de acuerdo a la siguiente escala de referencia.

Muy satisfactorio:	Totalmente de acuerdo
Satisfactorio:	De acuerdo
Poco satisfactorio:	Parcialmente de acuerdo
Nada satisfactorio:	En desacuerdo

Datos Informativos:

Nombre de la institución: \_\_\_\_\_

Tipo de institución:                      Pública ( )                      Privada ( )

Curso:    8vo. ( )    9no. ( )    10mo. ( )

    1ro. Bach. ( )                                      2do. Bach. ( )                                      3ro. Bach. ( )

Ciudad: \_\_\_\_\_

Instrucción: Marque con una X según su criterio.

A.        Aspectos académicos

	En clases con bastantes estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1.	Se realizan actividades que permiten poner en práctica lo aprendido.				
2.	Se realizan actividades que permiten practicar las habilidades de escucha, habla, lectura y escritura.				

3.	Todos los estudiantes están atentos y participan en las actividades desarrolladas en la clase, inclusive los estudiantes de la última fila.				
4.	Se utilizan actividades variadas dentro de la clase; como por ejemplo, actividades en grupo, actividades individuales, actividades en pareja, etc.				
5.	Se utilizan actividades tales como dramatizaciones, concursos, debates, juegos, etc.				
6.	Se puede copiar durante los exámenes.				
7.	Se puede realizar tareas de otras materias.				
8.	El espacio de la clase te permite desarrollar adecuadamente las actividades asignadas por el profesor.				
9.	No puedo recibir una retroalimentación adecuada por parte del profesor debido al número elevado de estudiantes.				

B. Aspectos sociales

N°	En clases con bastantes estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
10.	Existe interacción entre los estudiantes y entre el profesor y los estudiantes.				
11.	Tengo la oportunidad de relacionarme con más personas.				
12.	El profesor no recuerda el nombre de todos los estudiantes.				
13.	El ambiente es menos tenso ya que hay menor probabilidad de que el profesor realice preguntas constantes al mismo estudiante.				
14.	Puedo usar mi teléfono celular o algún otro dispositivo electrónico sin ser descubierto por el profesor.				

C. Aspectos psicológicos

	En clases con bastantes estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
15.	El ambiente es estresante.				
16.	Me siento incómodo al momento de hablar frente a mis compañeros.				
17.	Tengo menos oportunidad de expresarme.				
18.	No me gusta participar porque me siento tímido.				
19.	El profesor no presta atención por igual a todos los estudiantes.				
20.	Siento que puedo competir sanamente con otros estudiantes.				
21.	Me siento relajado porque puedo pasar por desapercibido.				

¡Gracias por su colaboración!



**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 large 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.

<b>Very satisfactory:</b>	<b>Totally agree</b>
<b>Satisfactory:</b>	<b>Agree</b>
<b>Somewhat satisfactory:</b>	<b>Partially agree</b>
<b>Unsatisfactory:</b>	<b>Disagree</b>

**Informative data:** Please fill in the information below

**Name of institution:** \_\_\_\_\_

**Type of institution:** Public ( ) Private ( )

**Year of study:** 8<sup>th</sup> year. ( ) 9<sup>th</sup> year ( ) 10<sup>th</sup> year. ( )  
1<sup>st</sup> senior high school . ( ) 2<sup>nd</sup> senior high school. ( ) 3<sup>rd</sup>. senior high school. ( )

**City:** \_\_\_\_\_

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

**A. Academic issues**

	<b>In classes with a large number of students:</b>	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°	<b>In classes with a large number of students:</b>	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:**

	<b>In classes with a large number of students:</b>	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!*