



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

**TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION INGLÉS**

**Teachers and students' perceptions of teaching English in small classes in New
York City**

TRABAJO DE FIN DE TITULACIÓN

AUTOR: León González, Rubén Darío

DIRECTOR: Arias Córdova, María Olivia, Dra

CENTRO UNIVERSITARIO NEW YORK

2015



Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

Septiembre, 2015

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Doctora

María Olivia Arias Córdova

DOCENTE DE TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: “Teachers and students’ perceptions of teaching English in small classes in New York City”, realizado por: Rubén Darío León González, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Enero de 2015

f).....

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“ Yo Rubén Darío León Gonzales declaro ser autor del presente trabajo de fin de titulación: Teachers and students’ perceptions of teaching English in small classes in New York City, de la Titulación de Ciencias de la Educación mención Inglés, siendo Dra. María Olivia Arias Córdova directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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

f.

Autor: Rubén Darío León González

Cédula: 030134084-0

DEDICATION

First of all, I dedicate this study to my God for all I have gotten in my life; to my parents who taught me to be a good citizen, and my lovely wife Vivian who was always encouraging me to achieve my goal.

Ruben

ACKNOWLEDGMENT

It is a pleasure to thank all people who made this journey possible. First of all, to Universidad Técnica Particular de Loja for their academic support and its staff in Loja and New York City who were always ready to respond my enquires. Without their support, would not have been possible to obtain the Bachelor's Degree in "Ciencias de la Educación mención Ingles".

Finally, I would like to thank to Dr. Maria Arias Cordova, my tutor, who was helping me to succeed in the achievement of the purpose of this research work.

CONTENTS

PRELIMINARY PAGES	i – vi
ABSTRACT	1
INTRODUCTION	3
METHOD	6
DISCUSSION.....	9
Literature Review	9
Description, Analysis, and Interpretations of Results	25
Conclusions.....	53
Recommendations	55
REFERENCES	56
ANNEXES.....	

ABSTRACT

This study is about teachers and students' perceptions of teaching English in small classes in New York City. The purpose is to know what are the benefits, teaching strategies and resources, feelings and limitations when teaching and learning English in small classes. Nine teachers and twelve students from two private and one English institute in New York were selected as a sample.

For this research work, the qualitative and quantitative research and several methods were used. The qualitative research was used for the narrative data in all of the process, and the quantitative research was used for the numerical data. The data was gathered by administrating questionnaires to teachers and students. Additional data was gathered through class observations as well as interviews.

Main findings were encountered after the analysis of the questionnaires, interviews, and class observations. There is no doubt that in small classes teachers designs more activities to practice the four skills through group and individual activities using all available technological and teaching materials. The extra physical space allows teachers to develop effectively the activities, and instructors provide more personalized feedback.

KEY WORDS: teachers and students' perception, small classes, teaching English.

RESUMEN

Este estudio es acerca de las percepciones de los profesores y estudiantes acerca de la enseñanza del idioma Inglés en clases pequeñas en la ciudad de Nueva York. El propósito es conocer cuáles son los beneficios, estrategias y recursos en la enseñanza, los sentimientos y limitaciones al enseñar y aprender Inglés en clases pequeñas. Nueve profesores y doce alumnos de dos instituciones privadas y una pública de Inglés en la ciudad de Nueva York fueron seleccionados como muestra.

Para este trabajo de investigación, se utilizó la investigación cualitativa y cuantitativa y varios otros métodos. La investigación cualitativa fue usada para los datos narrativos en todo el proceso, y la investigación cuantitativa se utilizó para los datos numéricos. Los datos fueron recogidos mediante la administración de cuestionarios a profesores y estudiantes. Datos adicionales se obtuvo a través de observaciones en clases, así como entrevistas.

Importantes descubrimientos fueron encontrados después del análisis de los cuestionarios, entrevistas y observaciones en clases. No hay duda que en clases con pocos estudiantes, los profesores diseñan más actividades para practicar las cuatro habilidades del lenguaje a través de actividades grupales e individuales utilizando todos los recursos disponibles tales como los tecnológicos y materiales didácticos. El espacio físico adicional permite a los profesores desarrollar con más eficacia las actividades y también los profesores pueden proporcionar retroalimentación más personalizada.

PALABRAS CLAVES: profesores, estudiantes, percepciones, clases pequeñas, enseñando Inglés.

INTRODUCTION

Every day new immigrants from all over the world are coming to live in New York City. For this reason, there are plenty private and public institutions that offer the program such as English as a Second Language (ESL). Despite that English is the official language in New York; new immigrants feel the necessity to acquire the English language in order to look for employment or to access to school or training programs where students have to take all subjects in English.

However, many times students feel discouraged because they spend money and time, and they do not notice language acquisition. For this reason, this study investigated the teachers and students' perceptions of teaching and learning ESL in small classes in New York City.

The purpose of this study is to know teachers and students' perceptions of teaching and learning English in small through the following questions: what are the benefits, strategies and resources, feelings and limitations when teaching and learning English in small classes.

In order to elucidate some more information about the present topic, some prior studies were taken into account. The first was carried out by Khazaei, Zadeh, & Ketabi (2012), whose main objective was to investigate if willingness to communicate (WTC) differs across different class size in Iranian EFL learners. However, limitations were not found in this study.

The second study to bear in mind was the one performed by McDonough (2004). The study examined the conversation among Thai English Foreign Language (EFL) learners as they carried out pair and small group activities in an intact classroom in order to investigate whether learners who participated in interactional activities during pair and small group activities showed improved production of the target forms. Limitation in the study were not mentioned.

The third research was performed by Cakmak (2009), with the goal to identify the perceptions of students and teachers concerning the effect of class size with the regard to the teaching process. The limitations found in this study were: The validity and reliability of the study are limited by 41 student teacher responses from three different departments. The data was collected from students in only one university. Finally, this study was limited to the purpose of attracting the attention to the importance the views of students with regard to class size rather than given a general perspective about this important matter.

It is important to mention individuals, who are benefit from this study is the group of people involved in the education in particular in English Second Language (ESL) and EFL programs, which is formed by schools directors, English teachers who can take into account the results of this study and put in practice in classes in order to improve the teaching and learning process; students at all levels in public or private institutions who will get better training in the target language acquisition.

Lastly, educational institutions will also be benefited, because they can take advantage of the description, analysis and interpretation of results of this study to maximize the language acquisition. Future researches would have a base to carry out new studies to expand the knowledge of the effect of reduced classes in countries where the English language is not the official language. This study also suggests new researches with different population characteristics sample such as age, gender and English background.

Some limitations were found in the study, for instance: lack of cooperation of English instructors, learners may have not answered questionnaires honestly. The small population sample; nine teachers and twelve students, and one observation per class due to it is harder for foreign universities to carried out studies in The United States. Also, the majority of learners in

the study were adults who had to work, so their attendance was not consistent and some of them got late. For all these drawbacks the interpretation of results cannot be generalized. For future studies, researchers should take into consideration the mentioned limitations in order to obtain results which could be generalized to a wider population, and more important to have a clear idea of the effect of small classes in the process of teaching and learning English. Longitudinal studies concerning this issue would be very useful because they allow to gather more valuable data over time.

METHOD

In order to fulfill the purpose of this research, it was essential to gather relevant information from many books related to the proposed topics. The books were found in several public libraries and universities in New York City. The information obtained fostered the knowledge of the researcher about the theme and give theoretical support to the current research project. Furthermore, the researcher looked for five valid bibliographical resources in journals. In addition, it was necessary to gather information from observation classes as well as submitting questionnaires to instructors and learners in public and private institutions for later analysis.

Setting and Participants

The current research project took place in New York City; one public and two private institutes were selected as a sample. The sampled population used for this study consisted of nine English teachers and twelve students chosen at random in order to complete the questionnaires. Lastly, observations of nine classes were carried out and short interviews to complement the information gathered in the questionnaires. The teachers' age ranged from thirty to fifty years and from eighteen to forty five for students approximately. All students had some English background because they are interacting with their children and coworkers.

Procedure

The first phase for developing this study involved in reviewing the literature. The bibliographical information contained topic such as managing learning, the importance of interaction, class size, teaching techniques, strategies or activities, and learning

environment in small classes. The most relevant information such as concepts, definitions and foot notes were taken into consideration and written down in tokens for the configuration of the literature review. The information was extracted from books, dictionaries, e-books, and journals, which are referred at the end of this study. The main sources of information were taken from ERIC, (The Education Resource Information Center), Academic Search Complete, and Google Scholar.

The information was properly summarized and paraphrased and included in tokens. The use of these helped to keep the most relevant information to facilitate the increase of knowledge of the related topics. The information from two different sources was ideal for each theme.

Afterward, the review of the literature was written in an essay way that explained the most important aspects of each topic, using coherency and cohesion to describe data. Moreover, the authors of books and previous studies were cited in a section called references according to the American Psychological Association style (APA).

The research design applied for this study was survey design in order to get quantitative data concerning to teacher and students' perception about teaching English in small classes.

The qualitative and quantitative research methods were used. The qualitative research was used for the narrative data in all of the process. The purpose of this method is not only to study individuals and events in their natural settings but also to present a natural and holistic picture of the phenomena being studied. The quantitative research was used for numerical data concerning to teacher and students' perception about

teaching English in small classes. In addition, the cognitive academic language learning method and natural approach were involved.

Techniques used to gather data were the followings: the first the use of surveys where questionnaires were submitted to teachers and students to get data from them. On the questionnaires there were twenty one items that teachers and students had to answer according to the scale reference: Totally agree, Agree, Partially agree, and Totally disagree. The items were related to benefits, strategies and resources, feelings, and limitations in teaching English with few students. The information gathered in the questionnaires was entered in the tables, tabulated, described in the discussion, and interpretation of results section.

Another technique used in this study was an observation checklist with the purpose of observing the classes while teachers were conducting a regular class period. Using this technique, the researcher observed the teachers and students' performance, class management, class size, interaction, teaching techniques, and learning environment. Finally, interviews and taking notes techniques were also used to collect detailed information, and experiences in the process of teaching and learning English in small classes.

