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

TRABAJO DE TITULACIÓN

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Magister

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DEDICATION

To my mother Cumandá, the strongest and most hard working woman I know, thank you for all the effort and sacrifice, for all the understanding, unconditional support and confidence in every moment of my life and for encouraging me to achieve my goals and be better every day. I will be eternally grateful.

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“If I can see farther it is only because I stand on the shoulders of giants”

-Isaac Newton

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CONTENTS

Cover	i
Aprobación del Director del Trabajo de Fin de Titulación	ii
Declaración de Autoría y Cesión de Derechos	iii
Dedication	iv
Acknowledgment	v
Contents	vi
Abstract	1
Resumen	2
Introduction	3
Method	5
Discussion	6
Literature Review	6
Description, analysis and interpretation of results	15
Conclusions	32
Recommendations	33
References	34
Annexes	37

ABSTRACT

This research study has as its main purpose to analyze teachers and students' perceptions of teaching and learning English in small classes. It is focused on identifying the benefits and problems in the processes of language teaching and learning in small classes. To achieve this objective, this study was conducted through qualitative and quantitative approaches that included classroom observation and surveys.

The observations aimed at analyzing the use of teaching strategies and resources, classroom management and the quality of interactions in five English classes. The survey aimed at finding out about five teachers' and seventy five students' perceptions about benefits of teaching and learning English; the way students feel about learning English; the teaching strategies and resources that benefit the teaching process and the possible limitations of working in small classes.

Results demonstrate that working in small classes is highly positive because this motivates the students and helps them to integrate effectively and participate actively in class, which benefits the learning process.

Key words: small classes, teaching, learning, qualitative, quantitative, strategies, benefits, perceptions.

RESUMEN

Este estudio investigativo tiene como propósito principal analizar las percepciones de los profesores y de los estudiantes acerca de la enseñanza y aprendizaje del Inglés en clases pequeñas. Busca identificar los beneficios y limitaciones que existen en el proceso de enseñanza y aprendizaje del inglés. Para lograr este objetivo, se utilizaron los métodos cualitativo y cuantitativo que incluyeron encuestas y observaciones de clase.

En las observaciones se analiza el uso de estrategias y recursos de enseñanza, manejo del aula y la calidad de interacción en cinco clases de inglés. La encuesta busca descubrir las percepciones que cinco profesores y setenta y cinco estudiantes tienen acerca de los beneficios de la enseñanza y aprendizaje del inglés, la forma en que los estudiantes se sienten cuando aprenden inglés, las estrategias y recursos que benefician el proceso de enseñanza y las posibles limitaciones de trabajar en clases pequeñas.

Los resultados demuestran que trabajar en clases pequeñas es altamente positivo porque se motiva a los estudiantes y se los puede ayudar a integrarse y participar activamente en clases, lo cual beneficia el proceso de aprendizaje.

Palabras clave: clases pequeñas, enseñanza, aprendizaje, cualitativo, cuantitativo, estrategias, beneficios, percepciones.

INTRODUCTION

English has become a worldwide spoken language due to the globalization process that includes the fast development of the technological aspects and Ecuador cannot be one step back in this process.

In the last years, the Ecuadorian Government has increased its concern for raising the levels of education because it is part of the fundamental rights of people and support for the development and growth of the society.

The reasons that motivated the present research study are based on the analysis of techniques that may improve the educational process of the English language in Ecuador, where teaching methods started to be questioned and English teachers started to be criticized because the accomplishments of the students were not satisfactory. Researchers have tried to analyze factors that are closely related to better students' results.

This is the reason why we are going to analyze if classrooms that contain a small number of students could improve the quality of English language educational processes; to accomplish this objective it is important to identify teachers' and students' perceptions in relation to their participation in small classes.

Four questions directed this study; each of them included a group of aspects oriented to provide a deeper understanding on this topic: 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?

Harfitt (2012) conducted a study that established a relationship between the number of students in the class and the pedagogies applied in them. He describes that in small classes, the teacher has greater ability to identify activities that can contribute better to the formation of the student, giving rise to flexible processes, with greater attention on the student and their needs.

On the other hand, Harmer (2007) maintains that small classes set challenges for the student and the teacher based on a better integration, relationship and communication. It is described as main benefit to have appropriate spaces that provide safety and comfort for the practice of various academic activities. Finally, Galton (1994) establishes a relationship in terms of the performance and the number of students. His studies described that there is greater

possibility for the student to participate actively, to consult and to solve doubts, aspects that are related to their levels of learning in small classes.

Class size is evidently associated to greater benefits for both students and teachers. A small class offers students more opportunities for participation. From the point of view of teachers, working in small classes allows them to maintain best relations, to consolidate an environment in which the students generate cooperative and partnership support.

The main beneficiaries of this research are first and foremost the students, who can approach better learning mechanisms, and may have greater access to the educational, technological, academic resources and understanding of the different tasks fulfilled. This situation allows them to be more disciplined counting with the support of their colleagues to learn the language effectively. There are also benefits for teachers who have better mechanisms for feedback and can make adjustments in the strategic planning to achieve better levels of understanding.

Finally, this research study is contributing to the Ecuadorian society, because the academic process improvement drives the country to a sustained and a viable growth.

The research had the support of managers, teachers and students from a private, bilingual high school in Quito, who allowed accomplishing established schedules, and generated the information that supports this research.

No limitations were found in this research study. Judging by the answers of the surveys, all participants were able to understand the questions and provided useful tools to accomplish this study successfully.

According to the objectives, the present investigation achieved the proposed intentions, being a contribution to the development and improvement of education.

METHOD

Setting and Participants

This study was conducted in a private, bilingual school located in Quito, whose authorities cooperated with the field investigation that was carried out for this research. The principal of the school permitted the analysis of a sort of the population of teachers and students to inquire into their perceptions to conclude if they consider whether or not there are benefits of working in small classes, which lead to students' better academic achievements.

The analyzed sample corresponds to eighty people: five English teachers, one of them was a native English speaker. All of them have extensive experience in teaching English language and are part of the fixed payroll of teachers of the campus. Their ages range from thirty to fifty years old.

The rest of the sample corresponds to seventy five students who are studying the last three years of high school and are mostly Ecuadorian who have studied English within their education programs. Their ages range from fifteen to eighteen years old.

Procedures

To begin the analysis and the further interpretation of the results, this research combines the review of bibliographic sources and field investigation to support the topic. The first composed of texts, reports and investigations that were raised in different libraries which have updated and relevant material. Once the institution was identified and the respective authorizations were obtained, the research study was conducted mainly based on the following objectives: the benefits of teaching and learning English in small classes, the different teaching strategies and resources that benefit English teaching in small classes and the way students feel when learning English language in small classes.

This research study was conducted through quantitative and qualitative approaches, which included class observation in five English language classes and objective surveys applied to five English teachers and seventy five students.

The results of the survey were tabulated and transferred to tables which include the frequency and percentages of the answers for each one of the four main aspects that lead this research study. The analysis, description and interpretation of these results are based on the class observation which support or contrast what students and teachers perceived.

DISCUSSION

Literature Review

For many years in Latin America, focusing specifically in Ecuador and based in our own experiences as students, it can be seen that the educational system which was implemented decades ago, did not take into account the number of students in the English classroom that need to be taught effectively but has just focused on passing the knowledge instead of teaching students to learn the language for real communication.

But in recent years, the educational system has been constantly changing, not only in techniques and approaches to teaching and learning, but also in the way people conceive the effectiveness of both processes. Learning can take a better place if it is developed in a good environment with some characteristics like the adequate classroom management, appropriate teacher – student and student – student interactions, proper teaching techniques and strategies and the most relevant is the effect that class size has on learning.

The number of students per class has decreased and teachers now take into account the real needs of the students. At first glance this is giving better results in learning. We can see the change, mainly in private high schools or with new teachers who organize their smaller classes considering each of the requirements of their students, which help to improve their knowledge on the subject.

Class Size

Class size is defined by Bray and Kehle (2011), as the number of students that are regularly present in a teacher's classroom for instruction. A class size of less than twenty students is considered to be small and classrooms with more than twenty students are viewed as large.

Fan (2012) maintains that class size has a significant influence on the academic performances of the students and the government must ensure that there is a reduction of the class size to the barest minimum.

Old educational systems did not consider aspects such as the number of students per class, keeping average classrooms between thirty to forty students, who had little interaction. In large sized classrooms; teachers were not able to know their needs, requirements and

questions. This situation resulted in disconnection between the teacher and student, affecting generally performance.

It is important for the teacher to know which students need extra attention to focus on their flaws and to give them security to improve and develop their written and oral skills. In this way, everyone in the class will have the chance to take part in the discussions or any speaking activity, the teacher will have the opportunity to evaluate them all and have immediate feedback on what has been taught.

Evaluation processes in large sized classrooms were also an issue because tests were used as primary evaluation resource and they did not analyze the students' reasoning ability. Gomez (2010), states that the disadvantage of these processes is that they are focused on the little knowledge retention, and students forget what they have learned in a short term.

Another problem for teachers in large sized classes is the difficulty they can afford to manage the discipline while teaching; the methodology has to be different for this kind of classrooms.

Blatchford (2003) concluded that when working in small classes teachers can identify students' strengths and weaknesses better, they can easily assess the quality of students' work and give them immediate feedback or extra help. When students know that the teacher responds immediately and is willing to offer individualized help, they can get focused on tasks during longer periods, which will improve discipline management too.

Teacher- student and student-student interactions

Interaction in class is decisive for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful.

Blatchford (2003) utters that there was a lot of evidence that in small classes children were more likely to interact with their teachers, more one to one teaching, more times when children were focus of the teacher's attention, more teaching overall and more time when children were paying attention to the teacher.

In small classes, students are going to feel more comfortable and confident enough to interact with classmates and also will feel closer to the teacher because the teacher will be more aware of their development and will pay more attention to each student.

It will be easier to interact with students in small classes because they feel more confident to express their ideas or even ask for assistance when they require it. According to Blatchford (2003), the nature and the frequency of interactions in smaller classes offer learners a

safe, kind and encouraging learning atmosphere, because teachers can accompany students during the whole learning process, making the teaching activities more effective.

Friendship, empathy and cooperation will play an important role in favor of the learning process and will make the teaching process easier.

Managing Learning

With cooperative and encouraging interactions, teaching in small classes offers teachers the possibility to manage learning successfully.

To manage the organization of an English small class in a good way, Nunan and Lamb (1996) suggest that it is necessary to consider some important aspects such as the requirements of the students and give specific answers to each one.

Another point is to plan instructions so that students can clearly understand the activity to be assumed and comprehend the subject easily. Teachers in small classes need to design the right material for each student to do their job with best results and implement instructions, creating and designing tasks to teach in an entertaining and practical way, drawing the attention of the students during the whole class.

It is important that teachers assess students periodically through small tests and check students' work, so teachers will know if students understood the explained subject.

The most common way to control the knowledge of the students about the topic is called feedback. Brookhart (2008) states that there are two kinds of feedback: internal feedback which is a self- assessment by the student and the external feedback that is the one given by the teacher once he checked all the activities accomplished by the student.

A successful classroom management implies that the teacher must organize his time to plan the lesson in advance, being flexible to adapt the planned activities and incorporate methods which allow them to meet each student to identify his capacities, analyze his performance and establish appropriate activities which strengthen the academic environment and provides confidence to communicate adequately. For this purpose, students need to have a clear understanding of what they have to do and to achieve, this, will lower the tension students can feel when it comes to understand instruction and follow directions.

Teaching techniques, strategies or activities for teaching English in small classes

According to Caplan and Owings (2002) students' motivation and expectation are strongly related to the different techniques teachers may use to keep students on track.

Therefore, as teachers' techniques have an impact on students' engagement, they are also influencing students' success.

Student- student interaction and teacher- student interaction are better in small classes, because all of them have the opportunity to get involved with each other. Students receive more attention from the teacher and have a better performance in the classwork, not the same with students in large classes who do not have the opportunity to achieve a better interaction with others.

Small classes' management facilitates teacher-students interaction, giving the students greater attention and participation. Students feel supported by both the teacher and his classmates, facilitating their relations. At the academic level, small classes allow students to expose their criteria over the studied topics, facilitating them to contribute with the acquired knowledge on the basis of established processes. Activities combine theory with practice, enabling a balanced participation that allows identifying better the usefulness of knowledge.

Morrison (2010) expresses that in small classes, teaching techniques can support practical activities with greater success. Students can fulfill activities that allow them to identify the issues that strengthen the investigative process. Playful strategies can be executed with better results, raising the motivation of the student and their interest in participating. To accomplish this, teachers must know students' preferences, learning styles and needs in order to give all of them the chance of enjoying learning and demonstrate what they have learned about all the studied topics and contexts.

Caplan and Owings (2002) emphasize that teachers must be able to use different activities and strategies to keep students interested and attentive. Teachers must be attentive of the different learning styles students may have and plan various activities that can allow students to show what they have learned and demonstrate the skills they have acquired.

Finn and Wang (2002) confirm that the main effect of having fewer students is that teachers individualize their instruction. They adjust their teaching to the needs of each student. Through one-to-one tutoring, small groups teaching, and total class teaching, individual students' understanding are elicited, critiqued and corrected or extended. The content of instruction is uniform, but the teaching procedures vary with the student. This increased use of individualization in reduced-size classes is a result of increased knowledge of students: less discipline, which makes more time available for instruction; and greater teacher enthusiasm. The individualization is produced along with an increased use of hands-on activities that these three elements also enable and results in increased content, in more student self-direction and,

ultimately, it is speculated, in greater student achievement as evidenced by higher achievement scores. (Molnar, Smith and Zahorik, 1988, 1999). (p. 5)

Learning environment in small classes

As Bray and Kehle affirm that learning environment is a very important factor for students in small classes because it has an effect on their learning; it shapes students' perceptions, response, motivation and learning tasks. Students are perceptive on how their classroom environment is organized and if it is supportive to their classwork, they feel more confident to demonstrate their skills.

Marzano, Forsaid, Gaddy, Forsaid and Marzano (2005) mention that there are many aspects to consider when arranging the classroom; however, the more important is to know how many students will be in the class, all about safety issues, the location of the whiteboard, projector and the teacher's desk. When all this information is collected it is easier to organize in a better way.

To facilitate the learning process, teachers must organize students in a way that is suitable to their needs; the students must be focused and motivated with everything the teacher is explaining.

Harmer (2007) says that many teachers and students prefer circles or horseshoes where teacher will be probably at the open end of the arrangement since that may well where the board, computer or projector are situated. The teacher position is less dominating in a circle. With all the people in the room sitting in a circle there is a far great feeling of equality. But in horseshoe shape the teacher is usually located in a commanding position and all the students can see each other

Some studies which support that teaching and learning experience in small classes are productive and effective for teachers and students will be analyzed. The result of the studies demonstrates that students' academic progress is higher in small classes.

The importance that authors and researchers around the world have been giving to the effects of class size on academic achievement, have lead them to inquire about this issue and study some classes to analyze and state how small classes can affect teachers' and students' performance.

Hartfit's (2013) study focuses in the relationships between class size and pedagogical practices in both small and large English classes in Hong Kong. To achieve their goals, four experienced American teachers taught to one large and one reduced-size English class of the same level. The methods used by the author to conduct this research were interviews and lesson observations. Small and large classes were taught by the same teacher. This study

implemented a naturalistic approach. While accomplishing their objectives, teachers are actively bringing out the chances for increased student-student interaction to control the classroom communication.

The Author concludes that participant teachers in this research used different methodologies in their small classes compared with their large classes, for example, different classroom rules, more cooperative learning, different interaction patterns and more humor.

Finally, the response of the participants was positive, because they all agreed that in small classes where teachers and students are closer, teachers can manage the class in a better way by using the adequate feedback, the classroom atmosphere is clearly better and the students feel more comfortable to practice their speaking.

Galton and Pell (2010) did their research in primary schools and the purpose of their research was not only to find out about the benefits of small classes teaching in the local context, but also, to discover what teaching strategies, professional support and resources are necessary to augment the benefits of small class teaching in Hong Kong primary schools.

The methods used by the authors involved three levels of analysis: school, class and students. To analyze the school level they carried out surveys about population characteristics which included different subjects, such as: parents, head and year group. In class level, they used surveys mainly based on teachers' characteristics which included: gender, experience, qualifications and training. They used also class size observation where they focused on statements made, feedback given, groups/pairs, questions asked, and etcetera.

When analyzing students, the surveys included pupil characteristics like, gender, age, place of birth, attitudes, motivation, self-esteem, time on task, student- student and teacher - student interactions.

At school level, parents were given a questionnaire where they were asked about such matters as place of birth of their children, level of education, type of employment, salary, accommodation and the ways they supported their children's learning outside the school. At class level, background data on the teachers' qualifications and training was collected from official records. At student level details of students' background were also obtained from official records. Attainment tests were specially constructed for this purpose. In Chinese and English there were listening, reading and writing sections, mainly of a multiple choice variety.

Observations on students were carried out at the same time that the data on teachers was collected. In each class a stratified sample of six target students was randomly selected for observation.

The conclusion of this study refers to the many positive findings. One of these is

that the teachers are experimenting with the use of different teaching approaches, teachers in small classes were asking more challenging questions, using cooperative learning, and engaging students in more sustained interactions. On the other hand, teacher in regular sized classes used whole class instruction.

The findings of this study could be used to strengthen existing and future initial teacher education programs on topics such as teaching for understanding and helping students to develop as independent thinkers, letting the teachers to act as agent of change.

In the next small-scale study, Harfitt (2012) intends to examine how class size reduction might help to ease one of the biggest obstacles in second language acquisition such as language learning anxiety. In this research, the student voice will be used as a source of data believing which is going to grant a powerful perception into very important cultural aspects of class size reduction which have been omitted when compared with the more frequent reliance on student achievement or on teachers' reports in previous class size research.

This study aims to demonstrate how class size reduction can influence cultural values and learning style modalities in small classes, according to the pupils' perspective.

The methods used to achieve the objectives of this study, were classroom observations and multiple student interviews in small classes in secondary schools in Hong Kong. Teachers were assigned to teach in two different sized classes and afterwards to explain the differences found between small classes and large classes.

Students were interviewed in English, and the questions focused in areas such as: important episodes and incidents from observed lessons, their opinion on what they like or dislike about learning English in large or small classes, their opinion on student- student interaction in their classes, and some cultural aspects.

The conclusion of this research suggests that the students' sense of anxiety can be reduced in smaller classes and class size reduction helps to break down cultural barriers.

This study also leads to a better understanding of the complex dynamics of sized reduced Asian classrooms. We can compare what students say about their classroom context with what they really do in that classroom.

On the other hand, Alghamdi and Gillies (2013) try to find out what is the effect of cooperative learning in comparison to traditional small group learning on the achievement of EFL learners. Also with their research they will define what is the effect of cooperative learning in comparison to traditional small group learning on the achievement of grammatical knowledge of EFL learners; and finally, the authors will explain what is the effect of cooperative learning in

comparison to traditional small group learning on the achievement of writing skills of EFL learners.

Teachers of the experimental groups who trained in cooperative learning skills attended to a workshop organized by the researcher to achieve their objective. The researcher compared cooperative learning groups with small groups that were not trained in cooperative learning skills. The workshop lasted five weeks and there teachers and students were trained in the basic skills of cooperative learning.

In cooperative learning, teachers should be able to form cooperative groups, monitor the process and outcomes of the group experience, and explain the expectations for the group as well as individual members.

The main purpose of this workshop was to clarify the basic skills that needed to be developed to ensure that the cooperative learning intervention was correctly implemented.

The researcher used different tools, such as: power point slides on cooperative learning method, handouts, translated some difficult sentences from English to Arabic, answered teachers' questions, and chose a nice place in a school where the workshop could be done. The workshop started with a brief introduction about the project and the following issues were clarified: the importance and purpose of the research, the definitions of cooperative learning and its principles: positive independence, individual accountability, group processing, face to face interaction and social skills, the need for cooperative learning in Saudi Arabia schools, building a cooperative team, how to embed cooperative learning into classroom lessons and the role of the teacher in cooperative learning. The audience also watched a video which clarified the use of cooperative learning in the classroom.

The researcher also introduced three books about cooperative learning, for the teachers to read. These books were useful for the teachers as they assisted them to improve their management of the classroom, giving clear ideas on using cooperative learning and implementing it in the classroom effectively.

Teachers trained their students in the basic skills of cooperative learning before beginning the first class. Teachers also were assisted by the researcher to instruct the students in social skills for group work.

It should be noted that during the study, the experimental group of students were taught English using cooperative learning while the control groups were taught English using the traditional method. All groups were taught the same subject, used the same content and received the same amount of time for instruction.

To identify the impact of cooperative learning on achievements of EFL students in small classes, this study was ran in four secondary schools in EFL classrooms environment.

The results show that there are substantial differences between the students who learnt English through cooperative learning and those students who learnt English using the traditional small group method in the post test in favor for the experimental conditions.

According to the study achieved by Owoeye and Yara (2011), there is no major difference in the performance of students in rural and urban secondary schools in term of whether they are in small or large classes. When school populates increases, class size also increases and because of this the performances of students become an issue.

When teachers have a small class it is much easier for them to manage the discipline of the students, they can have the control But class size not only influence in teachers success but also in the students' degree of success. This ideal situation has been proven by many other studies.

This study has used descriptive survey design of the ex post facto type, because the researchers will not be able to manipulate the variables. This method has been applied on final year students of schools in the rural and urban areas of Nigeria, which sat for the West African Certificate Examinations between 1990 and 1997.

The researchers designed and used a Student Class Size Questionnaire. This questionnaire has section A with seven items dealing with profile of the respondents such as gender, age, school type (rural/urban), grade, etc. It also has section B where we can find eight items that measured the number of students in class in rural and urban schools, number of periods taught among teachers, among others. The students were asked to answers the questions on a four point Likert Scale of strongly agree, agree, disagree and strongly disagree.

Finally, it needs to be said that there is no difference in the performance of students in rural and urban schools. Although it is important to note that class size is a very crucial factor when we talk about the teachers' ability to manage discipline in the classroom and be able to give individual attention to students who may have problems of assimilating the concepts of what has been taught.

In some schools in Nigeria there is an educational policy which states that the maximum number of students in class should be twenty. The objective of this policy is to boost the performance of the students and the improvement of teachers' skills.

The lack of physical space is another problem which needs to be faced by the government, the parent teacher association philanthropist any many other charitable organizations.

In conclusion, the less students in a class, the more attention and interaction; less distraction, more understanding and learning; less stress, more achievement and satisfaction. In small classes, students showed greater interest in sharing with peers, based on the fulfillment of the carried out activities that allow achieving favorable results with less variability. From the point of view of the teacher, the handling of fewer students, allow them to improve relations with students, developing an environment of trust and security.

Description, analysis and interpretation of results

The following analysis is based on the interpretation of different perceptions that students and teachers have about the benefits and limitations of teaching and learning English in small classes.

This research counted with the collaboration of five teachers that seemed to be motivated and comfortable in their teaching practice. All of them were full- time teachers who followed a routine in class to reduce nervousness in the students and made them feel confident. In addition the teachers clearly explained the objectives of the class and what they expected from the students during the class time.

The strategy implements a survey with the analysis of the responses of seventy five students from tenth, eleventh and twelfth grades at a private high school in Quito. The students seemed to have a good relationship with the teachers because they have been together in past years, this factor contributed to the easy development of the planned activities. Students had a clear understanding of the rules they were supposed to follow during the class time, which reduces distressing conducts and inappropriate interactions.

This analysis also provided targeted relevant information to know more about students' and teachers' perceptions of teaching and learning English in small classes and the mechanisms that can be developed to improve the quality of language education, taking as a basis the administration of small classes which according to the literature review developed, adequately support educational processes.

Teachers and students were asked to answer the same questionnaire generating the following results:

Qualitative and quantitative analysis

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

The benefits of teaching and learning English in small classes were measured through seven aspects for teachers and eight for students.

Table 1

Teachers' perceptions

N	In classes with a small number of students:	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.	3	60	2	40	0	0	0	0	5	100
2	The students are attentive and participate in class activities.	2	40	3	60	0	0	0	0	5	100
3	Classroom space allows students to properly do the activities designed.	2	40	3	60	0	0	0	0	5	100
4	Appropriate feedback can be given.	3	60	2	40	0	0	0	0	5	100
5	Activities that allow more interaction among students are performed.	3	60	2	40	0	0	0	0	5	100
6	Activities that allow more interaction among students are performed.	3	60	2	40	0	0	0	0	5	100

7	It is easier to remember students' names	3	60	2	40	0	0	0	0	5	100
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Author: Karla Ramírez Garzón

Source: Colegio Johannes Kepler

Table 2

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.	32	43	34	45	6	8	3	4	75	100
2	The students are attentive and participate in class activities.	18	24	47	63	9	12	1	1	55	100
3	The students can better concentrate because there is less noise in the classroom.	23	31	32	42	18	24	2	3	75	100
4	The classroom space allows students to carry out the activities assigned by the teacher.	34	46	31	41	6	8	4	5	75	100
5	Students receive proper feedback from the teacher.	36	48	28	37	8	11	3	4	75	100
6	There is interaction between students.	43	57	22	29	8	11	2	3	75	100
7	There is interaction between the teacher and the students.	47	63	24	32	4	5	0	0	75	100

8	The teacher remembers the students' names.	53	71	18	24	3	4	1	1	75	100
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Author: Karla Ramírez Garzón

Source: Colegio Johannes Kepler

The results displayed in these tables show that from the perspective of the teachers, 60% think that management of small classes lets them design activities that permit students to put into practice what they have learned, strengthening their knowledge and allowing them to recognize its usefulness. The answers indicate that one of the main benefits obtained was the effective selection of activities related to training needs; this aspect recognizes doubts and strengthens the learned topics. In small classes teachers can design different types of activities to match students' needs and their individual learning styles.

It also can be seen that students are more participative in small- size classes. These rooms have larger spaces that allow students exposing their doubts, questions and criteria, which contribute to strengthen the academic environment.

In small classes the communication and interaction teacher- student and student- student, is better than in large classes and this helps to select higher- impact activities to achieve better results.

I realized that physical space in the classroom allowed the planned activities to be comfortable. About this, teachers expressed that their work have advantages when they can move easily in the classroom, noticing the progress of each student. In the same way, the space contributes to incorporate activities that previously were not possible just because of the inability to perform them due to the large number of students in small spaces. According to Bray and Kehle (2011) the physical space and the characteristics of the classroom are related to the students' focus, concentration and results.

The results show that 60 % of the interviewed teachers and 46% of the students totally agree that small class management contributes to identify characteristics of each student which allows formulating appropriate activities to help them to overcome doubts and strengthen the understanding of the language.

The developed activities contribute to improve the relationship among students. When managing small classes, students learn and get interested about their peers and their support in better in the classroom. This facilitates compliance with the different activities developed.

Teachers describe that in small classes exists a better harmony among the students, cooperation that achieve homogeneous approaches and contributes to reach the proposed

goals. Bray and Kehle (2011) stated that interactions in small classes had such a high level, that students became supportive and cooperative with their classmates.

Another benefit is the teacher- student interaction. During the whole process of observation it was clear that teachers have a greater approach towards the students, which creates a trustable environment in the classroom. Students rely on the teacher, expose their doubts, make questions and interact widely enabling the teacher to establish more effective actions. These results agree with the ones exposed by Blatchford (2003) who says that teachers in small classes are able to listen to and respond to all students, which gives them the confidence to ask more questions and interact more often

The teacher has greater ability to assist the students' requirements which strengthen the learning processes, carrying out adjustments that contribute to improve the comprehension and understanding of the different issues. This allows the teacher to identify early problems and propose viable solutions to maintain effective control in the group.

I could notice that the handling of small- sized classes allows identifying each student, which facilitates the teachers' interaction in class. Aspects such as names' identification, facilitates a direct relationship teacher- student, helping to understand students' needs.

On this aspect, results reveal that the teacher can improve the management of the class, getting to know the students and promoting actions that enable a better integration among all participants in the classroom.

Another important aspect I could witness was that handling small classes let teachers maintain a good relationship with students, paying attention to their development, which empowers them to take decisions in different activities that must be completed.

In large classes instead, the number of students does not permit to identify each one's needs and it is difficult to propose activities that reinforce the studied topics.

Sixty percent of teachers who cooperated in this research are aware that working in small classes grants them the opportunity to provide immediate and appropriate feedback to their students. This must be considered a huge advantage of teaching in small classes because teachers can be aware of the students' progress.

Forty eight percent of the students recognized that teachers are capable to provide opportune and appropriate feedback. According to Archer and Huges (2011), feedback is the way teachers respond to students, it is not only a correction, but also a way to inform them about their growth and areas that need to be improved.

Teachers are all the time checking and correcting if students make any mistake. They do this in a very kind way, giving the students confidence and support. As I could see, students

became aware of their mistakes and also their strengths and tension was never felt in the environment. It means that teachers gave the students enough confidence to ask for help when needed.

I also could realize that teachers and students are used to treat each other in a very informal but respectful way. They called each other by their names only. This is considered an advantage of working in small classes because teachers get to know students better and they know a bit more of each other's personal background, which gives a very comfortable and trustable environment.

What are the strategies and resources that favor the teaching process of English in small classes?

Teachers' and students' opinions about strategies and resources that can be considered as an advantage of working in small classes are explained and evaluated through eight aspects, whose results are shown in the following tables.

Table 3

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	Design and apply activities that allow students to practice listening skills	3	60	2	40	0	0	0	0	5	100
2	Design and apply activities that allow students to practice speaking skills	2	40	3	60	0	0	0	0	5	100
3	Design and apply activities that allow students to practice reading skills	3	60	2	40	0	0	0	0	5	100
4	Design and apply activities that allow students to practice writing skills	1	80	4	20	0	0	0	0	5	100
5	Design and apply group work activities	3	60	2	40	0	0	0	0	5	100

6	Design and apply individual activities	2	40	3	60	0	0	0	0	5	100
7	Use technological tools	3	60	2	40	0	0	0	0	5	100
8	Use didactic material	3	60	2	40	0	0	0	0	5	100

Author: Karla Ramírez Garzón

Source: Colegio Johannes Kepler

Table 4

Students' perceptions

N	In classes with a small number of students:	Totally Agree		Agree		Partially agree		disagree		total	
		f	%	f	%	f	%	f	%	f	%
1	Performed activities allow students to practice listening skills	34	45	32	43	9	12	0	0	75	100
2	Performed activities allow students to practice speaking skills	36	48	34	45	5	7	0	0	75	100
3	Performed activities allow students to practice reading skills	39	52	31	41	5	7	0	0	75	100
4	Performed activities allow students to practice writing skills	40	53	32	43	3	4	0	0	75	100
5	Group work activities are used	30	40	34	45	11	15	0	0	75	100
6	Individual activities are used	36	48	36	48	3	4	0	0	75	100
7	Technological tools are used	31	41	25	33	19	26	0	0	75	100

8	Didactic materials are used	25	33	28	37	22	30	0	0	75	100
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Author: Karla Ramírez Garzón

Source: Colegio Johannes Kepler

As it is shown in this table, 60% of the teachers think that the opportunity to design, develop and apply listening skills is possible when working in small classes. The other 40% believe this chance is also satisfactory. In general terms, teachers agreed that handle small classes facilitates the planning and implementation of activities aimed to improve students' listening skills.

These results reflect that teachers in small classes have greater ability to recognize students' needs, and listening activities can be carried out frequently, which contributes to the understanding of the language.

Talking about listening activities is not only listen to tapes or question- answer exercises, but also, listening and responding to instructions, listening to debates and discussions and taking an active part in them as activities that also develop listening skills. Listening and speaking are activities which are used on a daily basis in every observed class.

Most teachers perceived that it is possible to develop listening skills in small classes. By listening to others as part of the class activity, I observed that students have abilities to discuss, contradict or disagree. Speaking and listening activities seem to be linked in all the observed classes and students seemed to be used to listen to the others because their answers were quick and accurate.

The majority of teachers that cooperated in this research agreed that it is possible to apply and design activities to develop speaking skills, and 48% of the students agreed with them recognizing that in small classes it is possible to develop activities oriented to practice and improve those abilities.

These results confirm that in small classes is more likely to hear the language, understand it and use it.

In terms of speech skills, small classes provide each student enough confidence to express themselves; this allows the correct use of the language, agreeing to have discussions based on different topics.

In most of the observed classes, students were asked to take part in oral presentations, debates, conversations and discussions, which in my opinion are good techniques to work with

learners in their development of oral fluency, improving their ability to communicate more effectively in the studied language.

These results confirm that students can practice more their speaking when there is a smaller number of students, which allows them to strengthen their capacities to use the language and also establish appropriate interactions using the learned vocabulary. As Berns (2010) states: As the number of students decreases, the participation in discussions increases and in this way students develop and improve their speaking skills.

I observed that students looked comfortable speaking English with their teacher and their peers in front of the class. All the teachers demanded the whole class to be in English only, and students accomplished that command successfully, which means they were used to do it on a daily basis. It was also shown when the class was given respectfully and the students never made fun or laughed of their peers.

In small classes reading activities can be developed in a better way. Students have greater opportunity to practice their reading and ask questions if they do not understand some concepts. It is important to say that the results show that reading is one of the skills of further development, which allows to improve their level of comprehension.

Sixty percent of the teachers and fifty two percent of the students who participated in this research think that working in small classes gives them advantage to design and apply activities to develop reading skills easily. These results also indicate that students often develop reading skills, not only while in class but also as homework. Students think when having fewer peers in class they can get more chances to learn.

In all observed classes, reading comprehension activities were developed and they were based on a book that students were reading, these activities included reading recalling main ideas and details, description of characters, critical thinking and comparison and contrast. Most of these reading activities were developed at home, however, before starting the class, the teacher asked some questions about the book and in this way they were practicing speaking skills also.

According to the results presented in the tables above, 80% of the teachers and 53% of the students who cooperated in this survey, totally agree that working in small classes, facilitates to design and apply activities oriented to help students practice and develop writing skills.

Most of writing activities in the observed classes were designed to be accomplished individually and teachers evaluated grammar structures, paragraph organization and creativity. In this way, I realized that students were capable to work independently, showing security and the dominance of the tools needed to write in an effective and clear way.

While observing I noticed that most of the teachers managed to carry out activities involving the development of the four basic language skills without focusing in one specifically, because of that I realized that students were able to write and speak fluently and follow the teachers' commands without any problem.

According to the results, 60% of the teachers found it very likely to design and apply group activities. And 40% of the students understand that in groups with fewer people they can get along in a better way. It allows each member to have the opportunity to contribute and participate actively; these aspects contribute to a more effective learning.

Every observed class included group activities, and it seemed students were used to work in that way because they did not waste time organizing groups and the tasks such as analyzing texts, sharing ideas and opinions and writing summaries about a topic, were successfully accomplished.

Herrel and Jordan (2012) state that group work offers students the huge advantage of improving and increasing interactions among them.

Small classes allow teachers to be flexible and to include a variety of strategies and techniques to reach their teaching goals. A well balanced class must include not only group work, but also individual activities.

The results of the survey show that 48% of the students are satisfied with the amount of independent work that is developed in small classes and 40% of the teachers totally agree in designing and applying individual activities.

One of the most important advantages of working in small classes is to give students the opportunity to work on their own because teachers can assess and grade every individual work. In this way, students have the chance to manage their learning and they are more attentive in order to reach academic goals. Individual work requires higher levels of commitment and concentration and the ability to communicate and demonstrate their acquired knowledge.

The results indicate that students consider that work in small classes permits them to have more space so their needs are considered, working in their individualities and allowing them to clear doubts that could affect their performance.

Students believe that teachers have greater opportunities to implement individual activities based on the observed results, allowing them to improve their performance, achieving results with less variability among students.

While observing the classes I witnessed that teachers were able to monitor every student's individual work, which is not possible in large classes. Teachers get to know every student very well and they can identify which student needs more support and guidance.

Technology has become a resource that helps to promote a proper learning. In small classes the use of technological resources for teaching purposes has become a huge advantage to make a more dynamic class. In this way teachers can catch students' attention easily.

During my observation, three out of five teachers were using technological devices, such as computers, to perform listening activities. I noticed that all the students were very familiar with the computer and the class was very dynamic and entertained.

Students and teachers agree that an important factor in small classes is the use of didactic material. These resources can be used in small and large classes, but the difference is that in small classes teachers can get enough material to be used in planned activities.

Didactic resources imply a benefit of the learning process because if they are well structured and elaborated they could strengthen the academic process and allow the students recognize the importance of the learned knowledge.

In small classes teachers can apply different strategies and resources that favor the teaching and learning of the English language because in this kind of classes, teachers can help students to develop and improve the four basic language skills. Students can be told to work individually or in groups according to the complexity of the task. In this way, they can develop social skills and improve cooperative work.

What is your opinion about the way students feel when learning English in small classes?

Teachers' and students' perceptions about the way students feel through their learning process in small classes are examined through the interpretation of the four questions below:

Table 5

Teachers' perceptions

N	In classes with a small number of students:	Totally Agree		Agree		Partially agree		disagree		total	
		f	%	f	%	f	%	f	%	f	%
1	They are relaxed when speaking in front of their classmates	2	40	3	60	0	0	0	0	5	100
2	They are taken into account by the teacher because they have more opportunities to participate in class	3	60	2	40	0	0	0	0	5	100

3	They are motivated to participate because of the small number of students	2	40	3	60	0	0	0	0	5	100
4	They feel comfortable because they can healthy compete with their classmates	2	40	3	60	0	0	0	0	5	100

Author: Karla Ramírez Garzón

Source: Colegio Johannes Kepler

Table 6

Students' perceptions

N	In classes with a small number of students:	Totally Agree		Agree		Partially agree		disagree		total	
		f	%	f	%	f	%	f	%	f	%
1	I am relaxed when speaking in front of my classmates	43	57	27	36	3	4	2	3	75	100
2	I am taken into account by the teacher because I have more opportunities to participate in class	36	48	33	44	6	8	0	0	75	100
3	I am motivated to participate because of the small number of classmates	36	48	28	37	11	15	0	0	75	100
4	I feel comfortable because I can healthy compete with my classmates	36	48	28	37	9	12	2	3	75	100

Author: Karla Ramírez Garzón

Source: Colegio Johannes Kepler

In small classes, the interaction that is developed between teachers and students contribute to the confidence of the students, they feel relaxed and they are able to speak freely in a second language. Blatchford (2003) thinks that small classes offer a warm and encouraging atmosphere that gives the students confidence.

According to the result of the first item in the table, 40% of the teachers think that in small classes students lose their fear and feel relaxed when speaking in front of their classmates. This is mainly because students relate better with their classmates and they know each other, this produces a reliable and safe environment.

Three percent of the students felt shy or find it threatening to speak in front of their peers. I assume that this minority felt in that way because of their personality or because they are new students in the school and they are not use to have oral interactions with the teacher and the other students.

In my observation I realized that the learning environment was respectful and friendly. Students could interact with the teacher and did not seem nervous to talk in front of their peers. If they committed any mistake, the teacher corrected them in a very nice way.

I could also notice that students are not afraid of exposing different topics by using English most of the time; they did not showed fear to be the center of attention. This is because in small classes students have better relationship with their partners, which enables them to communicate better.

Bray and Kehle (2011) proved that as interaction in small classes is warm, supportive and caring; also the emotional aspect is going to be beneficiated, and this permits the students to feel relaxed when talking in front of people.

The increasing participation allows students to practice their language skills, and in addition, it allows the teacher to obtain feedback to plan activities that enhance students' understanding.

Forty eight percent of students consider that studying in small classes allows them to feel part of the group, taking options to participate more often. This helps to clarify doubts and understand the issues. Students feel safe and confident, considering that there are greater opportunities to practice and express themselves.

In the results we can notice that teachers believe that when students have greater opportunity to participate they can apply the learned knowledge by reinforcing concepts constantly.

The results indicate that 60% of the teachers totally agree that in small classes, students can express themselves in a better way and they have an active participation and a better development, being these elements which support learning.

What I could observe was that even though all the students have the chance to participate actively, not all of them wanted to do it. Some students need to be prompted to contribute in debates or other activities that demand them to share ideas. This could be because

some people learn better by listening than by talking and I think it is not good for learners to force them if they have other skills.

Students' involvement is closely related to their motivation which tends to be higher in small classes. 60% of the interviewed teachers were satisfied with the level of motivation their students show, this can make them feel also motivated.

Forty eight percent of students totally agree that motivation is improved as working in small classes because there is integration among peers and the teacher encourages students to learn. The fewer students in the classroom, the more they can improve their ability to learn and accomplish the planned activities.

Having students aware of their good motivation in class, is definitely an advantage for teachers who can use this motivation to enrich the learning process through more challenging tasks. Caplan and Owings (2002) recommend that teachers should plan different kind of activities to catch students' attention and keep them motivated, because when students feel interested in doing something, their motivation increases and this is a huge advantage in small classes.

I realized that motivation in class was linked to the hour of the day. If the class was very early in the morning, most students were cold and sleepy. They did not want to talk a lot, even if the subject of the lesson was very interesting. However, if the class was at the sixth or last hour, all the students were very anxious and awake. All of them felt motivated and participative.

Another factor I think is important when talking about motivation in small classes is the kind of relationship they have with the teacher, when they already knew the teacher well, the students were very focused and attentive to what the teacher required.

In small classes teachers have total control on students' behavior and involvement; this does not mean students wanted to take part of the debate all the time voluntarily, but it was enough the teacher call a student for their name and ask a simple question about the activity, and the student started to interact immediately.

The kind of interaction that takes place in small classes influences in the level of confidence of the students. According to the results of this item, 48% of the students and 40% of the teachers thought that students feel comfortable because they can healthy compete with others.

Competitiveness in the classroom is more effective when there are fewer students; these are challenges that improve their performance. A high level of discipline and respect in the classroom create healthy competition among peers.

According to my observations, I can say that in small classes this competitiveness has become cooperation because students have a very good relationship with their classmates and they are learning in a cooperative environment.

In the observed classes, students did not want to compete. There did not criticize their friends when speaking or sharing any activity in front of the class, and they did not make fun of them. The only person who corrected the students' mistakes, was the teacher and I think it was because students did not want to feel superior. They showed all the time having a good relationship.

Students in small classes are very cooperative with their peers and their teacher. This is a benefit, because students feel confident to show their knowledge and they are always willing to cooperate with others to accomplish the required tasks to reach their goals.

Bray and Kehle (2011) say that teachers in small classes have realized their students become cooperative, and caring, willing to support their peers instead of competing with them. I totally corroborate this statement.

What are the possible limitations of teaching English in small classes?

The teachers' and students' perceptions about the possible limitations of teaching English in small classes are interpreted through the two questions detailed below.

Table 7

Teachers' perceptions

N	In classes with a small number of students:	Totally Agree		Agree		Partially agree		disagree		total	
		f	%	f	%	f	%	f	%	f	%
1	There is anxiety among students because there is more control from the teacher	3	60	1	20	1	20	0	0	5	100
2	Listening and speaking skills are more difficult to develop	0	0	2	40	3	60	0	0	5	100

Table 8

Students' perceptions

N	In classes with a small number of students:	Totally Agree		Agree		Partially agree		disagree		total	
		f	%	f	%	f	%	f	%	f	%
1	There is anxiety among students because there is more control from the teacher	20	27	37	49	11	15	7	9	75	100
2	Listening and speaking skills are more difficult to develop	20	27	34	45	12	16	9	12	75	100

Author: Karla Ramírez Garzón

Source: Colegio Johannes Kepler

It is important to mention that small classes allow teachers to have greater control over students, sometimes this situation which is perceived by the students, could limit their development. Higher levels of anxiety can generate problems in learning.

The results in these tables show a divided conception of the way students feel about the control of the teachers in small classes. Sixty percent of the teachers perceived an increasing level of students' anxiety generated by their control. But in contrast, only 27% of the students seem to feel anxious because teachers have the possibility to check and control constantly behavioral and academic aspects.

This over control from the teachers to the students that can take place in small classes is not always well received by learners. The development of the students' listening and speaking skills might be affected by the pressure of the teacher.

Teaching management must be active, must propose activities of interest for the students and motivate them to avoid negative feelings related to excessive pressure. On the other hand, learners must remain focused most of the time, which is clearly an advantage for teachers to ensure the accomplishment of tasks.

According to what I observed, students were not very nervous or uncomfortable by being constantly supervised by the teacher. But teachers perceived the opposite.

The answers to the last item in the questionnaire show that three out of five teachers do not have any difficulties to practice listening and speaking in small classes. In all the observed classes, teachers carried out listening and speaking activities without any problem. This shows me that students are used to practice these skills on a daily basis.

Working in small classes has a lot of benefits. One of them is that it is easier for teachers to plan activities like debates or discussions, which develop both skills since students need to understand what their peers are talking about in order to give their own opinion and ideas.

I also could realize that students in small classes are always exposed to listening material where they have to listen and understand the main ideas and details, and after they have to use their speaking skills to tell the teacher what they understood or learned.

As we can see in the tables, students' perceptions are divided. 45% of them seem to agree that it becomes difficult to practice listening and speaking in small classes. 12% of the students do not see any difficulty, and when asked about listening, reading, writing and speaking activities in class, they confirmed that these activities are oriented to develop these skills.

Sometimes the development of these two skills in small classes might be affected by the constant monitoring the teacher has over the students. This situation made me think that teaching management must be active and propose activities of interest to motivate the students, avoiding negative feelings related to excessive pressure and anxiety.

Conclusions

According to the results of this research:

Teachers and students that intervene in the process of teaching and learning of English language are certainly benefited from participating in classes where there is an appropriate number of students inside the classrooms.

Small classes have a positive effect on the classroom environment. A safe and comfortable environment allows students to cooperate with their peers and foster students' performance in equal conditions.

Teacher- student and student-student interaction are factors related to students' motivation. Supporting and caring interactions help students to increase their confidence to participate in class; this also helps teachers to have a more effective classroom management.

The physical space of the classroom is related to the opportunities teachers have to adjust interaction patterns incorporating dynamic tasks that can assure students' participation.

Teachers who work in small classes are capable to monitor students frequently and offer them an appropriate feedback which raises the level of anxiety and stress in the students.

Classes with few students, offer a healthy and friendly learning environment that makes students feel safe and help them to understand a sense of belonging to a group.

In small classes, teachers can easily remember students' names. This gives the learners a sensation of belonging to a place where they are taken into account. Definitely this has a positive effect in the immersion and achievement of the learners.

Recommendations

Teaching in small classes help teachers and students to improve their relationship and to accomplish the activities which are oriented to reach better levels of understanding through the four basic language skills. This is possible when teachers use strategies and activities which are related to students' engagement and achievement.

According to the results of the research, the following three major strategies are recommended to improve the academic performance and motivate students in small classes:

Teachers must use feedback before starting every class; to be sure students understood everything that was taught in the last lesson. It will help them identify existing problems and contribute to improve the quality of learning.

We as teachers must include different teaching strategies, taking into account learning styles and the different grades of comprehension students have.

Teachers must be trained and updated at least every term. This will help them to manage small classes, and will give them greater ability to implement changes and adjustments in the academic planning for the benefit of the students. Teachers' professional preparation will allow them to support the students, helping them to reach better learning levels.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
 La Universidad Católica de Loja
OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion in relation to the learning of English in small classes*. The following information will only be used for academic/research purposes.

Informative data: Please fill in the information below

Name of institution :			
Type of institution:	Public ()		Private ()
	School ()	High school ()	Language institute ()
City:			

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

Strategy: answer the following questions as honestly as possible based on the following criteria.

Totally agree
Agree
Partially agree
Disagree

A. Benefits of teaching and learning English in small classes.

	In classes with a small number of students:	Totally agree	Agree	Partially agree	Disagree
1.	The activities done in class help to apply what students learn.				
2.	The students are attentive and participate in class activities.				
3.	The students can better concentrate because there is less noise in the classroom.				
4.	The classroom space allows students to carry out the activities assigned by the teacher.				
5.	Students receive proper feedback form the teacher.				
6.	There is interaction between the students.				
7.	There is interaction between the teacher and students.				
8.	The teacher remembers the students' names.				

B. Strategies and resources that favor the English teaching in small classes.

N°	In classes with a small number of students:	Totally agree	Agree	Partially agree	Disagree
9.	The activities done allow students to practice listening skills.				
10.	The activities done allow students to practice speaking skills.				
11.	The activities done allow students to practice reading skills.				
12.	The activities done allow students to practice writing skills.				
13.	Group work activities are used.				
14.	Individual activities are used.				
15.	Technological tools are used.				
16.	Didactic materials are used.				

C. Students' feelings when learning English in a small class.

N°	In classes with a small number of students,	Totally agree	Agree	Partially agree	Disagree
17.	I am relaxed when speaking in front of my classmates.				
18.	I am taken into account by the teacher because I have more opportunities to participate in class.				
19.	I am motivated to participate because of the small number of classmates.				
20.	I am at ease because I can healthy compete with my classmates.				

D. Limitations of learning English in small classes.

	In classes with a small number of students:	Totally agree	Agree	Partially agree	Disagree
21.	There is anxiety among students because there is more control on the part of the teacher.				
22.	Listening and speaking skills are more difficult to develop.				

Thank you.



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
 La Universidad Católica de Loja
OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear teacher,

The aim of this brief questionnaire is to obtain information concerning *your opinion in relation to the teaching of English in small classes*. The following information will only be used for academic/research purposes.

Informative data: Please fill in the information below

Name of institution :			
Type of institution:	Public ()		Private ()
	School ()	High school ()	Language institute ()
City:			

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

Strategy: answer the following questions as honestly as possible based on the following criteria.

Totally agree
Agree
Partially agree
Disagree

A. Benefits of teaching and learning English in small classes.

	In classes with a small number of students:	Totally agree	Agree	Partially agree	Disagree
1.	It is easier to design activities that help the students to apply what they have learned.				
2.	The students are attentive and participate in class activities.				
3.	Classroom space allows students to properly do the activities designed.				
4.	Appropriate feedback can be given.				

5.	Activities that allow more interaction among students are performed.				
6.	There is more interaction between the teacher and the students.				
7.	It is easier to remember students' names.				

B. Strategies and resources that favor the English teaching in small classes.

N°	In classes with a small number of students, it is easier to:	Totally agree	Agree	Partially agree	Disagree
23.	Design and apply activities that allow student to practice listening skills.				
24.	Design and apply activities that allow students to practice speaking skills.				
25.	Design and apply activities that allow students to practice reading skills.				
26.	Design and apply activities that allow students to practice writing skills.				
27.	Design and apply group work activities.				
28.	Design and apply individual activities.				
29.	Use technological tools				
30.	Use didactic materials.				

C. Students' feelings when learning English in a small class.

N°	In classes with a small number of students,	Totally agree	Agree	Partially agree	Disagree
31.	They are relaxed when speaking in front of their classmates.				
32.	They are taken into account by the teacher because they have more opportunities to participate in class.				
33.	They are motivated to participate because of the small number students.				
34.	They are at ease because they can healthy compete with their classmates.				

D. Limitations of learning English in small classes.

	In classes with a small number of students:	Totally agree	Agree	Partially agree	Disagree
35.	There is anxiety among students because there is more control form the part of the teacher.				
36.	Listening and speaking skills are more difficult to develop.				

Thank you



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS
HOJA DE OBSERVACIÓN

INSTITUCIÓN 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* ()

Notas:

