



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**ÁREA SOCIO HUMANÍSTICA**

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

**Teachers and students' perceptions of teaching English in small classes  
in Ecuador.**

TRABAJO DE TITULACIÓN

AUTORA: Pila Salazar, Rosa Ana

DIRECTORA: Quiñonez Beltrán, Ana Lucía, Dra.

CENTRO UNIVERSITARIO QUITO

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>*

2015

## **APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN**

Doctora.

Ana Lucía Quiñonez Beltrán.

**DIRECTORA DEL TRABAJO DE FIN DE TITULACIÓN**

De mi consideración:

El presente trabajo de titulación: "Teachers' and students' perceptions of teaching English in small classes in Ecuador", realizado por: Pila Salazar Rosa Ana, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Noviembre de 2015

f).....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Pila Salazar Rosa Ana, declaro ser autora del presente trabajo de titulación: “Teachers and students’ perceptions of teaching English in small classes in Ecuador”, de la titulación de Ciencias de la Educación mención Inglés, siendo la Dra: Ana Lucía Quiñonez Beltrán 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 siguiente 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: Pila Salazar Rosa Ana  
Cédula: 1718837998

## **DEDICATION**

I want to dedicate this thesis to God and the Blessed Virgin Mary, since they guide me to go ahead and do my best.

Also, I would like to dedicate this thesis to my grandmother Yolanda, who has been my support during my studies. She is a strong, persistent and successful woman; but particularly, she is an excellent human being.

Finally, I want to dedicate this thesis to my dear uncle Alex, who has been as a father and supported me with his unconditional love.

Rosa Ana

## **ACKNOWLEDGEMENT**

It is a pleasure for me to thank all the people belonging to the UTPL, especially to my tutors for supervising and helping me along the process to finish my career.

I would like to express my gratitude to my advisor, Dr. Ana Lucía Quiñonez Beltrán, for her patience and guidance during the elaboration of the present work. Without her thorough and helpful support I could not have reached my goals.

Rosa Ana

## CONTENTS

COVER	
APROBACION DEL DIRECTOR DE TRABAJO DE FIN DE TITULACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT .....	v
CONTENTS .....	vi
ABSTRACT.....	1
RESUMEN.....	2
INTRODUCTION .....	3
METHOD.....	5
DISCUSSION.....	6
Literature Review .....	6
Description, Analysis and Interpretation of Results.....	12
Conclusions.....	28
Recommendations.....	29
REFERENCES.....	30
ANNEXES	

## **ABSTRACT**

The present study “Teachers and students’ perceptions of teaching English in small classes in Ecuador” is aimed to establish how educators and pupils perceive the teaching-learning process in small classes.

The information was obtained in two private high schools in Quito. Five English educators and eighty one students were selected randomly. They belonged to five small classes: 8<sup>th</sup> grade to 2<sup>nd</sup> senior year. The students ranged 12 to 17 years old.

Similar surveys were applied to the selected teachers and students in order to get the field information; in addition, five English classes were observed. The data was analyzed quantitative and qualitatively.

The study concludes that both teachers and students perceive that teaching English to small classes benefit the learning process. They believe that teaching to small classes facilitate the development and application of methods and strategies to make learners improve language skills. Besides, it was found that students in small classes are more agreeable to interact and participate actively during the lesson time; and, teachers can give group and individual feedback to the learners.

Key words: perceptions, small classes, EFL teaching, high schools



## **RESUMEN**

El tema “Percepciones de profesores y estudiantes a cerca de la enseñanza del idioma Inglés en clases pequeñas en el Ecuador” tiene como objetivo principal determinar cómo perciben tanto maestros como alumnos la enseñanza y el aprendizaje del idioma Inglés en clases pequeñas.

La información fue obtenida en dos instituciones educativas privadas de Quito, de las cuales se seleccionaron 5 maestros y 81 estudiantes pertenecientes a clases pequeñas de octavo grado de educación básica a segundo año de secundaria. Los estudiantes tenían entre 12 y 17 años.

Similares cuestionarios fueron aplicados a estudiantes y maestros para obtener la información de campo. Además, cinco clases fueron observadas y los datos fueron analizados cuantitativa y cualitativamente.

El estudio concluye que tanto profesores como estudiantes perciben que la enseñanza en clases pequeñas beneficia el proceso de aprendizaje. Ellos creen que las clases pequeñas facilitan el desarrollo y la aplicación de métodos y estrategias para hacer que los estudiantes mejoren las cuatro destrezas. Además, el estudio resume que los estudiantes en pequeñas clases están más dispuestos a interactuar y participar activamente durante la clase, y los profesores pueden dar retroalimentación grupal e individual a sus alumnos.

Palabras claves: percepciones, clases pequeñas, enseñanza EFL, colegios secundarios

## INTRODUCTION

At the present time, speaking English is very important to succeed in any field. It has become in an essential tool to live in a globalized world; since technology, science, and many kind of employments are available to people who speak English language.

In order to improve the level of proficiency of English of Ecuadorian learners, English teachers are being evaluated and trained in order to acquire new strategies to be applied in the classroom. All the educators must reach a B2 level of proficiency according to the Common European References for Languages (CEFR).

Even though teachers will improve their language competences and they will be prepared to apply updated techniques that benefit the learning process, there are other aspects to be taken into account during the learning process as teaching to small or large classes (Benitez, Pinza, Toro, Vargas & Zúñiga, 2013).

Accordingly, the present research “Teachers and students’ perceptions of teaching English in small classes in Ecuador” is aimed to establish teachers and students point of view about the teaching-learning process of English in small classes in Ecuador. To this purpose, the following questions were considered: What are the benefits of teaching and learning English in small classes? What teaching strategies and resources benefit the teaching of English in small classes? How do students feel about learning English in small classes? Are there any limitations when teaching English in small classes?

Some previous studies related to the present topic have been developed. One of them was performed by Haimson (2000), which main objective was to determine whether or not reducing the number of learners per class during the first years of education improve students’ accomplishment even in the upper grades.

Among the limitations it was found that there were some problems with the way the schools implemented the reduction of class size. One of the problems is that it was carried out in floating teacher programs.

Other study was conducted by Harfitt (2012). This research was addressed to determine teachers’ point of view and procedures when working in large and small classes and to know if educators apply the same strategies and techniques in both fields.

Among the limitations it was found that the study was focused only on three educators, so the outcomes were hesitant. On the other hand, the study was limited in its extent.

A third study was the one conducted by Blatchford, Goldstein, Martin & Browne (2002) which main purpose was to discover the relationship between the size of the class and students’ language acquisition during the first years of study.

A limitation of this research was the use of an observational method instead of an interventionist approach.

Regarding to the beneficiaries of the present study, it is important to say that it will help to schools authorities, English area coordinators and other people involved in English language education, who are going to have a clear idea about the teaching-learning process in small classes in Ecuador. Additionally, the study also can be used as a basis for future investigations. A limitation was found during the development of the present study, the direct class observations were performed only once per class, so it suggested to increase the amount of them due to the nature of the subject.

## METHOD

### ***Setting and Participants.***

The present study was conducted in two private high schools in the city of Quito. Additionally, 5 English educators and 81 students belonging to small classes were chosen randomly as sample; the learners were attending to 8<sup>th</sup> grade to 2<sup>nd</sup> year of secondary; and the students' age oscillated between 12 and 17 years old.

### ***Procedures.***

To develop the theoretical background, some topics related to the theme of the present investigation were researched. Besides, some previous studies were investigated with respect to teachers and students' insights when teaching and learning English in small classes. The information was gathered through books, journals, and the Internet.

A mixed of quantitative and qualitative approaches were utilized. Afterwards, the field research was carried out with the application of surveys to the selected teachers and students and a mixed of quantitative and qualitative approaches were used.

The instruments used to obtain data were questionnaires and observation sheets. The first instrument contained some inquiries regarding the theme of the present investigation, while the second one was used to contrast or corroborate the results obtained during the present investigation.

Then, the data was tabulated and presented in tables in order to be analyzed, taking into account the proposed questions. Finally, some conclusions and recommendations emerged.

## DISCUSSION

### Literature Review

This section includes information about themes and previous studies related to the process of teaching and learning English in small classes.

#### ***Managing learning.***

Evertson, Emmer, & Worsham (2006) state that giving instructions to the learners in order to succeed in small classes deals with the rules and norms that teachers impart at the beginning of the school year so pupils can learn and acquire habits of good behavior and know exactly what teachers expect from them. They also imply that many teachers encourage the students to establish their own rules although the policies are given by the tutors to be sure they are appropriate. Some of them are as follow: Raise their hand to participate, be polite to ask for something and avoid interruptions during the lesson time.

Similarly, Harmer (1998) mention that the way how teachers give instructions to the learners is decisive to reach the class objectives in small classes. When the students do not understand what their tutors expect from them, time is lost. Teachers must take into account two important points before giving guidelines to the learners: The first point is to illustrate the order as clear as possible. The second one indicates that the instruction must be rational. Also, the author says that teachers must be sure their pupils understood the commands accurately.

Another aspect of managing learning is feedback, to this concern Rovegno & Bandhauer (2012) mention that when educators teach to a small number of students it is possible to impart a good feedback to the whole class. They also say that feedback the entire class is profitable for teachers since they can solve common problems; the students pay more attention; and, this environment lets students to be focused on learning avoiding students' scattering. On the other hand, giving individual support to the learners demands more interaction from the teachers who must be always ready to help the students in an affirmative way.

Otherwise, Richards & Lockhart (2006) affirm that feedback the students is a very important issue of managing learning but this procedure is not always positive, sometimes it can result in a negative situation for learners in small classes. They say that a good feedback must be focused on increasing students' motivation; to reinforce knowledge; and to create a trustable classroom atmosphere where learners feel confident especially during speaking activities.

Another essential element of managing learning is timing. According to McLeod, Fisher, & Hoover (2003), set the time for each activity inside the class minimizes the waste of time. They say that timing is of great importance to establish the number of minutes for

introducing the lesson topic, delivering of didactic material, classroom arrangements, class assignments, and every activity that involves lesson time.

In contrast, Spielberger (2004) assures that there is no relation between assigning time to perform the activities in a small class versus students' achievement. He also infers that teachers must improve their own performance like starting the class on time and organizing the materials to be used during the lesson the day before to avoid the waste of time.

### ***Teacher- student, and student - student interaction.***

Regarding the theme, Beltran, Mora-Flores & Sarmiento (2012) mention that working with small groups of learners fosters a good relationship among the participants which promotes teacher-student interaction as well as student-student interaction. According to the authors, when learners work in small groups or in pairs, they feel more comfortable to make use of the language during the class activities. Besides, the study mentions that in this environment, teachers have more opportunities to assess students' improvements and to give them an adequate feedback.

Similarly, Rivers (1987) infers that when teachers work in small classes they have more chances to increase students' participation and to interact actively. The study implies that teaching to small groups benefit the learners since they can obtain individual attention and feel more confident. Also, the author mentions that in small classes, students become more inquirers, more critical and learn from each other.

### ***Class size.***

To determine if a class is small or large depends most of the time on institution authorities' policies. Regarding this issue, Garret-Hatfield (2015) say that there are advantages and disadvantages as well in small classes as in large ones, but to find a balance between a big number of students and a very small class is the goal for schools' administrators and educators. She mentions that reducing the class size (less than 20 pupils per class) during first years of school guarantee better achievement. The study also infers that if learners attended to small classes in the lower grades, they continue having high improvement in the upper ones even though these students do not attend to small classes any more. One of the disadvantages of teaching to small classes is that schools need to hire a high number of teachers and build more classrooms which entails increasing the school year costs.

On the other hand, Garret-Hatfield (2015) suggests that in large classes it is complicated to apply strategies and techniques like discussion groups and group works. She asseverates that students who attend to large classes are not involved in the activities during the class time and to control learners behavior is a difficult matter.

Similarly, Blatchford (2009) highlights that teaching to small class evidences a clear and interesting atmosphere especially in primary school due to during the first years of education pupils need individual assistance from their tutors. Besides, he mentions that teachers in small classes are able to know the learners, measure students' knowledge, weaknesses and strengths, which allow tutors to reinforce or treat problems individually.

According to Blatchford, teaching to small classes benefit reading skills during primary education, since it is demonstrated that listening individually to very young children help tutors to give them support at reading tasks which is not possible to develop in large classes. Blatchford also says that during the first years of study, learners in small classes are more involved in learning affairs, behave in a better way, do not interrupt the class very often as students who attend to classes with a big number of pupils.

### ***Teaching techniques, strategies or activities for teaching English to small classes.***

Larsen-Freeman (2000) refers that there are many strategies and techniques to be applied into the class in order to achieve lesson objectives as well in small as in large classes. Some of them are as follow: Reading aloud, in which the students take turns to read paragraphs of a selected passage, then the teachers employ gestures, mimes, real objects and others to clarify concepts. Another strategy is scrambled sentences; when using this technique the students are given some paragraph in scrambled order. They have to put it in unscrambled way. This activity shows the learners cohesion and coherence properties of the target language. Complete the dialog is another kind of activity students can perform during the class time in which selected words are erased from a dialogue that students have learned before; then, students are asked to fill in the blanks with the correct words.

According to Larsen-Freeman, one important and useful technique is role plays. Using this strategy, students are able to communicate in the aim language in different social contexts as well as in different social roles. To develop this activity teachers tell the students who they are and what they have to say. Other technique is the use of minimal pairs; it involves the use of two words, for instance: ship/sheep. Teachers ask the learners to realize of the difference of both sounds; then, they have to repeat the words correctly.

Specifically, Buller (2009) states, that to success in small classes, there are some techniques and strategies to be used during the class, like "seminar" in which students sit in circles around a table to have a better participation. To carry out this activity, students should bring to the class information about a topic to be discussed. The author also says that another activity to teach English in small classes is "simulation" where students learn through role plays, they get involved in conversational activities of the real life in which some learners act while others observe. During the task, teachers act like moderators. Buller mentions that this technique is rewarding for both actors and spectators.

### ***Learning environment in small classes.***

Finn & Wang (2002) state that working with a few number of learners per class facilitates the teaching-learning process due to all the participants have an adequate space to move around, reading instructions are successful; teachers can individualize their teaching according to students' levels; they can increase time on assignments which improve learning. They also claim that small classes help educators to give individual attention to the students; control learners' progress; and, to have an effective classroom management. Besides, the authors mention that working in small classes minimizes behavior problems; increases student-student interaction; and, fosters teacher-student relationship.

Likewise, Ross & Watkinson (1997) asseverate that when students attend to small classes they are able to have good relationships with their peers which benefit the interaction. Students in small classes are collaborative and self-reliant. Teachers in small classes can create human learning environment, which benefit not only students and parents but the whole community members.

In addition to the scientific information about the different topics discussed above, it was necessary to include some previous studies related to the theme of the current research in order to obtain has sufficient scientific basis.

One of them was conducted by Haimson (2000) whose main purpose was to determine if reducing the number of pupils per grade during the first years of education increases learners' achievement. In order to gather information, 17 interviews were applied to the principals and teachers in 5 schools where reduced class size had been implemented. A headmaster and 2 experienced teachers of each educational institution were surveyed. Some tests containing open-ended questions were fulfilled by the participants. After analyzing the responses, it was obtained the following outcomes.

The study concludes that reducing the size of a class let teachers to give individual attention which improves learners' achievement significantly, especially during the first years of study. It also shows that individual assessment is allowed when teaching to small classes. Besides, the study implies that in reduced class size there are more student-teacher interaction and students are more involved in learning issues. Additionally, the study concludes that the reduction of class size decreases behavior problems into the classroom which improve learners' attention. Finally, the study infers that turnover in schools was lowered when the number of students per class was reduced.

Another study was carried out by Salaudeen (2013) its principal objective was to establish the impact of class size during the process of teaching and learning English in secondary schools. To develop the research, two different questionnaires were constructed to get data from both teachers and students. The sample was taken from 150 students and



24 teachers belonging to 12 different high schools. The study was achieved by using surveys as instruments, as well as some unstructured interviews that were applied to some of the selected students. Then the descriptive method and a statistical scrutiny were utilized to analyze the information.

The research concludes that it is evident that class-size influences on the teaching and learning of English language. Learners in large classes face some problems in the acquisition of the language. Students in large classes do not have adequate materials during the teaching-learning process. Teachers in large classes face some difficulties to perform their functions. On the other hand, the study implies that in small classes, teachers and students are able to assess their development inside the class. Small classes let the participants to have an effective interaction and participation and teachers can spread adequate material among the students which will redound in benefits for both teachers and learners.

The third study was the one conducted by Blatchford, Goldstein, Martin, & Browne (2002). Its principal objective was to find out the relationship among class size and students' performance during their first years of education.

To perform the research, it was important to apply a multilevel statistical process. The sample was taken from 220 schools, in 368 English classes with a total amount of 9330 students. The scholars' age oscillate between 4-7 years old. Then, an observational design was used to determine the relationship between the size of the class and students' improvement into the class.

In contrast with the studies mentioned before, the authors infer that children's abilities and cognitive experiences before entry to school are the principal factors of students' progress. In addition, the study reveals that social status, gender, intelligence, and parental issues also affect the learning process. The study also concludes that regarding these factors, the influence of school background is relatively low, and the reduction of class size, taking into account such aspects is even lower.

Another study was the one performed by Din (1999), it aimed to establish the implications that class size have on learning; the benefits of teaching to small classes; the techniques and strategies that teachers in large classes apply to succeed during the teaching-learning process; and, to find out teachers' perceptions regarding these subjects.

To carry out the investigation, the researcher chose at random a rural school district and the sample was taken from three elementary schools and two high schools. The participants in this investigation were 5 years experienced teachers who were applied a survey containing open-ended questions in order to obtain data collection about teachers' perceptions regarding the objective of the study.

After the analysis of the results, the author concludes that teachers in the rural district where the investigation took place do not consider the existence of a linkage among the size of the class and learners acquisition. However, they agree that working with a small number of learners per class enhances teacher-student and student-student interaction; lets the teachers to control students' behavior; promotes individual feedback; and, minimizes teachers' assignments.

The last study, that was considered to the current thesis, was the one developed by Harfitt (2012). It was directed to evaluate teachers' point of view and procedures when working in large and small classes, and to know if educators apply the same strategies and techniques in both environments. To carry out the study, it was constructed 22 semi-structures interviews and 48 direct class observations that were applied to three English language teachers in secondary schools. They had a vast experience in education and they worked not only in large but in small classes in different institutions.

The outcomes of this study conclude that although teachers planned their lessons similarly for both large and small classes and according to the surveys' responses they asseverated that they teach their lessons in the same way, during the observations it was found that there were some differences when they taught English lessons since they used more group work activities in small classes than in large ones; called the students by their names more often; and promoted discussion and dialogue tasks during the class time. Besides, the research implies that class observations evidenced that teaching in small classes has inferences in educators, since they improved both professionally and pedagogically.

## Description, Analysis and Interpretation of Results

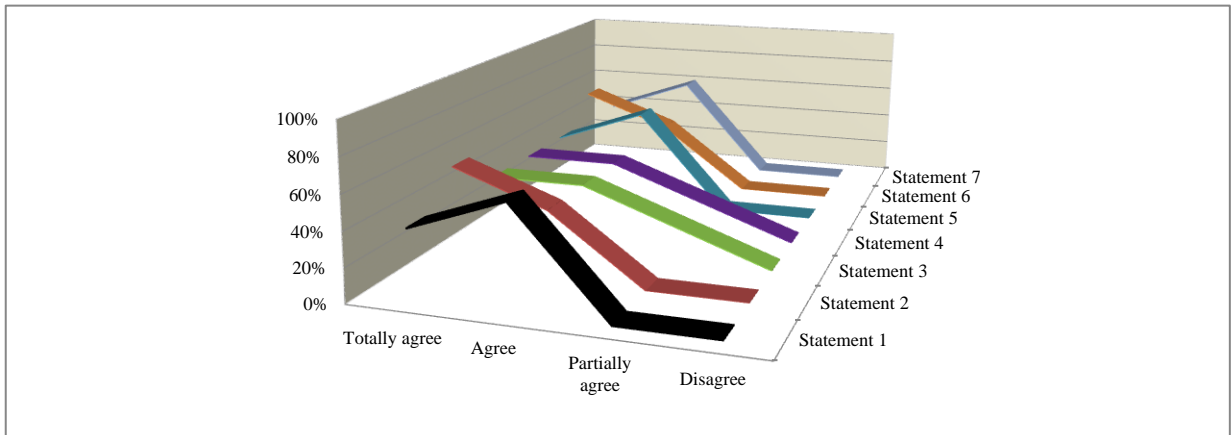
The present section includes the quantitative and qualitative analysis of the results obtained through the surveys that were applied to teachers and students which were contrasted with the results obtained through the observations and supported with relevant theoretical reference. The outcomes are presented in tables and in charts to facilitate the analysis.

### *Quantitative and Qualitative Analysis*

Table 1. What are the benefits of teaching and learning English in small classes?

Teachers' Perceptions

N°	In classes with a small number of students, it is easier to:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
1	It is easier to design activities that help students to apply what they have learned.	2	40	3	60	0	0	0	0	5	100
2	The students are attentive and participate in class activities.	3	60	2	40	0	0	0	0	5	100
3	Classroom space allows students to properly do the activities designed.	2	40	2	40	1	20	0	0	5	100
4	Adequate feedback can be given.	2	40	2	40	1	20	0	0	5	100
5	Activities that allow more interaction among students are performed.	2	40	3	60	0	0	0	0	5	100
6	There is more interaction between the teacher and the students.	3	60	2	40	0	0	0	0	5	100
7	It is easier to remember students' names.	2	40	3	60	0	0	0	0	5	100



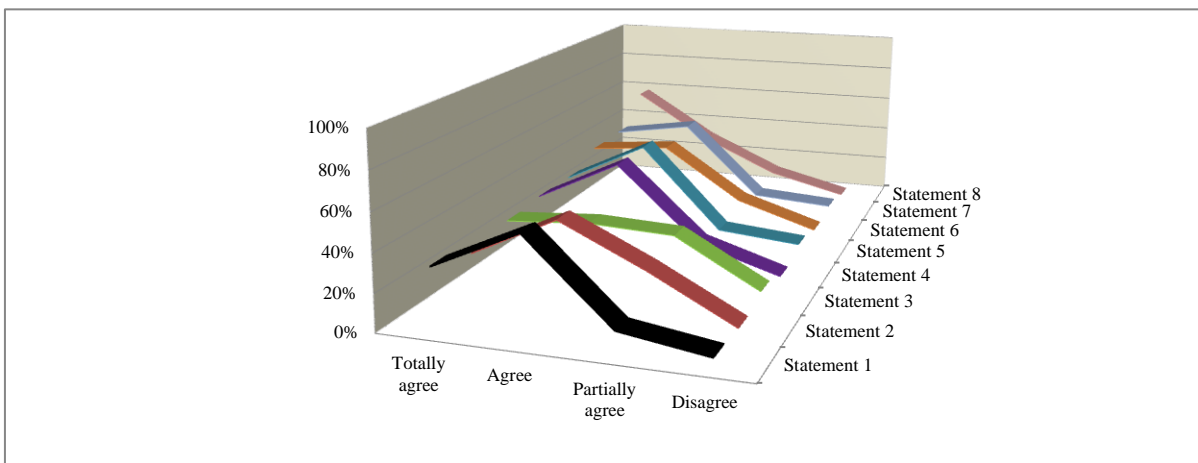
Author: Rosa Ana Pila Salazar

Source: Teachers' questionnaires

Table 2. What are the benefits of teaching and learning English in small classes?

Students' Perceptions

N°	In classes with a small number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
1	The activities done in class help to apply what students learn.	26	32	43	53	9	11	3	0	81	100
2	The students are attentive and participate in class activities.	20	25	38	47	21	26	2	0	81	100
3	The students can better concentrate because there is less noise in the classroom.	24	30	27	33	25	31	5	0	81	100
4	The classroom space allows students to carry out the activities assigned by the teacher.	26	32	44	54	11	14	0	0	81	100
5	Students receive proper feedback from the teacher.	26	32	44	54	7	9	4	0	81	100
6	There is interaction between the students.	32	40	36	44	12	15	1	0	81	100
7	There is interaction between the teacher and students.	33	41	39	48	6	7	3	0	81	100
8	The teacher remembers the students' names.	47	58	25	31	9	11	0	0	81	100



Author: Rosa Ana Pila Salazar

Source: Students' questionnaires

According to the results for statement 1, table 1, regarding the benefits of teaching and learning English in small classes, the information obtained through the surveys shows positive outcomes, since the total of the surveyed teachers answered that in small classes they are able to design and apply assignments that lead the learners to practice what they have learned during the class period. Likewise, learners' responses demonstrate that most of the students consider that in classes with few attendants they have more opportunities to put in to practice what they have learned during a class period. Only 15% of the learners' responses present negative results. It implies that attending to small classes facilitate the teaching-learning process.

During the class observations, it was noticed that a great part of the attendants to these classes were involved in the different tasks according to the lesson plan; however, there were students who were neither interested nor motivated during the English class. It might happen due to some students have different levels of proficiency.

To this concern, Buller (2009) states that to succeed when teaching small classes, teachers can make use of different kind of activities that can be applied inside the class: One of them can be "seminar" in which students are asked to bring some information about a specific topic that was chosen before. Then the students sit around a table to discuss the theme. Another activity can be "simulation" where students are asked to act in role plays. During the development of this activity students can be involved in conversational activities of the real life. When applying this strategy, teachers act like moderators.

Analyzing the results for statement 2, table 1, it was shown that most of the educators perceive that in small classes they get students' attention and have an active learners' participation inside the class, since 60% of the surveyed teachers are "totally agree" and 40% of them "agree" with the asseveration. According to students' surveys, it was denoted that most of the learners' responses are positive (72%). It means that most of them pay

attention and participate actively during the lesson time. However, 28% of the learners claim that in small classes they do not participate in the different activities regarding the English lessons.

On the other hand, when the observations took place, it was noticed that 60% of the observed learners are attentive and show interest in their English classes. The other 40% have a low participation during the lesson time. The latter percentage indicates that there is some factor influencing the active participation and students' attention despite the small number of students; therefore, the results obtained from surveyed teachers and observations show a big difference.

The third statement in table 1 and the fourth one in table 2 deal with classroom space. Most of the teachers' responses (80%) point out that in small classes the space where English lessons take place is adequate to carry out the assignments during the lesson time. Similarly, students' answers show the same trend, since most of the surveys (86%) evidence that the space where they work is suitable to accomplish learning activities. During the observations it could be seen that the classroom space in all of the observed classes is comfortable since teachers and students were able to develop group and individual assignments during the lesson time.

Students' responses for statement 3 (table 2) demonstrated that a great number of the learners (63%) perceive that in small classes students can focus on learning activities due to there are less noise in the schoolroom. On the other hand, there are students (37%) who partially agree and disagree with the asseveration, since they believe that the classroom space where they receive classes do not let them to feel relaxed. According to the observations it could be noticed that most of the monitored classes were quiet enough to receive and impart the lessons.

Blatchford (2009) mention that learners in small classes are more involved in learning affairs, behave in a better way, do not interrupt the class very often as students who attend to classes with a big number of pupils.

Continuing with the analysis, teachers' responses for statement 4 and students' answers for enunciation 5, it was noticed that both outcomes reflect the positive effects that teaching to small classes have to give feedback during the teaching-learning process, being that 80% of educators and 86% of the students mention they agree with the assertion.

Conformable with the information obtained through the observations, teachers in small classes are always ready to give support to the students not only to a whole group but individually, which benefit broadly the learning process.

Concerning to the theme, Rovegno & Bandhauer (2012) say that when educators teach to small classes, they are able to give feedback the whole class; divide the class in

small groups to support the learners; and, mainly they can help the students individually. Besides, they suggest that giving feedback to the entire class is profitable for teachers since they can solve common problems; they can get students' attention and promotes that students get involved on learning tasks.

Regarding statements 5 and 6, stated in table 1, the total of the surveyed teachers (100%) mention that teaching to a small number of attendants per class is advantageous since it promotes student-student interaction as well as teacher-student interplay. In the same way, the results to statements 6 and 7 established in table 2 indicate that the vast majority (84 and 88%) of the inquired learners believe that in small classes they have more opportunities to interact with their peers as well as with their tutors.

Although the results obtained from the questionnaires, the observations display that sometimes the interaction between the learners occur in Spanish which is self-defeating to practice speaking abilities.

To this concern, Beltran, Mora-Flores & Sarmiento (1987) suggest that teaching to small classes favor the relationship among teachers and students, which enhance teacher-student and student-student interaction. They also say that when learners work in small groups or in pairs, they feel more comfortable to make use of the language during the class activities. Besides, they infer that working in small classes make the students more critical and researchers which benefit the teaching-learning process.

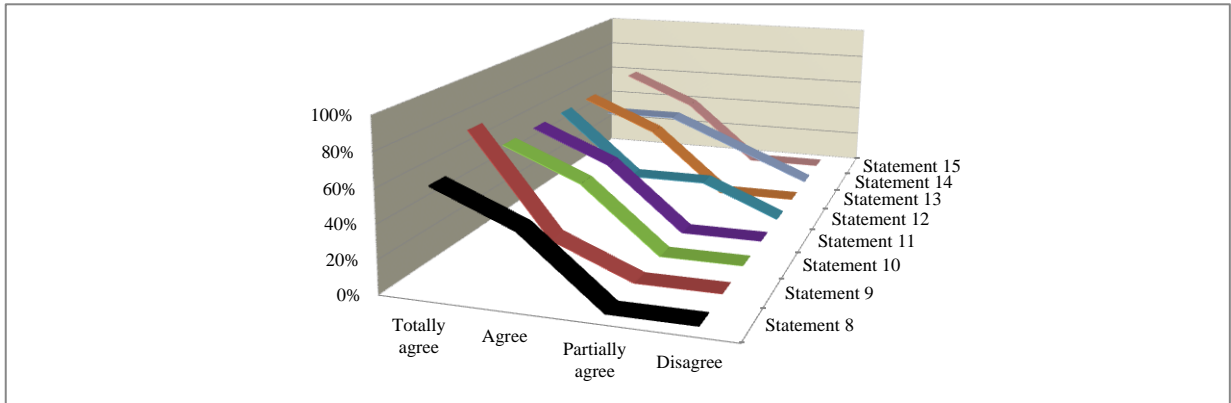
To analyze the statement 7 (table 1), and enunciation 8 (table 2), the results from teachers and students' surveys show that all of the educators (100%) and the vast majority of the inquired learners (89%) coincide that in small classes teachers are able to remember all the students' names.

Taking into account the results obtained through the direct class observations, it was noticed that teachers called the students by their names during the development of the different assignments which facilitates the communication among the participants inside the small class.

Table3. What teaching strategies and resources benefit the teaching of English in small classes?  
Teachers' Perceptions

N°	In classes with a small number of students, it is easier to:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
8	Design and apply activities that allow student to practice listening skills.	3	60	2	40	0	0	0	0	5	100
9	Design and apply activities that allow students to practice speaking skills.	4	80	1	20	0	0	0	0	5	100
10	Design and apply activities that allow students to practice reading skills.	3	60	2	40	0	0	0	0	5	100
11	Design and apply activities that allow students to practice writing skills.	3	60	2	40	0	0	0	0	5	100
12	Design and apply group work activities.	3	60	1	20	1	20	0	0	5	100
13	Design and apply individual activities.	3	60	2	40	0	0	0	0	5	100
14	Use technological tools.	2	40	2	40	1	20	0	0	5	100
15	Use didactical materials.	3	60	2	40	0	0	0	0	5	100



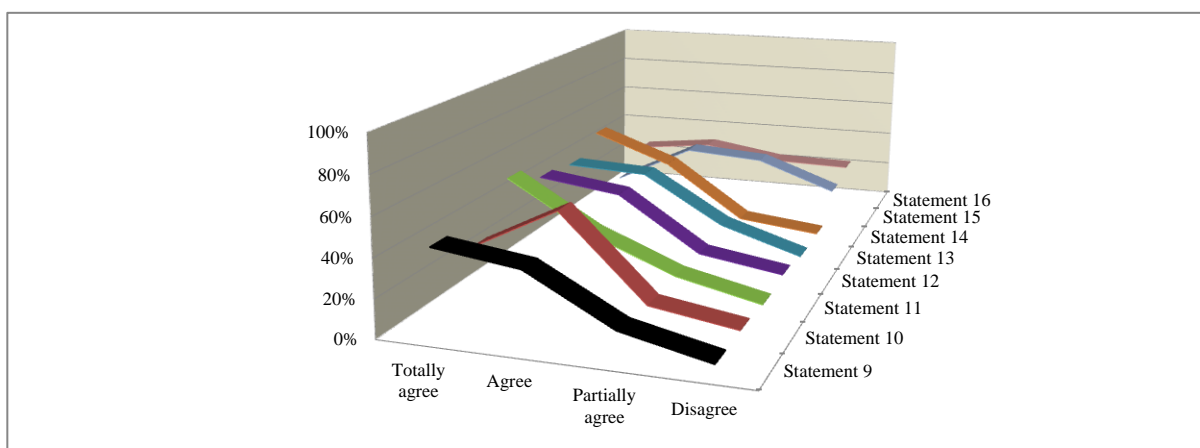


Author: Rosa Ana Pila Salazar

Source: Teachers' questionnaires

Table 4. What teaching strategies and resources benefit the teaching of English in small classes?  
Students' Perceptions

N°	In classes with a small number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
9	The activities done allow students to practice listening skills.	36	44	31	38	11	14	3	4	81	100
10	The activities done allow students to practice speaking skills.	25	31	44	54	9	11	3	4	81	100
11	The activities done allow students to practice reading skills.	45	56	24	30	10	12	2	2	81	100
12	The activities done allow students to practice writing skills.	37	46	32	40	9	11	3	4	81	100
13	Group work activities are used.	35	43	33	41	12	15	1	1	81	100
14	Individual activities are used.	43	53	30	37	6	7	2	2	81	100
15	Technological tools are used.	11	14	29	36	27	33	14	17	81	100
16	Didactical materials are used.	20	25	24	30	19	23	18	22	81	100



Author: Rosa Ana Pila Salazar

Source: Students' questionnaires

Analyzing the results from teachers and students' questionnaires, concerning the aspect about teaching strategies and resources that benefit the English teaching in small classes, specifically for statements 8, table 1; and 9, table 2, it was evidenced a positive trend since the total of the inquired teachers (100%) and the vast majority of the questioned students (83%) agree with the asseveration, which implies that in small classes students have more opportunities to develop activities that reinforce listening skills.

By means of the direct observations performed in the selected English classes, it was noticed that most of the time (60%) students were involved in activities to practice listening skills. Besides, it was observed that teachers make use of technological appliances as CD players to improve listening competences.

According to Larsen-Freeman, one important and useful technique to reinforce listening is the use of "minimal pairs", which involves the use of two words, for instance: ship/sheep. Teachers ask the learners to realize of the difference of both sounds; then, students are asked to repeat the words correctly.

To continue with the analysis, the information obtained for statements 9 and 10, about the practice of speaking skills in small classes, show a great difference according to the percentages. However, adding the two trends: teachers' answers (80% and 20%) which correspond to "totally agree" and "agree"; and students' responses (30.80% and 54.30%) respectively, it is remarkable that both teachers and learners believe that in small classes they are able to practice speaking assignments. Only 14.90% of learners' responses were negative. In contrast, according to the observations, it was seen that in some of the selected classes students developed speaking activities (60%). Nevertheless, there were students who could not perform this skill during the lesson time (40%). It can occur due to some students had a low level of English proficiency so they felt uncomfortable to produce oral assignments in front of the class.

About this theme, Buller (2009) states that to succeed in small classes there are some techniques and strategies to be applied during the class. One of them is “seminar” in which students sit in a circle around a table to have a better participation. To perform this activity, students should investigate and bring some material to the class about the topic to be discussed. Another teaching technique is “simulation” where students act in role plays which let them to get involved in speaking activities.

According to the results, the total of teachers’ responses (100%) for statements 10 and 11, table 3, and a great majority of students’ answers (85%) for statements 11 and 12, table 4, demonstrated that both perceptions agree that the activities carried out in small classes let the students to work in reading and writing issues which take them to acquire language abilities. Similarly, during the class observations it was perceived that the vast majority of pupils in the monitored classes read passages and wrote summaries to improve these competences. It could be observed that the material used to perform this kind of activities was mainly the textbook and workbook but teachers were ready to give support to the class all the time.

Larsen-Freeman (2000) implies that one of the techniques used to improve writing is composition. To develop this activity, educators give the students a topic to be written in English during the class time. The theme will be based in some passage of the current lesson. It can be changed to be an outline of the reading paragraph instead of a composition. In addition, Blatchford (2009) infers that teaching to small classes benefit reading abilities. It is known that listening to the students in an individual way helps teachers to give support one to one during reading assignments, which is not feasible in large classes.

To continue the analysis, the results obtained for statement 12, table 3, showed that most of the surveyed educators (80%) agree with the asseveration since they say that in small classes it is possible to develop group activities. Similarly, the students’ perceptions for statement 13 (table 4) are positive. There is a high level of coincidence in both outcomes since 83.90% of the learners think that in small classes it is possible to make seating arrangements to work in group activities.

The information mention above is supported by the direct observations since it was realized that in most of the monitored classes students were encouraged to work in peers and in groups to perform some activities such as: dialogues and tutorials.

Teachers and students’ responses for statements 13 and 14, tables 3 and 4 respectively, indicate that in small classes, individual activities can be developed since 100% of the surveyed teachers and also a vast majority of the inquired students (90%) agree with the asseveration. Taking into account the direct observations, it was noticed that group activities were performed in 60% of the observed classes while in 100% of the monitored

classes students carried out individual tasks. This is because the number of students in these classes benefits the application of some activities such as: listening to music and fill in the blanks.

Regarding to teachers' perceptions for statement 14 (table 3) and joining the percentages of totally agree and agree, it can be said that 80% of the educators use technological resources during the English lessons which is undoubtedly a positive outcome. However, less than half (49%) of the results of learners' questionnaires for statement 15 (table 4) indicate that students utilize technological material to perform activities in small classes in order to improve language competences. On the contrary, most of students' responses (51%) show negative results. Teachers perceptions coincide with the information obtained through the observation sheets as four of the five classes were equipped with technological resources such as: CD players and computers. However, most of the students in these classes did not use these tools.

Nowadays, the use of technological resources is imperative in education. To this concern, Brinkley, Dessants, Flamm, Flemming, Forcey, & Rothschild (1999) mention that most of the learners from any educational institution all over the world utilize computers as well as the internet to carry out the school assignments. They say that the use of these tools improve the learning process, since students can become in more researchers, and discussions are more interesting and defiant.

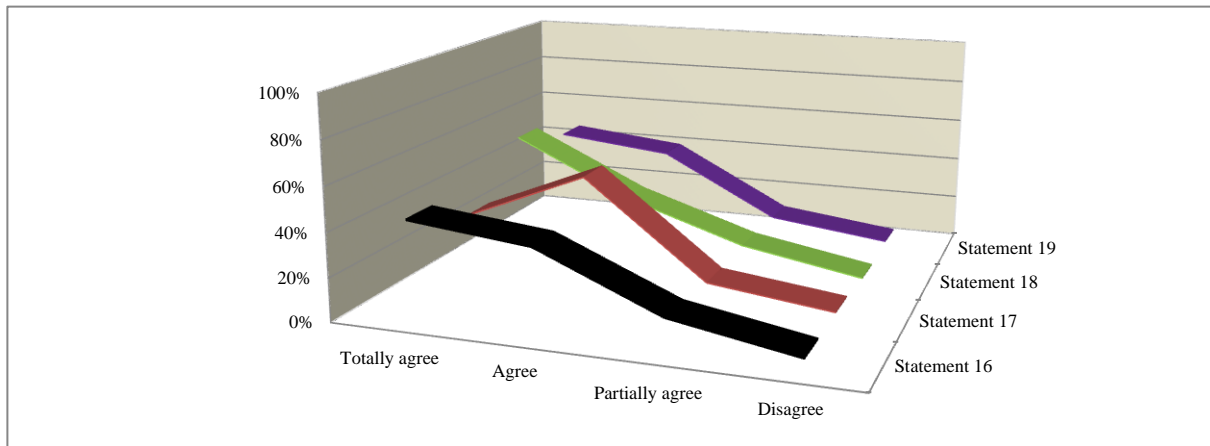
Analyzing the results obtained by means of teachers' responses for statement 15 (table 3), it is to say that all of the surveyed educators (100%) asseverate that they make use of some didactic material to teach English in small classes. The results obtained through students' surveys for statement 16 (table 4) show positive and negative tendencies since 54% of the students agree and 46% of students disagree with the assertion. It means that nearly half of the inquired students perceive that teachers do not make use of updated and interesting material to improve their teaching. The observations displayed that sometimes English teachers use only textbooks and workbooks to teach their lessons which do not motivate the students to be engaged in learning activities.

To this concern, UNESCO (2013) infers that to design didactic materials is a challenge for teachers. It claims that it should be elaborated to support learning within the lesson plan and it must be sufficient to all the learners in the class. There is a great variety of didactic material to be used in an English class. The most useful are: Flashcards, worksheets, crosswords, puzzles, story books, dictionaries and others.

Table 5. How do students feel about learning English in small classes?

Teachers' Perceptions

N°	In classes with a small number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
16	They are relaxed when speaking in front of their classmates.	1	20	3	60	1	20	0	0	5	100
17	They are taken into account by the teacher because they have more opportunities to participate in class.	2	40	3	60	0	0	0	0	5	100
18	They are motivated to participate because of the small number of students.	2	40	3	60	0	0	0	0	5	100
19	They are at ease because they can healthily compete with their classmates.	2	40	2	40	1	20	0	0	5	100



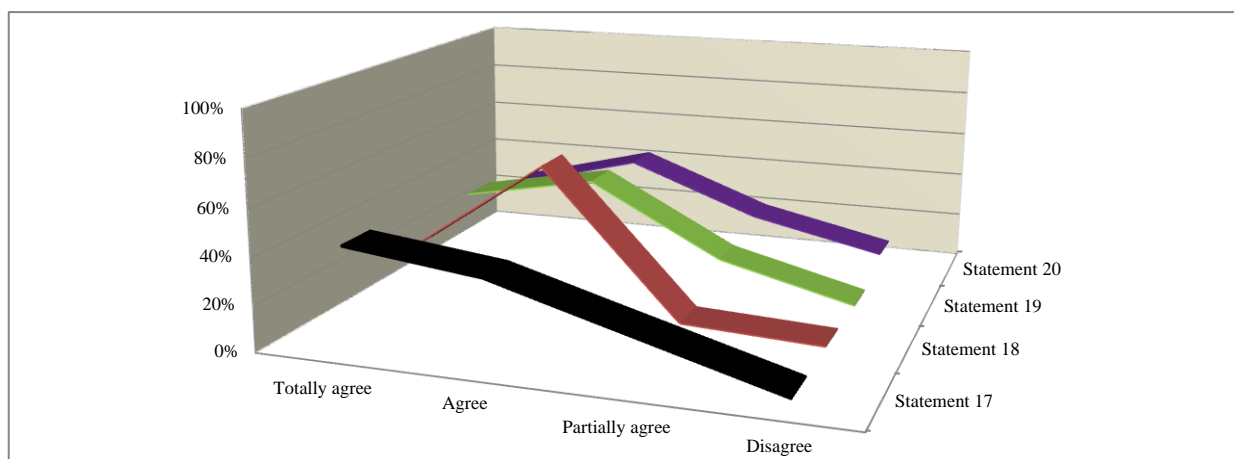
Author: Rosa Ana Pila Salazar

Source: Teachers' questionnaires

Table 6. How do students feel about learning English in small classes?

Students' Perceptions

N°	In classes with a small number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
17	I am relaxed when speaking in front of my classmates.	35	43	29	36	15	19	2	2	81	100
18	I am taken into account by the teacher because I have more opportunities to participate in class.	21	26	54	67	4	5	2	2	81	100
19	I am motivated to participate because of the small number of classmates.	29	36	38	47	13	16	1	1	81	100
20	I am at ease because I can healthily compete with my classmates.	23	28	35	43	17	21	6	8	81	100



Author: Rosa Ana Pila Salazar

Source: Students' questionnaires

Concerning to how students feel in a class with few pupils inside, the results for statement 16 (table 5), showed that the vast majority (80%) of the inquired teachers perceive that students in small classes participate on speech activities without stress. Only 20% of them disagree with the asseveration. Similarly, the outcomes obtained for statement 17 (table 6) pointed out that most of the students (79%) felt comfortable to talk in front of their

peers since only 21% do not agree with the asseveration. It means that the results evidence a positive environment to practice speaking skills in small classes.

Although it was observed that students in small classes were ready to speak in front of the others, it is important to mention that sometimes they use their mother tongue to communicate with each other. In addition, a small percentage of learners show shyness to develop speeches during the class time what can be due to their low level of English proficiency.

To overcome difficulties and succeed in small classes, Buller (2009) sets forth that there are some strategies and techniques teachers can apply. For instance: “seminars” in which students have to bring to the class a research about a topic of their interest. Then, they are placed in a circle round a table in order to participate actively in the discussion. When students perform this activity, teachers act as tutors.

According to teachers’ responses for statement 17(table 5), all of the surveyed educators believe that learners have more chances to participate in learning activities due to the low number of attendants to small classes. Likewise, the results for statement 18, (table 6), display positive outcomes since 93% agree with the asseveration. This result shows that attending to small classes benefit students’ participation within the lesson time. In accordance with the observations in the selected small classes students had more opportunities to be engaged in lesson tasks which improve their learning.

To this theme, Fin & Wang (2002) infer that working with a few learners per class facilitates the teaching-learning process, all the attendants have an adequate space to move around; teachers can individualize their teaching; give individual support to the learners which promote students’ participation.

To continue with the analysis of the results, with regard to teachers’ questionnaires, it was demonstrated that students are highly motivated in small classes due to there are more chances to be engaged in language learning activities. In the same way, the vast majority of the respondent students (83%) set that most of the times they feel motivated in small classes since there are few classmates to compete with. The outcomes clearly evidence that to work in small classes improve students’ motivation. Even though, when the lessons were monitored it was evidenced that some teachers do not encourage the learners to work actively during the lesson tasks.

In response to the statements 19 and 20, located in table 5 and 6 respectively, the data obtained shows that most of the interviewed teachers (80%) agree that in small classes, students are able to have race activities with their classmates being that there are a small amount of peers into the classroom. On the opposite, 20% of them differ with the asseveration. In like manner, (72%) of the surveyed learners assure that a small class is a

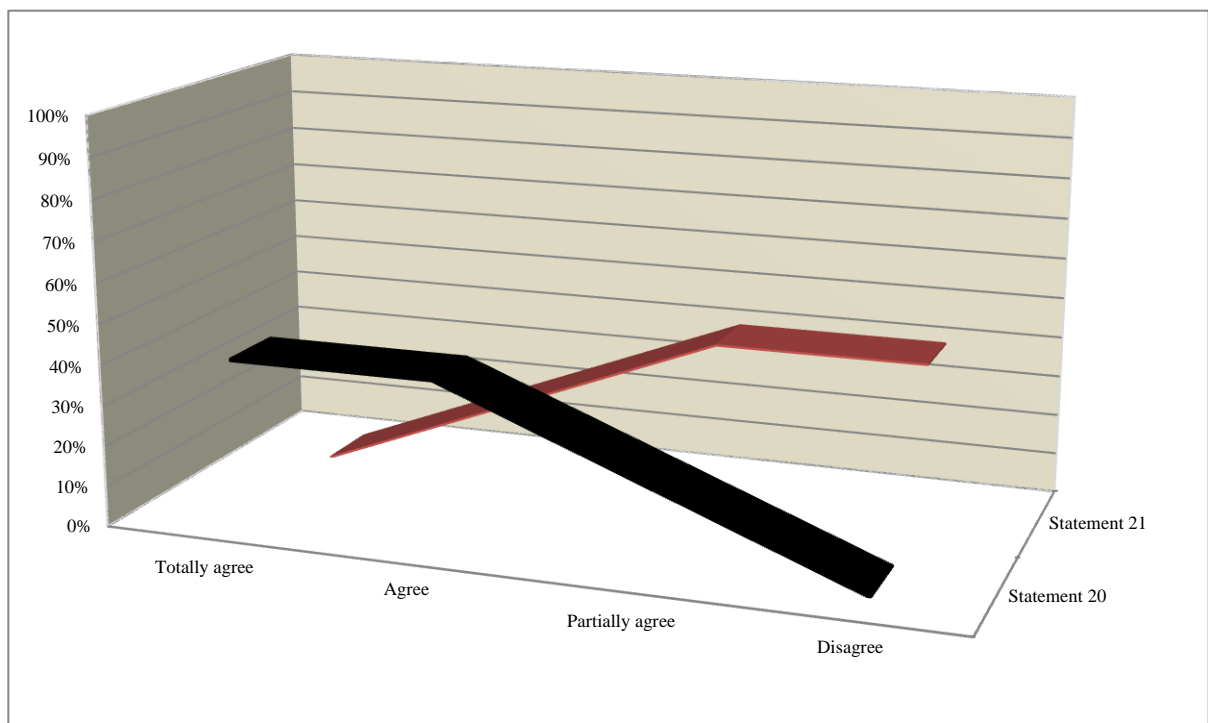
good environment to compete reasonably with their peers. Otherwise, 28% of the inquired pupils are partially agreed and disagree with the declaration.

Regarding the observations, most of the students feel comfortable to have competitions during the lesson time. It was evidenced when students raised their hands quickly to answer teachers' questions.

Table 7. Are there any limitations when teaching English in small classes?

Teachers' Perceptions

N°	In classes with a small number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
20	There is anxiety among students because there is more control on the part of the teacher.	2	40	2	40	1	20	0	0	5	100
21	Listening and speaking skills are more difficult to develop.	0	0	1	20	2	40	2	40	5	100



Author: Rosa Ana Pila Salazar

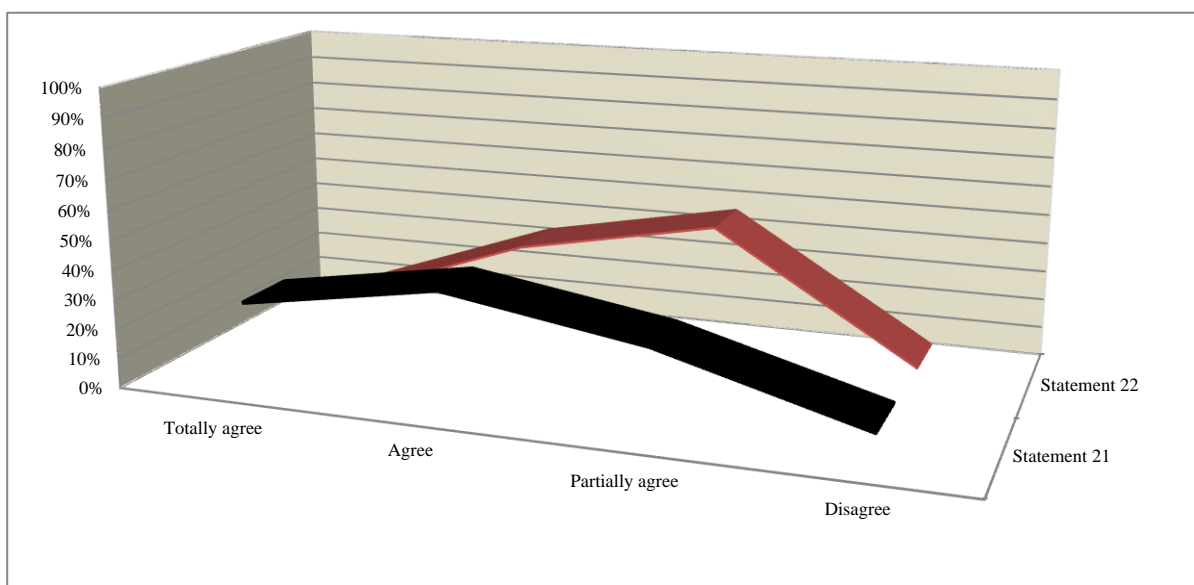
Source: Teachers' questionnaires



Table 8. Are there any limitations when teaching English in small classes?

Students' Perceptions

N°	In classes with a small number of students:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	f	%
21	There is anxiety among students because there is more control on the part of the teacher.	22	27	31	38	22	27	6	8	81	100
22	Listening and speaking skills are more difficult to develop.	9	11	28	35	39	48	5	6	81	100



Author: Rosa Ana Pila Salazar

Source: Students' questionnaires

Regarding the aspect about limitations when teaching to small classes, and according to teachers' responses for statement 20 (table 7) it was observed that most of the surveyed educators (80%) perceive that students feel overwhelmed in a class with few classmates. Only 20% of the interviewed teachers disagree with the asseveration. In the same way, the results for statement 21 (table 8) present a negative outcome since 65% of the inquired students believe that in small classes they experiment stress. On the other hand, there is a percentage (35%) of learners who feel comfortable in classes with few attendants.

Taking into account both tendencies, teachers and students believe that in small classes learners are exposed to have a degree of anxiety being that they have to participate more often during the lesson activities. This result is in contrast with what was observed during the lessons as it was evident that most of the students were comfortable to work in small classes.

Teaching English to small classes can produce some troubles when practicing listening and speaking abilities. However, according to the results obtained through the questionnaires for statement 21 (table 7), only 20% of the interviewed educators answered “agree”, This means that most of the teachers (80%) think that teaching English in small classes favors the practicing of audio and oral skills.

In addition, most of the respondent students (54%) reveal that in small classes it is not difficult to practice speaking and listening skills as it was set in table 8, statement 22. The other 46% of the learners answered they face some problems to develop speeches and listening activities in environments with few students into the class.

The results coincide with the observations in class since most of the observed learners (60%) were able to develop listening and speaking assignments. In contrast, in 40% of the monitored classes students did not practice these abilities. This may be due to students in these classes were allowed to speak in their mother tongue.

To this concern, Larsen & Freeman (2000) infers that “role plays” is a strategy that promotes students’ communication in the aim language, both in different social contexts as in different social roles. To develop this activity, teachers tell the students who they are and what they have to say. On the other hand, to practice listening skills learners can develop the technique: “minimal pairs” which involves the use of two words, for instance: ship/sheep. Teachers ask the learners to realize of the difference sounds of both words; then, they have to repeat the words correctly.

## CONCLUSIONS

- The findings of the study conclude that in small classes teachers are able to design and apply interesting activities that take the learners to practice what they have learned into the class, which benefits the teaching-learning process.
- According to the results, teachers who work in small classes are available to give individual feedback to the students frequently.
- Educators are able to get students' attention and accomplish an effective interaction among the participants which is advantageous for learners to succeed in language competences.
- Teachers, who work with few students per class, have more opportunities to apply different teaching strategies and develop a variety of techniques to make learners improve listening, speaking, reading and writing skills since it is more feasible for students to have access to the different tools and didactic material that take them to acquire the target language.
- Working in small classes facilitates seating arrangements to work in groups and individually, because, in small classrooms teachers and students have more space to move around.
- Most of the learners (71%) in small classes feel motivated to participate and compete healthily with their classmates, which is profitable for both teachers and students.
- Some students in small classes (65%) experiment anxiety due to teachers have more control on what learners do during the development of activities.

## **RECOMMENDATIONS**

- To teach English successfully in small classes, teachers utilize technological and didactical resources. However, it is good to suggest that educational institutions must supervise the use of them into the class, which helps both teachers and students to achieve teaching and learning goals.
- Teachers in small classes should give more individual support to weaker learners to obtain better results since there are some students who do not interact with their tutors and peers during the lesson activities due to there are students with low level of English proficiency.
- To overcome anxiety problems in small classes, teachers must create a friendly environment in order to make all the students feel comfortable to complete the different assignments, especially when activities require listening and speaking skills.

## REFERENCES

- Ballantine, J. H., & Spade, J. Z. (Eds.). (2008). *Schools and society: A sociological approach to education* (3<sup>rd</sup> ed.). USA: Pine Forge Press.
- Beltrán, D., Mora-Flores, E., & Sarmiento, L. E. (2012). *Science for English language learners: Developing academic language through inquiry-based instruction*. Huntington Beach, CA: Shell Education.
- Benítez, C., Pinza, E., Toro, L., Vargas, A., & Zúñiga, A. (2013). *Guía Didáctica. Prácticum Académico 2 y 3*. Loja, Ecuador: EdiLoja.
- Blatchford, P. (2003). *The class size debate: Is small better?* Maidenhead, PHL: Open University Press.
- Blatchford, P. (2009) (Ed.). *Psychology of Classroom Learning: An Encyclopedia*, Detroit: Macmillan Reference USA.
- Blatchford, P., Goldstein, H., Martin, C., & Browne, W. (2002). A study of class size effects in English school reception year classes. *British Educational Research Journal*, 28 (2), 169-185. Retrieved from: <http://educationendowmentfoundation.org.uk/uploads/pdf>
- Brinkley, A., Dessants, B., Flamm, M., Fleming, C., Forcey, C., & Rothschild, E. (2015). *Using electronic resources for teaching*. The Chicago Handbook for Teachers: A Practical Guide to the College Classroom. Retrieved from: <http://www.press.uchicago.edu/Misc/Chicago/075125.html>
- Buller, J. (2009). *The essential college professor: A practical guide to an academic career*. San Francisco: Jossey-Bass.
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.
- Din, F. (1999). The functions of class size perceived by Chinese rural school teachers. *National Forum of Applied Educational Journal*, Volume 12, 3. William Paterson University. Retrieved from: <http://nationalforum.com>
- Evertson, C., Emmer, E., & Worsham, M., (2006). *Classroom Management for Elementary Teachers*, (7<sup>th</sup> ed.). Pearson Education, Boston.
- Finn, J. D. & Wang, M. C. (Eds.). (2002). *Taking small classes one step further*. USA: Laboratory for Student Success.
- Garret-Hatfield, L. (2015). *The advantages and disadvantages of class sizes*. Demand Media. Retrieved from: <http://education.seattlepi.com/advantages-disadvantages-class-sizes-3194.html>
- Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A self-development and methodology guide* (2<sup>nd</sup> ed.). USA: University of Michigan Press.

- Haimson, L. (2000). First-hand reports of early grade class size reduction in language classes in New York City public schools. *Educational Priorities Panel, 14*, 1-20. Retrieved from: <http://www.classsizematters.org/wp.content/uploads/2012/11/SmallerIsBetter.pdf>
- Harfitt, G. (2012). An examination of teachers' perceptions and practice when teaching large and reduced-size classes: Do teachers really teach them in the same way? *The University of Hong Kong. Published in Teaching and Teacher Education, 28*, 132-140. Retrieved from: <http://hdl.handle.net/10722/145595>
- Larsen-Freeman, D. (2000). *Teaching and principles in language teaching* (2<sup>nd</sup> ed.) Oxford: Oxford University Press.
- McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Richards, J., & Lockhart, C. (2006). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Rivers, W. M. (Ed). (1987). *Interactive language teaching*. Cambridge, UK: Cambridge University Press.
- Ross, J. E., & Watkinson, A. M. (1997). *Systematic violence in education: Promise broken*. USA: State University of New York Press.
- Rovegno, I., & Bandhauer, D. (2012). *Elementary physical education: Curriculum and Instruction*, Burlington, MA: Jones & Bartlett Publishers.
- Salaudeen, W. (2013). Effects of class size on the teaching and learning of English language in secondary schools. Retrieved from: <http://www.slideshare.net/woliofgod/effect-of-classsize-on-the-teaching-of-english-language>.
- UNESCO, (2013). *Practical tips for teaching multigrade classes*. Bangkok: UNESCO. Asia and Pacific Regional Bureau for Education. Retrieved from: <http://unesdoc.unesco.org/images/0022/002201/220101e.pdf>.

## ANNEXES

### ANNEX 1



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

Estimado docente:

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.

Muy Satisfactorio
Satisfactorio
Poco satisfactorio
Nada satisfactorio

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

	<b>En clases con pocos estudiantes:</b>	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1.	Se facilita diseñar actividades que permitan al estudiante poner en práctica lo aprendido.				
2.	Los estudiantes están atentos y participan en las actividades desarrolladas en clase.				
3.	El espacio de la clase permite que las actividades diseñadas por usted se desarrollen adecuadamente.				

4.	Se puede brindar una retroalimentación adecuada.				
5.	Se realizan actividades que permitan mayor interacción entre los estudiantes.				
6.	Existe mayor interacción entre el profesor y los estudiantes.				
7.	Es fácil para usted recordar el nombre de los estudiantes.				

B. Estrategias y recursos que favorecen la enseñanza del Inglés en clases con pocos estudiantes.

N°	En clases con pocos estudiantes se facilita:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
23.	Diseñar y aplicar actividades que permiten practicar las habilidades de <b>escucha</b> .				
24.	Diseñar y aplicar actividades que permiten practicar las habilidades <b>habla</b> .				
25.	Diseñar y aplicar actividades que permiten practicar las habilidades de <b>lectura</b> .				
26.	Diseñar y aplicar actividades que permiten practicar las habilidades de <b>escritura</b> .				
27.	Diseñar y aplicar actividades <b>grupales</b> .				
28.	Diseñar y aplicar actividades <b>individuales</b> .				
29.	Utilizar recursos tecnológicos.				
30.	Utilizar materiales didácticos.				

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

N°	En clases con pocos estudiantes los estudiantes se sienten:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
31.	Relajados al momento de hablar frente a sus compañeros.				
32.	Tomados en cuenta porque tienen mayor oportunidad de participar en la clase.				
33.	Motivados a participar porque son pocos compañeros en la clase.				
34.	A gusto porque pueden competir sanamente con otros estudiantes.				



D. Limitaciones al enseñar Inglés en clases con pocos estudiantes.

	En clases con pocos estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
35.	Existe ansiedad entre los estudiantes debido a hay mayor control por parte del profesor				
36.	Se dificulta practicar las habilidades de habla y escucha.				

¡Gracias por su colaboración!

## ANNEX 2



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

#### MODALIDAD ABIERTA Y A DISTANCIA TITULACIÓN DE 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.

Muy Satisfactorio
Satisfactorio
Poco satisfactorio
Nada satisfactorio

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

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

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 con pocos estudiantes.

N°	En clases con pocos estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
9.	Se realizan actividades que permiten practicar las habilidades de <b>escucha</b> .				
10.	Se realizan actividades que permiten practicar las habilidades de <b>habla</b> .				
11.	Se realizan actividades que permiten practicar las habilidades de <b>lectura</b> .				
12.	Se realizan actividades que permiten practicar las habilidades de <b>escritura</b> .				
13.	Se utilizan actividades <b>grupales</b> .				
14.	Se utilizan actividades <b>individuales</b> .				
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:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
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:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
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.				

**¡Gracias por su colaboración!**

ANNEX 3



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

**MODALIDA ABIERTA Y A DISTANCIA TITULACIÓN DE INGLÉS HOJA DE OBSERVACIÓN**

<b>INSTITUCIÓN EDUCATIVA:</b>	
<b>FECHA:</b>	
<b>CURSO/NIVEL:</b>	

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 ( )*

*Notas:*