Finally, the section of description, analysis, and interpretation of result was carefully carried out using quantitative and qualitative approach to determine teacher and students' perception of teaching and learning English in small classes. Next, the results of the tables were triangulated, supported, and contrasted with the information of the literature review, observation classes, and interviews.

DISCUSSION

Literature Review

Nowadays, in New York City is taking place serious debates at all levels about the importance of teaching-learning English as foreign language. The government is aware that English is a universal language. Therefore, it is focusing on aspects to improve the process of Teaching English as a Foreign Language (EFL).

The following literature review contains topics that will be discussed such as: managing learning, importance of interaction, class size, teaching techniques and learning environment. Furthermore, this literature review will present information about previous studies regarding to teacher and students' perceptions about teaching English in small classes.

Managing Learning

Burden and Byrd (2010), state that instruction plays a crucial role in the teaching and learning process. Therefore, teachers must communicate clearly, accurately, asking questions, creating discussions, engaging students in learning, providing feedback, and demonstrating professionalism as a teacher. Arends (1988) claims that clear and specific instructions are managerial assets because they improve the academic attainment, arguing that unclear instructions generate failure, frustration, and task avoidance. For this reason, teachers must know what and how to teach. Finally, the accuracy and simplicity of the teachers' instruction are essential in teaching, on the contrary; messy speech habits produce misunderstanding.

Burden and Byrd (1994, p.95) states "Small group's instruction enables students to be more actively engaged in learning and for teachers to monitor student progress better". They also report that instructions which are beyond the ability of the learners can lead to some students to feel unmotivated disruptive or hostile. Therefore, instruction must be effective to prevent these

constraints in the process of teaching and learning, and at the same time to keep the students concentrated in meaningful activities.

Dean (2012, p.3) reports that providing feedback to students increase their performance and make their understanding stronger. It is an ongoing process where teacher can provide support to certain areas and make necessary changes to maximize their teaching and students learning. When students get feedback from their teachers, they get information which allows them to confirm, refine, and change strategies that are linked to the learning goals.

Murcia (2001, p.40) states that giving feedback to students, teachers inform learners about their performance and classroom behavior in the target language. At the same time, learners believe that getting feedback from their teachers allow them to correct their and other students utterances during class. Therefore, learners consider that feedback is “The most potent source of improvement in both target language development and other subject matter knowledge” (Murcia 2001, p.40).

Conversely, Boud (2013) argues that the provision of feedback helps learners to see the similarities and differences between correct standards of any task in order to produce an improved work. Besides that, the provision of feedback points out on learners what to do, not on other persons do for them.

Another elemental component of managing learning is timing. Stronger (2002) suggests that teacher must follow a regular schedule and keep procedures and habits. The well distribution of the time helps teachers to handle administrative tasks rapidly and efficiently. In addition, timing allows teachers to organize the pedagogical material in advance and diminishes disruption and interruption.

Sprick (2006) says that the student behavior is influenced by the manner how teacher time the activities within a class period and through the week. In fact, the age of the learners and the teacher skills to keep students on activities are factors for an effective schedule. When teachers distribute the time effectively, students can develop a diverse and balanced number of tasks in class. Moreover, if learners are concentrated on activities that take reasonable amount of time, positive outcome will result. On the contrary, if students take too long for the same type of activities, they will feel bored, distracted, and disruptive.

Arends (1988) considers that time is one of the most powerful resources that all teachers have to focus on, therefore they need to know the curriculum, the learners, and the good management practices. Burges and Head (2005) state that, the choice of the methodology and the materials will be influenced by how teachers manage the amount of time in classes. How long it will take to cover the material depends on how many components there are, and how many the teacher intends to use.

Teacher - Student Interaction

First of all, it is essential to understand why interaction is important in EFL classes. Brown (2007) reports that interaction is important in EFL teaching because learners can transmit to each other their thoughts, feelings, or ideas in class or outside the classes, and the result will be in mutual learning.

When learners interact, they increase their language because they listen or read real linguistic material. Also, the output of other students is improved through discussions, skits, joint problem solving tasks or dialogs journal. Additionally, interaction is essential in language learning because when learners are interacting, they are using all they know about the language that have learned in their lives in different circumstances.

Burden and Byrd (2010) suggest that the quality of teacher-student interaction can foster the academic achievement and student behavior. They also say that learners prefer their teachers who act like their friends, not teachers who keep the distance with their students. In addition, they say that interaction in the classroom will be affected for the conformation of the groups. Bell and Ebrary (2004) state that forming groups of four or five students will benefit the student-student interaction for individual interest, on the other hand; larger groups will benefit the teacher and student interaction.

In contrast, Woolfolk (2010) argues that it doesn't matter how groups are formed and what activities are, the interaction between students could be affected. Furthermore, teachers know that students who are expected to learn more are regularly asked more and harder questions. Also, they are given more opportunities, more time to respond, and they are less interrupted than learners who are expected to learn less.

Student - Student Interaction

Herrera and Murry (2011) claim that the fluency and ability to manage conversations in second language can be increased if teachers create opportunities for students to interact in groups or paired activities. Also, students can have poor achievement on acquiring accurate and sophisticated language if students don't get instructions on grammar by the teacher.

Burden and Byrd (2010, p. 150) state, "Small groups discussions increases the thinking skills, promote the development of communication skills, leadership ability, debate, and compromise". Similarly, they say that small group's discussions can help students to solve tasks easily. To conclude, when teachers create opportunities for English learners to interact with English- speaker peers, the receptive and productive language opportunities increase significantly.

Good and Brophy (1997) say that teacher and student shouldn't see learning as transmission of knowledge from teacher to student who imitate or memorize it, on the contrary it should be seen as a social construction gained through constant discussion. Likewise, Gower, Phillips, and Walters (2005) state student-student interaction is essential in language learning because it can benefit teachers to check individual performances and promote rapport between learners. Moreover, student-student interaction provides opportunities to student to work as a team and become independent from teacher and finally, it helps to shy and unconfident learners to participate more.

Class Size

Regarding class size Seiler and Beall (2008) argue that for the allocation the number of learners in the groups depend on certain kind of tasks that they have to carry out. When a group is too small, the generation of ideas and the information can decrease, on the contrary; when there are too many students in the group, the contributions that each learner can make can be affected.

Blatchford (2003) suggests that there are several benefits when teaching small classes. For instance, the teachers have more time for individualized instruction. Also, they can monitor the individual behavior of learners and increase their learning opportunities to provide rapid feedback. Teaching in small classes favors the interaction and help teachers to know individual learners' needs and choose the right teaching approach. In addition, he suggests that in small classes, learners ask more questions and teachers are able to respond and listen to them. Besides that, small classes increase the learner confidence and make them to feel secure to ask questions. Lastly, he argues that teachers spend around 70 percent of the time on teaching when teaching in

small classes. In contrast, teaching in larger classes teachers spend nearly to 65 percent of the time teaching. In other words, as the class gets smaller, the teaching time gets larger.

On the other hand, Bell and Ebrary (2004) argue that even the most rigid students adapt to new techniques quickly when teachers use small groups. Teachers must introduce tasks and activities to students gradually with clear instructions. They also suggest that the speaking skills can be practiced more in small groups. In addition, they mention that small groups can be used as problem-solving techniques where the students can use other language skills to make their contributions. Lastly, small groups allow different learning styles, and give students more opportunities to explore the direction and speed they want.

There are several benefits regarding small classes. As Smith (1986, p. 24) states, “Small classes provide greater teacher knowledge of pupils, better interaction, greater variety of instructional activities, more small-group work, greater teacher directiveness, more teacher control, more creative instruction, more conferences with parents, more material covered, more evaluation and feedback and better use of the physical space”.

On the other hand, Dean (2012) claims that teaching and learning in larger classes the learners motivation tends to drop, they feel that they loss their independence, and they consider that their contributions are not important. Additionally, Smith (1986, p. 13) states “Larger classes increases variety and foster interpersonal, they also contribute to a higher level of interpersonal aggression and disruption”.

Brown (2007) recommends that classes should be no more than twelve to fifteen students so that teachers can give students plenty of opportunities to make contributions to the class and at the same time provide individual attention. He claims that teaching and learning in larger classes present some problems. For instance, proficiency and ability vary widely among students,

individual teacher-student attention is minimized, student opportunities to speak are decreased, and teacher's feedback on students' written work is limited.

Harmer (1998) about larger classes argues that all students are forced to do the same activities at the same time and at the same speed. Many students avoid participating from of the whole class because they think they could be at the risk of public failure. It doesn't allow learners to take responsibility of their language learning. In larger classes, teachers transmit the language and it doesn't encourage students to discover or research for themselves. He also suggests that the communication between individuals is more difficult in classes of twenty or thirty than it is in a group of four or five.

Teaching Techniques, Strategies or Activities

For teaching reading Silberstein (1994) suggests the use of non-prose reading for academic purposes. It could be used for general understanding, for skimming and scanning. Learners can use materials to practice interpreting non-prose material such as, maps, graphs, tables, charts, diagrams, and comic strips. Also, teachers can use expository prose where students learn to understand and interpret written arguments. In order to comprehend texts, students can fill in diagrams, creating semantic maps, underlining parts of the text, or indicating in the margins the functions of particular part of a passage. Bringing editorials and opinion pieces into the second language lessons is an excellent way to practice critical thinking skills. Besides, with expository prose learners can examine the function of written, recognize presuppositions, and draw inferences. It also helps learners to distinguish fact from opinion and recognize an intended audience, and point of view. Reading for main idea, teachers can use poetry, fables, or songs. Reading for details, teacher can use mystery stories with a problem that is soluble through

careful reading. If teachers want their students make prediction, draw inferences or practice critical reading, teachers can use songs, children literature, folksong, and extensive reading.

About teaching writing techniques, Raimes (1983) suggest teachers to use the following approaches: controlled to free, the free writing, the paragraph pattern, the grammar-syntax-organization, communicative and finally, the process approach. Also, she says that the use pictures are an excellent technique for teaching writing language because students share experiences. Using pictures allow learners to use a common vocabulary and language form, and from one picture many activities can be generated. For instance, using pictures teachers can develop activities such as, description, comparison and contrast, paragraph assembly, sentence combining, paragraph completion, role play, etc. Furthermore, teachers can use diagrams, tables, charts and maps. In addition, Raimes affirms that teachers can use readings in classes so that students can practice writing language when they are coping, summarizing, completing, speculating and reacting. At the same, students can use all language skills for writing for example, brainstorming, in guided discussion, interviewing, in skits, dictations, taking notes, and story-telling. Finally, learners can practice writing language filling forms, writing letters, making lists, writing daily notes, and instruction.

Regarding vocabulary teaching techniques, Chamot (1999) recommends that new words should not be presented in isolation neither learned by memorization. Also, words to be learned should be presented in context with enough clues to decipher the meaning.

Regarding listening skills Gower, Phillips, and Walters (2005) state that in order to improve the learners listening skills, teachers must pay attention about the pronunciation and grammar structure when speaking in the classroom because learners are listening everything what teachers say. Besides, they suggest teachers to encourage their learners to talk and listen to

each other and finally, provide students with texts and activities to develop listening skills and at the same time providing input for language acquisition. They also present some strategies to improve speaking skills for example; teachers should encourage students' interaction by creating a friendly atmosphere where students feel secure and at the same time they enjoy communicating with their teachers and classmates.

Another aspect to be considered is language laboratory. Harmer (2001) states that the language laboratory is valuable source for teaching and learning language because it is equipped with a CD player, headphones, microphones, and computers. Students can work on their own, paired, grouped, or can interact with the teacher. He also suggests that speaking activities can be carried out in the language laboratory because students can record their talks and speeches and listen again to make corrections. In the language laboratory, students can be asked questions that are on tape that help students to practice the language that they are studying. He says that listening skills can be also practiced in different ways such as note taking, dictations; and many other activities can all be developed in the language laboratory. Likewise, reading activities can take place in the laboratory setting because students can read texts and record their answers on tape.

For instance, language laboratory is a good source for teaching and learning writing because it helps teachers to provide individual and private feedback orally or in written since all machines are connected.

Learning Environment in Small classes

Regarding the emotional atmosphere in the classroom, Ferlazzo and Sypnieke (2012) state that there is not a perfect method to teach English as a Second Language (ESL). However, they believe that students must feel comfortable to take risks, make mistakes, receive feedback, and

taking responsibility of their learning. Arents agrees that by providing students a good learning environment creates a positive attitude and behavior on them as Arents (1988, p. 89) argues “The atmosphere and ambiance of the classroom can influence student’s attitudes and behavior. Effective teachers strive to have environment that are warm, cheerful and inviting”. Likewise, Kauchack (1993) encourages teachers to create a positive classroom atmosphere because learners will feel good about entering the room, keeping mind that they are treated as a persons and they will learn something valuable for their lives. Finally, Lightbown and Spada (2006) mention some factors that affect language acquisition enormously such as, personal characteristics, experience, the social and cultural environment, the structure of the native and target language, the access to correction, and form-focused instruction.

On the other hand, Burden and Byrd (1994) report that in order to understand classroom control teachers should look for the reasons why students misbehave. Sometimes, the reasons are beyond the teachers comprehension or control but, misbehavior causes the can be anticipated. They also state that behavior is not internally or externally caused. It is the result of the interaction between learners and the environment. Finally, they say that the combination of the physiological, physical, and psychological environment can positively or negatively affect the behavior of learners.

Regarding to the physical space, Sprick (2006) states that the organization of it plays a vital role on student behavior, for instance if students desks are organized in a manner that teachers cannot circulate to have access to all students, the students behavior is less participative than classes where teachers can walk easily among them. He also reports that when organizing the room teachers must ensure easy access from any part of the room, so they can walk among students and students can move without disturbing each other. In conclusion, he argues that the

physical environment must be comfortable and functional for all involved in the process of teaching and learning.

Harder and Gibson (2001) suggest the use of circular and semicircular seating arrangements because they improve the small-group interaction in some ways for example, they minimize the authoritative role of the teacher, students feel that everybody is equal, student feel that they are taken into account. Lastly, it promotes listening and contributes to the discussion.

Gower, Phillips, and Walters (2005) consider that how learners sit in the classroom determines their attitudes among them, the teacher's attitude to students the way how they interact, and finally the task to be developed in class. Similarly, Kauchark (1993) points out that environment aspects such as desks, storage areas, projector, screen, maps, and other pedagogical material should be in the classroom to foster the language acquisition rather to distract students.

In order to complement the information presented above, it is important to add information of some previous studies that have been carried out regarding EFL teaching in different countries, and from different authors.

The first study was carried out by Kazaei, Zatabi, and Ketabi (2012). This study took place in an institute in Kermanshah, Iran. The aim of this study was to determine if willingness to communicate (WTC) differs across three class sizes in Iranian EFL learners.

The number of participants in this study was thirty males and females adult Iranian intermediate EFL learners. The participants were selected from three separate classes: one class containing five students called small or class A, and another class of ten named class B, and a large class with fifteen students or class C. The researchers used observation as instrument to gather data through turn of talk and talk time for each student. In order to analyze data,

descriptive statistics, mean and standard deviation were employed. Finally, one way ANOVA was used to investigate the effect of class size on student's willingness to communicate.

Once the data was analyzed, class observations revealed that as class size increase, WTC decreased in both indicators turn of talk and talk time. The findings indicated the fact that class size has crucial effect on an individual's WTC in a second language classroom. Likewise, students in smaller classes were more motivated to participate in communicative and conversations. In addition, this study reveals that learners in larger classes experienced higher level of anxiety during interaction and initiating communication. Also, they felt the situation as anxiety provoking and avoiding communicating; in contrast, learners in smaller classes had enough chances to build their self-confidence which leads to higher perception of the capability to communicate and the use of the others skills of the English language.

Another study carried out by McDonough (2004) whose aim was to investigate whether learners who participate in interactional features during pair and small group activities using conditional clauses in the target language. Therefore, this research showed an improvement in the production of the target forms. The number of participants was 16 Thai EFL learners, 12 women, and 4 men, in English classes at a large university in Northern Thailand. The average age of the participants was 19 years old.

When collecting information, the researcher organized pair and small groups' activities to generate context for learners to use conditional clauses. Besides, the author used testing materials which consisted of in three oral tests that elicited the target structure in context of the theme created by the researcher. Finally, a questionnaire was used containing open-ended, multiple – choice, and scalar responses items to know the opinions about the usefulness of various materials and activities. Two open ended questions about pair and small activities, one open-ended

question about learning grammar, and one multiple choice item about their satisfaction with the amount of class time spent on specific activity.

Learners' interaction while carrying out pair and small activities was transcribed by the researcher. The transcripts were examined for interactional features believed to provide opportunities for L2 learning, specially negative feedback and modified input. Lastly, conditional and main clauses were scored by given one point for each verb with contextually appropriate tense and agreement feature.

As a conclusion, the author says that learners who had more participation in pair and small group activities showed improvement in the production of the target forms. On the other hand, learners with less participation demonstrated significant improvement in terms of their immediate production of unreal unconditional only. Students consider that peer interaction in pair and small group activities was useful for practicing oral skills, nonetheless, less useful for learning English grammar. Students also say that explicit instructions and practice activities are the best for learning grammar. The analysis of the questionnaires revealed similarities with instructors' concerns. Teachers believed that learners preferred communicative activities rather than language forms. Finally, teachers believed that extra explicit grammar activities are necessary in order to prepare students for the tests.

In another study carried out by Blatchford (2003) shows the relationship between class size and three aspects of teacher of child behavior in class teacher-child interaction, pupil attentiveness and off-task behavior, and peer relation in class.

This report was based on a systematic observational study of a large class average 33 children and small average 19 children reception classes' children aged 4-5 years. The information data was gotten from a sub-sample 235 children in 39 classes drawn from a

longitudinal study of cohorts of over 10,000 children for three years in English infant schools. The data consisted of including start of school and end of school assessment, teacher terms questionnaires, teacher and head teacher completed end of year questionnaires, pupil behavior ratings, systematic observations, and case studies conducted on sub-sample. This study focused on results from the systematic observation. The statistical analysis were based on total number of observation in observation categories per child, the statistical significance of difference between larger and smaller classes is tested with analysis of variance with child as unit of analysis.

The results revealed that children in small classes were more often observed interacting with their teachers than children in larger classes. Also, in small classes' children experience more teaching. For example, 156 times per child in small classes, but 101 times in larger classes. The category in children contacts with teacher reveals that attending to the teacher (144 vs 96), responding (27 vs 22) and more initiating (8 vs 6) in small classes. In addition, in small classes interactions were more continuous or sustained. On the contrary, in large class there was more incorrect or off-task behavior. In short, this study shows that class size is a crucial factor that influences teacher and learners in many ways because it can help teachers to provide more opportunities for more extensive and task related individualization of teaching. On the contrary, larger classes' present difficulties and hard choices for teachers related to interactions. Teachers had less time for each student to participate. Also, they had less time to contact with children in groups or individually.

Kakmark (2009) also developed a study where the main purpose was to determine student teachers' perceptions about the effects of class size with regard to the teaching process. A total of 41 fourth-year students and teachers' participated in the investigation. The participants were student teachers in the last semester of their program, attending Gazi University in Turkey.

In order to gather information, the researcher developed the following open-ended questions about the perceptions of student teachers on class size. The first question was “What are the thoughts about the perceptions about class size and its relation with motivation, teaching methods and techniques, classroom management and evaluation assessment?” Second, “What are your thoughts about the effect of class size on student achievement in teaching teacher process?” Lastly, “What are your thoughts about the effect of class size behaviors of the teaching in teaching process?”

The results confirmed that there is a strong relationship between class size and motivation, teaching methods, classroom management, and assessment. Likewise, the majority of participants indicated that there is a strong relationship between class size and students’ achievement, and teacher behavior. In short, the background of this study and the results indicate that class size plays an important role in planning and carrying out effective teaching.

To conclude, Harfitt (2012) carried out a study whose purpose was to test whether and how decreasing the number of learners in class might influence to lessen the language learning anxiety, which is considered as one of the impediments of the L2 learning.

The data for this investigation came from many student interviews and class observation performed through multiple case studies of large classes and reduced classes in secondary schools in Hong Kong. The small classes consisted of around 21 to 25 students, classes with 38 and 41 were considered large, and the grade and ability was similar. Also, the data came from multiple interviews conducted for the researcher to four teachers and group and individual L2 learners. The questions for student concentrated on their points of view and experiences studying in large and small classes.

The interview results revealed that learning ESL in small classes takes place in a mature and confident manner. Moreover, L2 learners argued that being in small classes they felt more secure in the group, it also demonstrated that weaken students feel less afraid to get evaluation from their classmates and instructors. Students said that in a large class, there were many students that they did not know and this increase the anxiety when they have to speak in front of the whole group. Besides, in the interviews learners said that studying in small classes feel a sense of community feeling closer to one another. Also, learners in small classes see their teacher as a member of the group and not as figure of authority, therefore they feel less nervous when speaking.

Observation data present similar evidences from students' interviews. It means that in small classes students do not feel fear to respond and get negative assessment from all in the class. There is another point that observation analysis present, it is that students in smaller classes' learners provide unconditional support to each other. Furthermore, in smaller classes instructors use more open-ended question when interacting with them and also they give more time to respond. Finally, instructors in small classes use more often the student' names, an individualized method of teaching contrasting with whole instruction in larger classes.

Description, Analysis, and Interpretation of Results

This section includes the description, analysis, and the interpretation of the results gathered in the instruments (questionnaires) submitted to teachers, students, and class observations.

The goal is to analyze the factors that affect the process of teaching-learning English in small classes at private and public institutions in New York City.

Teacher's Perceptions

A. What are the benefits of teaching and learning English in small classes?

N.	In small classes	Totally agree		Agree		Partially agree		Totally Disagree		TOTAL	
		F	%	F	%	F	%	F	%	F	%
1.	Teachers design activities that allow students to practice what they have learned.	8	89	1	11	0	0	0	0	100	100
2.	Students are attentive and participate in activities that are carried out in classes.	8	89	1	11	0	0	0	0	100	100
3.	The extra space allows teachers to develop effectively the planned activities.	7	78	2	22	0	0	0	0	100	100
4.	The teacher can provide personalized feedback.	9	100	0	0	0	0	0	0	100	100
5.	Activities performed in classes allow greater interaction among students.	8	89	1	11	0	0	0	0	0	100
6.	There is more interaction between teacher and students.	9	100	0	00	0	0	0	0	100	100
7.	It is easier for teachers to remember the names of the students.	9	100	0	0	0	0	0	0	100	100

Students' Perceptions

A. What are the benefits of learning English in small classes?

N.	In small classes	Totally agree		Agree		Partially agree		Totally disagree		TOTAL	
		f	%	F	%	F	%	F	%	F	%
1.	The activities done help to apply what the students learned.	9	75	3	25	0	0	0	0	100	100
2.	The students are attentive and participate in class activities.	10	83	2	17	0	0	0	0	100	100
3.	Students concentrate better because there is not much noise in the classroom	12	100	0	0	0	0	0	0	100	100
4.	The class space allows adequately develop the activities assigned by the teacher.	11	92	1	8	0	0	0	0	100	100
5.	The teacher provides adequate feedback.	10	83	2	17	0	0	0	0	100	100
6.	There is interaction between students.	11	92	1	8	0	0	0	0	100	100
7.	There is more interaction between teachers and students.	12	100	0	0	0	0	0	0	100	100
8.	The teacher remembers the names of the students.	12	100	0	0	0	0	0	0	100	100

From nine English teachers selected as the sample population for this study, eight teachers answered totally agree in the teacher' perceptions table to the following benefit which says that teaching and learning English in small classes they can design activities that allow learners to

practice what they have learned, which corresponds to 89% of the sample population. Whereas one teacher marked *agree*. This represents 11% of the sample. There was not any teacher who selected the options *partially agree* and *totally disagree* to the above mentioned benefit.

In the students' perceptions table, nine from twelve students marked the option *totally agree*, which represents 75% of the sample population. Three students marked *agree*, which means the 25%, and none of the students selected the options *partially agree* and *totally disagree* to the assumption which says that in small classes the activities done help learners to apply what they learned. As seen in the observed classes, all teachers assigned different activities to practice what they have taught. For instance, some teachers devoted around five to ten minutes to ask students questions about the subjects studied the days before and students had to give some examples. Other teachers went over the homework's assigned.

The fact remains that teachers are designing activities to allow their students to practice what they have learned, but they are not varying the activities to make the class more productive. For teaching reading, Silberstein (1994) suggests the use of non-prose reading for academic purposes. Learners can practice what they have learned using materials, such as maps, graphs, tables, charts, diagram, and comic strips. Teachers can use expository prose to understand and interpret written arguments. Regarding activities to practice writing, Raimes (1983) suggests the use of the approaches: controlled to free, the free writing, the paragraph pattern, the grammar-syntax-organization, communicative, and the process approach. In addition, he says that the use of pictures is an excellent technique for teaching writing. Using pictures, teachers can design activities, such as description, comparison and contrast, paragraph assembly, sentence combining, paragraph completion, and role play, etc. Teachers can also use reading materials to practice writing language when coping, summarizing, completing, speculating, and reacting.

Finally, students can practice what they have learned by filling forms, writing letters, making lists, writing daily notes, and instructions.

Practicing new vocabulary is another activity that helps students to practice what students have learned. As Chamot (1999) recommends the acquisition of new words should not be presented in isolation and not learned by memorization. On the contrary, words to be learned should be presented in context to decipher the meaning.

Another activity that teachers design that helps students to practice what they have learned is communicative activities. This type of activity helps learners to practice listening skills and at the same time as Gower, Phillis, and Walters (2005) explain that when referring to content, teachers must pay attention about the pronunciation and grammar structure when learners communicate in class. Besides that, the authors encourage teachers to motivate their students to talk and listen each other when speaking so that to continue improving the language.

In the teacher's perceptions table regarding to the second item of the questionnaire about the benefit of teaching and learning English in small classes which states that students are attentive and participate in activities that are carried out in classes, from eight teachers eight responded *totally agree*, which represents 89% of the participants. One teacher marked *agree*, which corresponds the 11%, and nobody selected the options *partially agree* and *totally disagree*. Concerning to the students' perceptions about the same item, ten from twelve students selected the option *totally agree*, which represents 83% of the participants. Two selected the option *agree* which means 17%, and nobody marked the options *partially agree* and *totally disagree*.

There is enough evidence provided by the participants in the table where teachers and students believe that students are more attentive and they participate more in activities that are

carried out in small classes. Consequently, both teachers and students may agree with Dean (2012) when he claims that teaching and learning in larger classes the learners' motivation and attentiveness tends to drop, they feel that they lose their independence, and they do not want to participate in class activities because they consider that their contributions are not important. Additionally, Smith (1986) states larger classes' increases variety, interpersonal aggression and disruption and as result students lose their concentration.

The results of the tables agree with Smith (1986) when he states that when teaching in small classes instructors can develop a greater variety of instructional activities and small group work to keep students attentive and participative in class. As seen in the observed classes, a student has commented some aspects of how improved his all language skills when he participated in role plays activities and discussions. The student has confirmed that these activities helped him to become more attentive and participative in class because he felt more confident about his language production.

The teacher perceptions' about the benefit of the extra space in small classes, which allows teachers to develop effectively the planned activities, seven from nine teachers selected *totally agree* which represents 78% of the population. Two marked *agree*, which represents 22% and none marked *partially agree*, and *totally disagree*. Regarding students, perceptions about if the class space allows adequately develop the activities assigned by the teacher, eleven from twelve students marked *totally agree*, which represents 92% of the sample, one student marked *agree* which represents 8%, and none of the student marked the options little *partially agree* and *totally disagree*. As Sprick (2006) states, there is no denying that the organization of the physical space plays a vital role on student behavior. When teachers have more space, the desks can be organized in a manner they can circulate to have access to all students. The physical environment

must be comfortable and functional for all involved in the process of teaching and learning. Regarding to the physical space, Harder and Gibson (2001) suggest the use of circular and semicircular seating arrangements because they increase the small-group interaction. Those seating arrangements minimize the authority of the teacher, and students feel that everybody is equal. If the teachers use the physical space appropriately, it can promote listening and contributes to the discussion. Gower, Phillips, and Walter (2005) argue that the way how learners sit in class determines their attitudes among them, with teachers, how they interact, and the tasks to be developed. In the classes observed at the Ecuadorian Civic Committee, the students performed various small group activities because the room is large and there were few students. In fact, they had enough space to move around and share their thoughts among classmates. On the other hand, in private institutes where other class observations took place, the rooms were extremely small that teachers did not vary the activities in two hours class. One teacher argued that they had four weeks to complete the course and they did not have enough space to vary activities. It demonstrates how important is having the physical space in a classroom. Having an appropriate physical space in a classroom, teachers can implement diverse activities to increase the students' performance, confirming what Smith (1986, p.24) states "Small classes provides better use of the physical space".

Regarding to the assumption, which says that students concentrate better in small classes because there is not much noise in the classroom, the student's perceptions show that from twelve students all selected the option *totally agree* which constitutes the 100% of the sample. None of them selected the alternatives *agree*, *partially agree*, and *totally disagree*. The result demonstrates that it cannot be denied that students concentrate better in small classes because there is not much noise in the classroom. After observing several classes at private institutes in

New York City and at the Ecuadorian Civic Committee, teachers and students were focused on tasks because they did not have interruption for noise due to the small number of students.

However, if teachers and students were involved in larger classes, there would have been more noise in the classroom, increasing distractions among them in the task development as Smith (1986) states about larger classes.

Regarding the benefit, which says that in small classes teachers can provide adequate and personalized feedback, from the teacher perception table, there were nine teachers surveyed and all of them selected *totally agree*, which constitutes 100% of the population. None of the teachers selected the options *agree*, *partially agree*, and *totally disagree*. From the students' perceptions table, ten from twelve students marked *totally agree*, which constitutes 83% of the sample, and two students marked *agree* which represents 17%. There was not any student who selected *partially agree* and *totally disagree*. The results revealed that there is no doubt that the provision of feedback plays an important element in the process of learning-teaching English. In fact, the results confirm Dean's point of view about the importance of the provision of feedback that when students receive feedback from their teachers, they increase their performance and make their understanding stronger (Dean 2012). In addition, when learners receive feedback, they receive information which helps them to confirm, refine, and changes strategies that are linked to learners' commitments.

Additionally, another author who supports the results presented in the table is Murcia (2001) who argues teachers use feedback to inform learners about their performance and the classroom behavior in the target language. Whereas students believe that the provision of feedback is "The most potent source of improvement in both target language development and other subject matter knowledge (Murcia, 2001, p. 40).

As seen in the observed classes, after the provision of feedback, learners were producing correct forms of the English language. Two teachers of the private institutes stated that the provision of feedback is the way to ensure that the learners are on the right track in the process of learning because the majority of students will be facing the Test of English as Foreign Language or (TOEFL) test to access to college. In addition, they argued that teachers' commitment is that their students get the required grade and with the provision of the adequate feedback it could be possible.

Regarding to the argument, which emphasizes that the activities performed in small classes allow greater interaction among students, eight from nine teachers selected the option *totally agree* in the teacher's perceptions table, which represents 89% of the sample population, and one teacher marked the option *agree* which corresponds to the 11%. Nobody selected the option *partially agree* and *totally disagree*. The results prove that teaching English in small classes helps teachers to assign activities which allow greater interaction among students, agreeing with Brown (2007). He reports that interaction plays an important role in English Foreign Language Teaching (EFL) due to learners can transmit to each other their thoughts, feelings, or ideas in class or outside the class, and as a result they will get mutual learning. In addition, he argues that when learners interact, they increase their language production because they listen or read real linguistic material. Also, he states that the learners language output increases through discussions, skits, joint problem solving tasks or dialog journals. Lastly, interaction is essential in the acquisition of the English language because when interaction process takes place, learners use all they know about the language. The results also confirm what Herrera and Murry (2011) claim that the fluency and ability to manage conversations in second language can be fostered if teachers create opportunities for students to interact in small groups or paired activities. Also,

they state in order to get positive results on acquiring accurate and sophisticate language through interaction activities, instructors must provide instructions on grammar.

Concerning to interaction among students, the results also support the words of Burden and Byrd (2010, p. 150) when they state, “Small groups discussions increases the thinking skills, promote the development communication skills, debate, and compromise”. Also, they argue that small group’s discussions can help and allow students to solve tasks easily.

Good and Brophy (1997) state that instructors and learners should not see the language acquisition process as the transmission of language from teacher to students who imitate or memorize it, on the contrary it should be seen as a social construction gained through constant discussion. Finally, Gower, Phillips, and Walters (2005) state student-student interaction is essential in language acquisition due to it can benefit instructors to look at individual performances and promote rapport between learners. Likewise, student-student interaction provides opportunities to learners to work as a team and become independent, and finally it allow to shy and unconfident learners to be more participative.

As seen in the observation classes, the majority of teachers organized activities where students had more interaction among them. For instance, the teacher assigned a task which in small groups they had to find the mistakes in an article and write the correct form. All groups were actively interacting in the target language working as a team and becoming independent from the teacher.

The students’ perceptions table about the benefit that in small classes there is interaction between students eleven from twelve manifested *totally agree*, which correspond to 92% of the sample and one student selected the option *agree* which means 8%, and none of the students selected *partially agree* and *totally disagree*.

Concerning about teachers' perceptions to the belief that in small classes there is more interaction between teachers and students, from nine teachers respondents all of them selected the option *totally agree* which represents 100% of the population and none of the teachers marked *agree*, *partially agree* and *totally disagree*. Similarly, regarding to the same belief mentioned above the students' perceptions table demonstrates that from students all students marked *totally agree*, which corresponds to 100% of the sample, and none of the students marked *agree*, *partially agree* and *totally disagree*. Based on these results, there is no doubt that teaching-learning English in small classes promote also the interaction between teachers and students. As Bell and Ebrary (2004) argue that forming groups of four or five students will promote the student-student interaction for individual interest.

Concerning to this aspect, Burden and Byrd (2010) suggest that the teacher-student interaction can raise the academic achievement and student behavior. They also say that learners prefer teachers who act like their friends, not teachers who keep the distance with their students. In addition, they say that interaction in the classroom will be affected because of the conformation of the groups. Woolfold (2010) suggests that teachers know that students who are expected to learn more are regularly asked more and more sophisticated questions. Also, they are given more opportunities, more time to respond, and they are less interrupted than learners who are expected to learn less.

As seen in the observed classes at Ecuadorian Civic Committee, Zoni Language Center, and New York Language Center, all teachers had classes with no more than fifteen students where teachers and students were interacting to know individual learner's needs and to choose the right teaching approach. Besides that, teachers sometimes were part of the groups working together to solve the tasks.

Regarding to the assumption that teaching and learning English in small classes, it is easier for teachers to remember the name of students. The teacher perceptions table presents the following results: from nine teachers all selected the option *totally agree* which signifies 100 % of the sample population. There was not any teacher who selected the option *agree*, *partially agree* and *totally disagree*. The students' perceptions table presents the following results: from twelve students all of them marked *totally agree* which makes up 100% of the sample and again nobody selected the options *agree*, *partially agree* and *totally disagree*.

It is generally agreed that according to the results of the teacher 'and students' perception tables that classes with few students help teachers to remember the name of the students. As Smith (1986, p. 24) states, "Small classes provide greater teacher knowledge of pupils". In addition, Harfitt (2012) argues that instructors in small classes use more often the students' name, an individualized method of teaching contrasting with whole instruction in larger classes.

The observation classes revealed that it is certainly true that, due to few students in class teachers can remember the names. Some teachers argued that they teach up to four different classes every day with different students and they do not have hard times remembering the names of students and most of times they remember also the students last names. One teacher stated that he sometimes teaches English as a Second Language at LaGuardia Community College where there are more than thirty students per class, and he can only remember the names of students who are more participative in activities.

Data in this study reveals that there are many benefits when teaching and learning English in small classes such as: teachers can design and implement activities to help students to apply what they have learned, students are more attentive and participate in class activities, and the extra space allows instructors to develop effectively the planned activities. Also, teachers can

provide adequate and personalized feedback. In addition, the activities performed in classes allow greater interaction among students, and between teacher and students. Finally, in small classes the teachers remember the students' name easily.

Teachers' Perceptions

B. What teaching strategies and resources benefit the teaching of English in small classes?

N.	In small classes	Totally agree		Agree		Partially agree		Totally disagree		TOTAL	
		f	%	F	%	F	%	F	%	F	%
8.	Teachers design and implement activities to practice listening skills.	9	100	0	0	0	0	0	0	100	100
9.	Teachers design and implement activities to practice speaking skills.	9	100	0	100	0	0	0	0	100	100
10.	Teachers design and implement activities to practice reading skills.	9	100	0	0	0	0	0	0	100	100
11.	Teachers design and implement activities to practice written skills.	8	89	1	11	0	0	0	0	100	100
12.	Teachers design and implement group activities.	7	78	2	22	0	0	0	0	100	100
13.	Teachers design and implement individual activities.	8	89	1	11	0	0	0	0	100	100
14.	Teachers use technological resources.	6	67	3	33	0	0	0	0	100	100
15.	Teachers use teaching materials	7	78	2	22	0	0	0	0	100	100

Students' Perceptions

B. What teaching strategies and resources benefit learning English in small classes?

N.	In small classes	Totally agree		Agree		Partially agree		Totally disagree		TOTAL	
		f	%	F	%	f	%	F	%	F	%
9.	The activities done help to practice listening skills.	7	58	5	42	0	0	0	0	100	100
10.	The activities done help to practice speaking skills.	7	58	5	42	0	0	0	0	100	100
11.	The activities done help to practice reading skills.	7	58	5	42	0	0	0	0	100	100
12.	The activities done help to practice writing skills.	7	58	5	42	0	0	0	0	100	100
13.	There are group activities.	9	75	2	17	1	8	0	0	100	100
14.	There are individual activities.	10	84	1	8	1	8	0	0	100	100
15.	Students use technological resources.	10	83	2	17	0	0	0	0	100	100
16.	Students use teaching materials.	10	83	2	17	0	0	0	0	100	100

Regarding to what teaching strategies and resources benefit the teaching of English in small classes, teachers' perceptions table presents the following result: from nine teachers all selected the alternative *totally agree*, which represents the 100% of the sample population to the assumption that in small classes teacher designs and implements activities to practice the skills of

language: listening, speaking, and reading. There was not any teacher who selected the options *agree*, *partially agree*, and *totally disagree*. For the assertion which emphasizes that in small classes teachers design and implement activities to practice written skills from nine teachers, eight selected *totally agree* which represents 89% of the population. Whereas one teacher selected the option *agree*, which represents 11% of the sample. None of the teachers selected the options *partially agree* and *totally disagree*. Consequently, the results show that there is no doubt that teachers believe that teaching English in small classes, they can design and implement activities to practice the four skills of language.

Conversely, the students' perceptions table presents that seven students from twelve considered *totally agree* to the argument that the activities done in small classes help students to practice the skills of listening, speaking, reading, and writing. It represents 58% of the participants. Five students selected the option *agree* which makes up 42% of the sample. There was not any student who marked the option *partially agree* and *totally disagree*. So, according to the student's point of view the table suggests that it is partially true that the activities done in class help them to practice the skills of listening, speaking, reading, and writing.

Bell and Ebrary (2004) support the results obtained in the survey and they both teachers and students benefit from the use of language skills when teaching or learning English in small classes. It is true that language skills such as speaking skills and other language skills can be practiced more in small groups.

As seen in the observed classes, all teachers from private institutions devoted certain amount of time in each class to practice the four skills of language. For instance, some teachers performed several tasks using the four language skills due to their students will be facing the TOEFL test examination. For this reason, teachers considered if they had classes with less than

twenty students, the classes will be more productive because they can design and assign more activities. In addition, they provide more appropriate feedback regarding the four language skills. Based on the results obtained, the results agreed with Kazaei, Zatabi, and Ketabi (2012) that learners in smaller classes have enough opportunities to communicate using the four skills of the English language.

In the teachers' perception table seven from nine teachers selected the option *totally agree* to the item that in small classes teachers design and implement group activities, representing the 78% of the respondents. While two participants opted for the option *agree* which represents 22% of the sample. There was not any teacher who selected the options *partially agree* and *totally disagree*.

In the students' perception table, from twelve participants nine of them answered *totally agree* to the assumption that in small classes there are group activities. It belongs to 75%. However, two students selected *agree*, which represents the remaining 17%, and one marked *partially agree* which means 8% of the participants surveyed.

The fact remains that according to teachers and students perceptions that when teaching and learning English in small classes there are group activities. Both teachers and students agreed with Smith (1986) when he states that small classes provide more small-group work. In addition, McDonough (2004) states that learners who participate in pairs and small groups activities improve the production of the target forms. He also reports that students considered that peer interaction in pair and small group activities is useful for practicing oral skills; nonetheless, it is less useful for learning English grammar. The observation data confirm that in small classes there are group activities in the three institutions where observations took place.

In the teachers' perception table about the item that teachers design and implement individual activities in small classes, eight of nine teachers selected *totally agree*, which constitutes 89% of the sample population. Whereas, one teacher opted for the category *agree* which makes up 11%, and there was not any teacher who selected the option *partially agree* and *totally disagree*.

From the students' perception table, regarding to the assumption that learning English in small classes there are individual activities, ten of twelve students selected the option *totally agree*. One student marked the option *agree*, and another marked *partially agree* which makes up 9 and 8% respectively. There was not any student who marked the option *totally disagree*.

Based on the results of the tables, it cannot be denied that there are individual activities when teachers teach and students learn English in small classes. The results confirm what Blatchford (2003) suggests which is that in small classes teachers have more time for individualized instruction and activities. In the case that the class is large, teachers and students will have had to perform the same activities for the whole class as Harmer (1998) states that in larger classes all students are forced to do the same activities at the same time and at the same speed. From the observed classes, the majority of teachers designed and implemented individual activities depending on strengths and weakness of individual learners.

Regarding to the use of technological resources in small classes, the teachers' perception table present the following results: from nine teachers, six selected the option *totally agree* which constitutes the 67% of the sample population, three selected *agree* which means 33% , and none marked *partially agree* and *totally disagree*. On the other hand, the students' perception table presents the following results: from twelve students, ten considered *totally agree* the use of technological resources in small classes, representing the 83% of the sample. Two selected the

option *agree*, which represents 17% of the sample and there was not any student who marked the options *partially agree* and *totally disagree*.

It is clearly understood the importance of using technological resources when teaching and learning English in small classes. The results obtained by the surveyed individuals confirmed Harmer's (2001) point of view when he says that language laboratory is a valuable source for teaching and learning language because it is equipped with a CD player, headphones, and computers. Clearly, with all technological resources available, learners can work on their own, paired, grouped, and interact with the teacher. Harmer also suggests that speaking activities can take place in the language laboratory due to that students can record their talks and speeches and listen again to make corrections. In addition, he says that listening skills can be practiced in different ways such as note taking, dictations, etc. Lastly, he mentions that reading activities can take place in the laboratory setting because learners can read texts and record their answer on tapes. For teachers, the language laboratory is a good source for teaching and learning writing English because it helps teachers to provide individual and private feedback oral or written.

In the observed classes at Ecuadorian Civic Committee, teachers used a projector to present English grammatical rules and the students did not have any difficulty to copy down it because they were few, and close to the projector screen. One teacher stated that nowadays the use of technological resources allows them to save time because teachers do not need to write everything on the blackboard. Besides that, the teacher confirms that students can practice the four skills of language at the same time.

In the same manner, in the observed classes at private institutions almost all teachers used the available technological resources such as computers, radio, projector, and internet. Some teachers suggested that for them the use of technological resources turned out to be the most

important teaching support because it contains real linguistic material. Also, they strongly affirmed that technological resources allow learners to carry out activities even when teachers are absent.

Regarding to the use of teaching materials in small classes, the teachers' perception table presents the following results: from nine teachers, seven selected the option *totally agree* which represents 78% of the sample population; two teachers marked *agree* which represents 22% of the sample, and there was not any teacher who selected the *partially agree* and *totally disagree*. The students' perception table presents the following results: from twelve students, ten marked the option *totally agree*, which makes up 83% of the participants, two selected the option *agree*, which represents 17% and there was not any student who selected the option *partially agree* and *totally disagree*.

Although there were few participants who believed that the use of teaching materials is not too relevant, the results revealed that it is generally agreed that the majority of teachers and students believe that using teaching materials is helpful when teaching and learning English in small classes. As Smith (1986) states in small classes more teaching and learning material is covered. Another author who agrees with the statement is Stronger (2002) and he suggests that teachers must follow a regular schedule, and organize the pedagogical material in advance. However, there are teachers and students who do not realize the importance of teaching materials. For instance, as seen in the observation classes at Ecuadorian Civic Committee, teachers do not follow any lesson plan and as a result they did not use any teaching material. On the contrary, at the private institutions the use of teaching and learning materials were more often and varied to develop activities and practice each of the language skills. For example, teachers

used maps, pictures, realia, magazines, and text books, etc. At the same time, students looked comfortable using teaching materials during the observation.

The information indicates that in small classes there are several teaching strategies and resources to help teachers to design and implement activities to practice the four skills of language. Also, teachers design and implement group and individual activities. Lastly, teachers and students use technological resources and teaching materials.

Teacher' Perceptions

C. How do students feel about learning English in small classes?

N.	In small classes	Totally agree		Agree		Partially agree		Totally disagree		TOTAL	
		f	%	F	%	f	%	F	%	F	%
16.	Students feel relaxed when speaking in front of their classmates.	9	100	0	00	0	0	0	0	100	100
17.	Students feel taking into account because they have more opportunity to participate in class.	9	100	0	00	0	0	0	0	100	100
18.	Students feel motivated to participate because of few classmates in the class.	9	100	0	0	0	0	0	0	100	100
19.	Students feel comfortable because of students can compete healthily with other students.	6	67	3	33	0	0	0	0	100	100

Students' Perceptions

C. How do students feel about learning English in small classes?

N.	In classes with few students I feel	Totally agree		Agree		Partially agree		Totally Disagree		TOTAL	
		f	%	F	%	F	%	F	%	F	%
17.	Relaxed when speaking in front of my classmates.	10	82	2	17	0	0	0	0	100	100
18.	Taken into account because I have more opportunity to participate in class	11	92	1	8	0	0	0	0	100	100
19.	Feel motivated to participate because few classmates in the class.	11	92	1	8	0	0	0	0	100	100
20.	Comfortable because I can compete healthily with other students.	11	92	1	8	0	0	0	0	100	100

Regarding to the teachers and students opinions about how it feels to teach and learn English where there are few students, the teachers' perception table present the following results: all nine teachers selected *totally agree* to the belief that in small classes students feel relaxed when speaking in front of their classmates which represents 100% of the sample population. There was not any teacher who selected the options *agree*, *partially agree*, and *totally disagree*. Concerning the same issue, the students' perceptions table shows that from twelve students, ten selected the option *totally agree* which belongs to 82% of the sample. However, two of students responded *agree*, which is the remaining 17%. None of the students selected the options *partially agree* and *totally disagree*.

The results show that it is generally accepted that teaching and learning English in small classes, students feel relaxed when speaking in front of their classmates. As Blatchford (2003) states that in small classes, learners ask more questions and teachers are able to respond and listen to them. Besides that, small classes increase the learner confidence and make them to feel secure to ask questions. As Kazaei, Zatabi, and Ketabi (2012) argue the fact that class size has a crucial effect on an individual's willingness to communicate in a second language classroom. In addition, learners in small classes have enough chances to build their self-confidence which leads to higher perception of capability to communicate and the use of others skills of the English language.

Regarding to this aspect, Harfitt (2012) argues that being in small ESL classes, learning take place in a mature and confident manner. Moreover, L2 learners argue that being in small classes students feel more secure in the group. It also demonstrates that weaker students feel less afraid to get negative evaluation from their classmates and instructors. As seen in the observed classes, almost all students felt relaxed ready to take risks, correcting mistakes, and most importantly they were active and participative during the class.

Concerning to the item that in small classes students feel being taken into account because they have more opportunities to participate in class, the teachers' perception table presents the following results: from nine teachers, all 9 teachers supported the category *totally agree* which represents 100% of the sample population. None of them selected the options *agree*, *partially agree*, and *totally disagree*. Likewise, the students' perception table about the same assertion shows the following results: from twelve students, eleven selected the option *totally agree*, which belongs to 92% of the sample population, and one student marked *agree* which constitutes

8% of the sample, and there was not any student who selected the options *partially agree* and *totally disagree*.

The facts prove that teacher and students believe that teaching and learning English in small classes students feel being taken into account because they have more opportunity to participate in class. The results confirms what Brown (2007) recommends that classes should be no more than twelve to fifteen students so that teachers can give students plenty of opportunities to make contributions to the class and at the same time provide individual attention. Another author who agreed with the results is Harfitt (2012) who suggests that learners in small classes have a sense of community feeling closer to one another. What is more, he confirms that learners in small classes see their teachers as a member of the group and not as figure of authority. Therefore, students feel less nervous when speaking the target language. However, it is true that there are fewer opportunities for students to participate in larger classes as Brown (2007) suggests that teaching and learning in larger classes present some problems, such as students' opportunities to speak in class are decreased.

According to the observed classes, being part of a small class, all students felt that their contributions were taken into account because teachers were providing opportunities to all of them to give or write sentences on the blackboard. Some teachers argued that their students feel taken into account when teachers correct their assignments, provide adequate feedback, and personalized instruction. In addition, some students stated that they felt be taken into account when teachers devoted time to help all learners during class hours.

Regarding to the assumption that teaching and learning English in small classes students feel motivated to participate because of few classmates in the class. The teachers' perceptions table presents the following results: from nine teachers all selected the option *totally agree*,

which constitutes 100% of the sample population, and nobody selected the options *agree*, *partially agree* and *totally disagree*. The student's perceptions table shows the following results: from eleven out of twelve students marked *totally agree* which constitutes 92% of the sample population, one student selected the option *agree* which represents 8% of the sample, and there was not any student who selected the option *partially agree* and *totally disagree*.

The results show that it is generally agreed that teachers and students believe that learners feel motivated to participated because a small of classmates in the class. Concerning to this aspect, Kazaei, Zatabi, and Ketabi (2012) state that students in smaller classes are more motivated to participate in communicative activities and conversations. According to the results, Kakmark (2009) also suggests that there is a strong relationship between class size and motivation, teaching methods, classroom management, and assessment. After observing classes at several institutions, the majority of students were very motivated and they were participating in small groups discussions without the teacher guidance. Some students stated that they took ESL (English as a Second Language) classes at public institutions where there were more than forty English learners per class. The reality is that they had to drop out the class because they felt unmotivated due to teachers were devoting time to the same students every day. Nowadays, they are taking ESL classes at private institution where the class size is less than fifteen students. For this reason, students comment that they feel motivated because they are aware that their language production has improved tremendously due to teachers have more time to dedicate them in the acquisition of language.

Concerning to the assumption that teaching and learning English in small classes, students feel comfortable because learners can compete healthily with other students. The teachers' perceptions table presents the following results: from nine teachers six selected the *option totally*

agree which represents 67% of the sample population. Three participants marked *agree*, which is the remaining 33% of the sample, and there was not any teacher who selected the options *partially agree* and *totally disagree*. The students' perceptions table about the same issue shows the following results: from twelve students, eleven selected the option *totally agree* which makes up 92% of the sample population, and one student marked the option *agree* which means 8% of the sample, and there was not any student who opted for the options *partially agree* and *totally disagree*.

Based on the results, it is obvious that teaching and learning English in small classes, students feel comfortable because they can compete healthily with their peers. As seen in the observed classes there is a healthy completion among students. For instance, when teacher asked students to give examples of sentences, the majority of them raised their hands to make a contribution. The class observation reflects that the majority of learners acted as friends helping each other for mutual language acquisition rather than individual competition.

The results indicate that in small classes students feel relaxed when speaking in front of their classmates, and they feel taken into account because they have more opportunity to participate in class. Also, students feel motivated to participate because few classmates in the class. Finally, learners feel comfortable because they can compete healthily with other students.

Teacher's Perceptions

D. Are there any limitations when teaching English in small classes?

N.	In small classes	Totally agree		Agree		Partially agree		Totally disagree		TOTAL	
		f	%	F	%	F	%	F	%	F	%
20.	There is anxiety among students because there is more control by the teacher.	0	0	4	45	2	22	3	33	100	100
21.	It is difficult to practice the skills of listening and speaking.	0	0	0	0	1	11	8	89	100	100

Students' Perceptions

D. Are there any limitations when learning English in classes with few students?

N.	In small classes	Totally agree		Agree		Partially agree		Totally disagree		TOTAL	
		F	%	F	%	F	%	F	%	F	%
21.	There is anxiety among students because there is more control by the teacher	0	0	0	0	6	50	6	50	100	100
22.	It is difficult to practice the skills of speaking and listening.	0	0	0	0	1	8	11	92	100	100

Regarding any limitations when teaching and learning English in classes with few students, the teachers' perceptions table shows the following results to the assumption that in small classes there is anxiety among students because there is more control by the teacher. From nine teachers, four selected *totally agree*, which represents 45% of the sample population, two selected *partially agree* which corresponds the 22%, and three selected the *option totally disagree*, which represents the 33% and none selected the option *totally agree*.

Based on these results, the teacher's perceptions table shows that there is some evidence supporting the idea that in small classes there is anxiety among students because there is more control by the teacher. The results lend support to the Blatchford (2003) statement that in small classes teacher can monitor the individual behavior of learners. Some teachers argued that they notice that in small classes' students feel anxiety when they assign individual or small group activities and instructors have time to control the student behavior.

Conversely, the students' perceptions table presents the following results: six out of 12 students selected the option *partially agree* to the assertion just mentioned above which belongs to 50% of the sample population, and the remaining six students opted for the option *totally disagree* which belongs to 50%. There was not any student who selected the options *totally agree* and *agree*. In the same way, the statistics show that students believe that learning English in small classes there is not anxiety among students even though teachers have more control of the class. Regarding anxiety, Harfitt (2012) states that learners in small classes see their teachers as members of the group and not as a figure of authority, therefore; they feel less nervous when speaking among their classmates. However, if students would have attended in a large class, they would have felt anxiety to speak in front of many students who are unknown for them as some students argued during a short interview. In addition, Harfitt (2012) argues that in a large class,

there are many students they do not know and this increase the anxiety when they have to speak in the front of the whole group.

The observed classes revealed that in small classes there was not anxiety among students because there is more control by the teacher, on the contrary students were relaxed and motivated to have their teachers working together and getting immediate feedback.

Concerning to the last item which points out that teaching and learning English in small classes, it is difficult to practice the skills of speaking and listening, the teachers' perceptions table presents the following results: eight of nine teachers selected the option *totally disagree*, which belongs the 89% of the sample population, one teacher marked *partially agree* which constitutes the 11% and none selected the options *totally agree* and *partially agree*.

The student' perceptions table shows the following results: eleven of twelve selected the option *totally disagree* to the statement that, it is difficult to practice the skill of speaking and listening in small classes which represents 92% of the sample population, one student marked *partially agree* which belongs to 8% of the sample, and there was not any student who selected the options *totally agree* and *agree*.

Based on the results, there is no doubt that teachers and students believe that teaching and learning English in small classes is not difficult to practice the skills of speaking and listening. As Gower, Phillips, and Walter (2005) suggest teachers encourage their learners to talk and listen to each other and finally provide students with texts and activities to develop listening skills and at the same time provide input for language acquisition. The authors present some strategies to improve speaking skills. For example, teachers should encourage students' interaction by creating a friendly atmosphere where students can feel secure and the same time students can enjoy communicating with teachers and classmates. Another author who confirms the results

obtained in this research is Harmer (2001). He states that language laboratory is an excellent source to practice the speaking and listening skills because it is equipped with CD player, headphones, microphone, and computers.

The results show that teachers and students believe learning English in small classes there is not anxiety among students because there is more control by the teachers, and it is not difficult to practice the skills of listening and speaking.

Conclusions

After gained significant knowledge and experience about the teachers and students' perceptions of teaching English in small classes in New York City, and based on the description, analysis and interpretation of results, it is concluded that:

Most of the participants in this study agreed that in small classes teachers have more time to provide personal and detailed feedback. Thus, learners got a better understanding of how they were improving and where they needed to work harder.

Another relevant benefit of classes with few learners was that it favored the interaction in all contexts through the use of authentic linguistic material.

In small classes learners were more attentive and participative in activities that were carried out in classes because instructors could design activities that allowed their students to practice what they had learned in their previous lessons. Moreover, teachers and students had plenty space to move around the classroom and develop effectively the planned activities. Lastly, it was observed that the names of the students were remembered easier by their instructors.

In classes with few students teachers design and implement more activities to help learners to practice the skills of listening, speaking, reading, and writing which are essential components of knowledge of English language. In order to practice the four skills of language in small classes, teachers organize a varied group and individual activities using all available technological resources and teaching materials.

Due to the reduced number of learners in a class, students felt less nervous when they had to speak in order to make their contributions and give opinions. In addition, studying in small

classes students feel to be taken into account because they had plenty opportunities to take part of the discussions, felt less afraid to get negative assessment from teachers and classmates.

Students in small classes generally felt motivated to participate because they saw the group as a sense of community. Furthermore, teachers and students felt comfortable because they did not see the competition a sense of selfishness. On the contrary, the competition became a healthy mutual learning which fostered the language acquisition.

The results proved that teachers believed that students felt anxiety because their instructors have more control due to the fact that there is small number of learners in class. On the other hand, students believed that in small classes there is no anxiety among them.

Teachers and students believed that when teaching and learning English in small classes there was not any difficulty to practice the skills of listening and speaking due to the fact that it easier to manage a group of fifteen or less that a group of twenty or more.

Finally, the results of the tables are in concordance with Smith (1986) when she states that teaching in small classes instructors can develop a greater variety of instructional activities and small group work to keep students attentive and participative in class. In a short interview, a student commented he has improved his all language skills after participating in small group work such as role play activities and small group discussions. In addition, he ratified that those activities had helped him to become more attentive and participative in class because he felt more confident about his language production.

Recommendations

Because this study was conducted with a sample population which had some English background, this study suggests that principles and instructors to design and implement diagnostic tests to identify specific areas of strength or weakness in language ability so as to assign learners. These results could be used as a basis for deciding which course would be the most appropriate for students to take.

This study provided us with overall information about reduces classes and its effects on teaching and learning process. New studies can be conducted to examine the specific subject areas of language in order to have more arguments to ensure that in small classes the English achievement should be improved.

Teachers at public institutes should design lesson plans to follow because it would allow them to improve the managing learning process (feedback, instruction, timing) and it would help students and teachers to prepare the activities and materials in advance.

Teaching and learning process should not be teacher centered. On the contrary, teachers should encourage learners to use all the available technological resources such as the internet so they explore by themselves to look for an infinity free links such as Learning American English Online which will help learners to improve all language skills.

Instructors should primarily use the target language in classes so students can become familiar with the L2. In addition, instructors should avoid translation method, instead use the technique of exchanges ideas among students to decipher the meaning.

Because this small scale study was carried out with small number of participants in three institutes in a community where participant have some English background, the results of this study can not be generalizable to a grater population

References

- Arends, R. (1988). *Learning to teach*. New York: Random House.
- Bell, J., & Ebrary, I. (2004). *Teaching multilevel Classes in ESL* (2nd ed.). Don Mills: Pippin Publishing Corporation.
- Blatchford, P. (2003). *The class size debate is small better?*. Buckingham, England: Open University.
- Boud, D. (2013). *Feedback in higher and professional education: Understanding it and doing it well*. Londo: Routledge.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Longman.
- Burden, P. R., & Byrd, D. M. (2010). *Methods for effective teaching: Meeting the needs of all students* (5th ed.). Boston: Allyn & Bacon.
- Burden, P. R., & Byrd, D. M. (1994). *Methods for effective teaching*. Boston: Allyn and Bacon.
- Burgess, S., & Head, K. (2005). *How to teach for exams*. Harlow: Longman.
- Chamot, A. U. (1999). *The learning strategies handbook*. White Plains, NY: Longman.
- Dean, C. B. (2012). *Classroom instruction that works research-based strategies for increasing achievement* (2nd ed.). Alexandria, Va.: ASCD.
- Ferlazzo, L., & Sypnieki, K. (2012). *The ESL/ELL teacher's survival guide: Ready-to-use strategies, tools, and activities for teaching English language learners of all levels*. San Francisco, CA: Jossey-Bass.
- Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (10th ed.). New York: Harper & Row.

- Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice handbook: A handbook for teachers in training*. London: Heinemann Educational Books.
- Hart, J. R. (2002). *Teachers and teaching: Current issues*. New York: Nova Science Pub.
- Harfitt, G. J. (2012). Class size and language learning in Hong Kong: The students' perspective. *Educational Research*, 54(3), 331, 342.
- Harder, O., & Gibson, C. (2001). *Teaching strategies: A guide to better instruction* (6th ed.). Boston: MA.
- Harmer, J. (1998) *The practice of English language teaching*. London: Longman.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). London: Longman.
- Herrera, S. G., & Murry, K. G. (2011). *Mastering ESL and Bilingual methods: Differentiated instructions for culturally and linguistically diverse (CDL) student* (2nd ed.). Boston: Person Allyn and Bacon.
- Kauchack, D. P. (1993). *Learning and teaching: Research-based methods*. Newton, MA: Allyn & Bacon.
- Lightbown, P., & Spada, N. M. (2006). *How languages are learned* (3rd ed.). Oxford. England: Oxford University Press.
- Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.
- Orlich, Donald C. (2001). *Teaching strategies: A guide to better instruction* (6th ed.). Lexington, Mass.
- Raimes, A. (1983). *Techniques in teaching writing*. New York, NY: Oxford University Press.
- Seiler, W. J., & Beall, M. L. (2008). *Communication: Making connection*. (7th ed.). Boston: Pearson: Pearson/Allyn and Bacon.

- Silberstein, S. (1994). *Techniques and resources in teaching reading*. New York: Oxford Univ. Press.
- Smith, W. L. (1986). *Class size and English in the secondary school*. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills, Office of Educational Research and Improvement, U.S. Dept. of Education.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco: Jossey-Bass.
- Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Woolfolk, A. (2010). *Educational psychology* (11th ed.). Upper Saddle River, New Jersey.

Annexes



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

Dear teacher:

This questionnaire aims to know your opinion regarding the teaching of English with groups of 20 students or less.

The information you would provide below will be used only for academic and research purposes.

Informative Data:

Name of the institution:			
Type of institution:	Public () Private ()		
	Elementary School ()	High School ()	Institute ()
City:			

Instruction: Mark with X according to your criteria.

Strategy: After reading each item, please answer according to the following scale reference.

Totally agree
Agree
Partially agree
Totally disagree

A. Benefits of teaching and learning English language in classrooms with a few students.

	In Small Classes.	Totally agree	Agree	Partially agree	Totally disagree
1.	Teachers design activities that allow students to practice what they learned.				
2.	Students are attentive and participate in activities that are carried in class.				
3.	The extra space allows teachers to develop effectively the planned activities.				
4.	The teacher can provide personalized feedback.				
5.	Activities performed in class allow greater interaction among students.				
6.	There is more interaction between teacher and students.				
7.	It is easier for teachers to remember the names of the students.				

B. Strategies and resources which favor the teaching of English in classes with a few students.

N	In Small Classes:	Totally agree	Agree	Partially agree	Totally disagree
8.	Teachers design and implement activities to practice listening skills.				
9.	Teachers design and implement activities to practice speaking skills.				
10.	Teachers design and implement activities to practice reading skills.				
11.	Teachers design and implement activities to practice writing skills.				
12.	Teachers design and implement group activities.				
13.	Teachers design and implement individual activities.				
14.	Teachers use technological resources.				
15.	Teachers use teaching materials.				

C. Opinion about how it feels to teach English in a class where there are few students.

N	In Small Classes:	Totally agree	Agree	Partially agree	Totally disagree
16.	Students feel relaxed when speaking in front of their classmates.				
17.	Students feel taken into account because they have more opportunity to participate in class.				
18.	Students feel motivated to participate because few classmates in the class.				
19.	Students feel Comfortable because students can compete healthily with other students.				

D. Limitations in teaching English with few students.

	In Small Classes:	Totally agree	Agree	Partially agree	Totally disagree
20.	There is anxiety among students because there is more control by the teacher.				
21.	It is difficult to practice the skills of listening and speaking.				

Thanks for your cooperation.



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MODALIDAD ABIERTA Y A
DISTANCIA TITULACION
INGLES

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión en cuanto a la enseñanza del

Inglés en clases con grupos de 20 estudiantes o menos.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos:

Nombre de la institución:			
Tipo de institución:	Pública () Privada ()		
	Escuela ()	Colegio ()	Instituto ()
Ciudad:			

Instrucción: Marque con una X según su criterio.

Estrategia: Luego de leer cada ítem, le rogamos contestar de acuerdo a la siguiente escala de referencia

Totalmente de acuerdo
De acuerdo
Parcialmente de acuerdo
Totalmente desacuerdo

A. Beneficios de enseñar y aprender Inglés en clases con pocos estudiantes

	En clases con pocos estudiantes:	Totalmente de acuerdo	De acuerdo	Parcialment de acuerdo	Totalmente desacuerdo
1.	Las actividades que se realizan permiten practicar lo <u>aprendido</u> .				
2.	Los estudiantes están atentos y participan en las <u>actividades desarrolladas en clase</u> .				
3.	Los estudiantes se concentran mejor porque no hay <u>mucho ruido en el salón de clase</u> .				
4.	El espacio de la clase permite desarrollar adecuadamente las <u>actividades asignadas por el profesor</u> .				
5.	El profesor brinda una <u>retroalimentación adecuada</u>				
6.	Existe <u>interacción entre los estudiantes</u> .				

7.	Existe interacción entre el profesor y los estudiantes.				
8.	El profesor recuerda el nombre de los estudiantes.				

B. Estrategias y recursos que favorecen la enseñanza del Inglés en clases pequeña.

N°	En clases con pocos estudiantes:	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	Totalmente desacuerdo
9.	Se realizan actividades que permiten practicar las habilidades de escucha .				
10.	Se realizan actividades que permiten practicar las habilidades habla .				
11.	Se realizan actividades que permiten practicar las habilidades de lectura .				
12.	Se realizan actividades que permiten practicar las habilidades de escritura .				
13.	Se utilizan actividades grupales .				
14.	Se utilizan actividades individuales .				
15.	Se utilizan recursos tecnológicos.				
16.	Se utilizan materiales didácticos.				

C. Opinión acerca de cómo se siente al aprender Inglés en una clase donde hay pocos estudiantes

N°	En clases con pocos estudiantes me siento:	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	Totalmente desacuerdo
17.	relajado al momento de hablar frente a mis compañeros.				
18.	tomado en cuenta porque tengo mayor oportunidad de participar en la clase.				
19.	motivado a participar porque somos pocos compañeros en la clase.				
20.	a gusto porque puedo competir sanamente con otros estudiantes.				

D. Limitaciones al aprender Inglés en clases con pocos estudiantes

	En clases con pocos estudiantes:	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	Totalmente
21.	Existe ansiedad entre los estudiantes debido a que hay mayor control por parte del profesor.				
22.	Se dificulta practicar las habilidades de habla y escucha.				



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MODALIDA ABIERTA Y A
DISTANCIA TITULACIÓN DE
INGLÉS
HOJA DE OBSERVACIÓN

INSTITUCION EDUCATIVA	
FECHA:	
CURSO/NIVEL:	

1. Se realizan actividades que permiten poner en práctica lo aprendido.

SI () *NO* ()

Notas:

2. Todos los estudiantes están atentos y participan en las actividades desarrolladas en clase.

SI () *NO* ()

Notas:

3. El espacio de la clase permite desarrollar adecuadamente las actividades asignadas por el profesor.

SI () *NO* ()

Notas:

4. El profesor brinda una retroalimentación adecuada debido al poco número de estudiantes en la clase.

SI () *NO* ()

Notas:

5. Existe interacción entre los estudiantes.

SI () *NO* ()

Notas:

6. Existe interacción entre el profesor y los estudiantes.

SI () *NO* ()

Notas:

7. El profesor recuerda el nombre de los estudiantes.

SI () *NO* ()

Notas:

8. Se realizan actividades que permiten practicar la habilidad de **escucha**.

SI () *NO* ()

Notas:

9. Se realizan actividades que permiten practicar la habilidad de **habla**.

SI () *NO* ()

Notas:

10. Se realizan actividades que permiten practicar la habilidad de **lectura**.

SI () *NO* ()

Notas:

11. Se realizan actividades que permiten practicar la habilidad de **escritura**.

SI () *NO* ()

Notas:

12. Se utilizan actividades **grupales**.

SI () *NO* ()

Notas:

13. Se utilizan actividades **individuales**.

SI () *NO* ()

Notas:

14. Se utilizan recursos tecnológicos.

SI () *NO* ()

Notas:

15. Se utilizan materiales didácticos.

SI () *NO* ()

Notas:

16. Los estudiantes se muestran relajados al momento de hablar frente a sus compañeros.

SI () *NO* ()

Notas:

17. Los estudiantes tienen mayor oportunidad de expresarse.

SI () *NO* ()

Notas:

18. Los estudiantes se muestran interesados en participar en las actividades realizadas en clase.

SI () *NO* ()

Notas:

19. Los estudiantes pueden competir sanamente con sus compañeros.

SI () *NO* ()

Notas:

20. Los estudiantes se muestran relajados porque no hay mucho ruido en el salón de clase.

SI () *NO* ()

Notas:

21. Los estudiantes se muestran tensos debido a que existe mayor control por parte del profesor.

SI () *NO* ()

Notas:

22. Se dificulta realizar habilidades de habla y escucha.

SI () *NO* ()

Nota: