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

TRABAJO DE TITULACIÓN.

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DEDICATION

Just for you God, just for you………………….

Fernando

ACKNOWLEDGMENT

To Laury, my wife and my children Isaac and Victoria thanks for all the time

I was without you to conduct this research

Fernando

CONTENTS

ABSTRACT

The purpose of this investigation is to know about the instructional, social, and psychological implications that large classes have on the teaching – learning process in Ecuadorian high schools.

The sample consisted of 211 students from 8th to 10th year of General Basic Education (EGB) of a public high school, located in the southern of Quito. The ages of students were between 12 and 14 years old, who completed a questionaire designed by Universidad Técnica Particular de Loja.

The method applied in this research was the quantitative, which permited to represent the results obtained in percentages. The information was gathered using a questionnaire which consisted of 21 items divided into three sections, 9 items pointing on academic issues, 5 items on social facts, and 7 items on psychological issues.

The result of this research established that a large number of students have not been affected by large classes because teachers apply a lot of activities in order to develop the four skills of English language. Also, students have a good relationship with their teachers as well as with their classmates.

KEY WORDS: Language, large classes, instructional, social, and psychological implications, skills, teachers, students.

RESUMEN

El propósito de esta investigación es conocer sobre las implicaciones académicas, sociales y psicológicas que tienen las clases numerosas en el proceso de enseñanza – aprendizaje en los colegios del Ecuador.

La muestra estuvo conformada por 211 estudiantes del 8vo al 10 mo año de Educación General Básica (EGB) de un colegio de público del sur de Quito. Las edades de los estudiantes están entre los 12 y 14 años de edad, a quienes se aplicó un cuestionario diseñado por la Universidad Técnica Particular de Loja.

El método aplicado in esta investigación fue el cuantitativo, el cual permitio representar los resultados obtenidos en porcentajes. La información fue tomada usando un cuestionario, el cual consistío en 21 items, divididos en tres secciones: 9 enunciados señalando temas académicos, 5 enunciados sobre temas sociales y 7 enunciados sobre temas psicológicos.

El resultado de esta investigación estableció que un gran número de estudiantes no han sido afectados por clases numerosas debido a que los profesores aplican un sin número de actividades para desarrollar las cuatro habilidades del idioma Inglés. Los estudiantes también tienen buena relación con los profesores asi como también con sus compañeros de clases.

PALABARAS CLAVE: Lenguaje, clases numerosas, implicaciones académicas, sociales y psicológicas, habilidades, profesores, estudiantes.

INTRODUCTION

The process of teaching English in Ecuador through its history has not achieved the basic language communicative competence either at secondary or at university level. For this reason, it is necessary to investigate the influence of large classes in Ecuadorian high schools because it is the current reality of high schools and its results will be used to provide valuable recommendations to optimize the process where students can develop the language skills. The purpose of this research study is to know what instructional, social, and psychological implications large classes have on the teaching – learning process.

Previous studies related to the theme have been conducted. One of them was conducted by Raj-Khati (2010). Its objective was to determine how this study attempts to find out the common expectations of students in a large English class where students have different levels. The results revealed that more than ninety percent of students like to be called by their names. Also excessive check work cannot be managed, and for developing collaborative work, teachers should involve students in various activities according to their different levels.

Another study was conducted by Thaher (2004). He did a research about the effects of large classes on English as a foreign language. The purpose of this study was to determine what are the instructional effects of large classes, what are the psychological effects, what are the social effects on students by investigating and analyzing EFL students´attitudes toward large classes at An-Najah National University in Palestine. The researcher distributed the questionnaires; the data for the questionnaire was collected according to feedback from the students at An-Najah. The researcher asked the students an open ended question about the effect of large

classes on them. After gathering the data, the answers were classified into three major areas: instructional, psychological, and social.

A third study was conducted by Jimakorn, and Singhasiri (2006). Authors researched on the teachers´ believes about teaching a foreign language in large classes. Seventy five lecturers from at least 4 different countries participated. A questionnaire was used to collect the information, which was sent to the different countries. Authors concluded that, even though teachers find difficult to teach in large classes, they also suggest ways to improve the teaching – learning experience. One of their suggestions points out that the educational instituions should try to arrange smaller groups to practice the foreign language.

According the benefits of this research, this document will serve as a basis for people who want to know about the influence of large classes. It will help those that are involved in the teaching and learning, such as teachers, students, and educational institutions in general, by bringing a clear view of areas that need to be improved in the English language teaching as they will have better opportunities in their academic and professional areas.

Among the limitations found in the present study is that some students exaggerated their behavior while others performed shy as a result of the presence of the researcher in the classroom. Another limitation was related to the questionnaires, there were some questions that students did not understand and that influenced the accuracy of the results. Likewise, it is very important to develop a survey for teachers in order to gather more useful information for the research.

METHOD

Setting and Participants

This research work was done in Quito, Pichincha Province of Ecuador during the first bimester of the 2013- 2014 school year. It was carried out in a public school to students from 8th to 10th grade of General Basic Education (EGB).

The questionnaire was applied to 221 students whose ages were between 12 and 14 years old.

Procedures

This research study commenced with a literature review of the available information on the most important topics of the English Language teaching-learning and the review of studies done by researchers about the influence of large classes in the English language teaching-learning process.

The main instrument used for this study was a questionnaire, which was elaborated by Universidad Técnica Particular de Loja.

After explaining the purpose of this research to the high school principal and having obtained his permission, a date was established in order to apply the questionnaire which evaluated the factors concerning academic, social and psychological issues. The questionnaire was given to each student and it was explained question by question and it took around 45 minutes with each grade.

The data obtained from the student's questionnaire was tabulated in the Excel program and three tables were elaborated. The analysis consisted on classifying the results according to instructional, social and psychological aspect related to students. Six conclusions were established with this information and eight recommendations were proposed to improve the conditions in the teaching–learning process in Ecuadorian public high schools.

DISCUSSION

Literature Review

Large classes are the reality for most English language teachers, throughout the world, and our country, Ecuador, is not the exception. Teachers are faced with classes larger than the size they believe facilitates effective teaching and learning, and in many situations class size is growing. Pressure from increased student numbers and the need for educational institutions to be profitable has led to double class size in many schools over the last few years and the peak may not have been reached yet.

For many teachers, large class size is one of the biggest, if not the biggest, challenges that they face in their work, for that reason, the purpose of this research is going to focus whether or not large classes affect the English language teaching learning process.

This Literature Review includes topics, such as Teaching Approaches and Methods, Class size, Managing Learning, Managing Large Classes, Activities for Working with Large Classes, Classroom Space and Seating Arrangements.

Teaching Approaches and Methods

Approaches and methods in teaching English can be seen as a historical sequence of revolutions and evolutions, some teachers prefer to practice one of the methods to the exclusion of the others, other teachers prefer to make their choice a principled way among the methodological options that exist, creating their own unique blend.

Of course, what is described here is only an abstraction. How a method is manifested in the classroom will depende heavily on the individual teacher´s

interpretation of its principles that is why some of the main methodological options available today are presented according to some authors to apply their lessons.

Krashen and Terrel (1983) see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach.

The Natural Approach is for beginners and is designed to help them become intermediates. However, since the Natural Approach is offered as a general set of principles applicable to a wide variety of situations, as in communicative Language Teaching, specific objectives depend on learners´ needs and the skills (reading, writing, listening, or speaking). The same authors state that it is important to communicate to learners what they expect of a course as well as what they should not expect.

According to Newmark and Reibel (1968), the Natural Approach belongs to a tradition of a language teaching method based on observation and interpretation of how learners acquire both, mother first, and second foreign languages in nonformal settings. Such methods reject the formal (grammatical) organization of language as a prerequisite to teaching.The same authors state that the Natural Approach focuses on comprehension and meaningful communication as well as the provision of the right kind of comprehensive input provides the necessary and sufficient conditions for successful classroom second, and foreign language acquisition.

According to Krashen and Terrel (1983) the Natural Approach was based on the observation of child's natural language development which emphasizes exposure or input, rather than practice, optimizing emotional preparedness for learning, and willingness to use written, and other materials as a source of comprehensible input. Language is viewed as a vehicle for communicating meaning and messages.

Every author and expert agrees with the idea that this method focuses on communication as its main premise. While Krashen and Terrel (1983) just consider this method useful for teaching beginners, there are other authors that say that this method can be used at any other level. The Natural Approach method does not focus teaching on grammar but rather on development of language production. This method is potentially one of the most effective in language production if we consider that native speakers under the same conditions acquire their native language through this process. Many can probably say that native speakers follow a method like this because of the environment and social dependency. However, this process has been successfully used not only for English but for any other language.

On the other hand the Communicative Language Teaching Method (CLT) uses classroom collaboration techniques which are exploited to develop English learning cooperatively. Similarly, Perrenoud (2004) declared that Cooperative Language Learning requires student´s autonomy, and responsibility, and for closer aged students, it may be favorable towards specific language tasks. Mc Cafferty, Jacobs and Da Silva (2006) have conveyed that collaborative skills can include asking for assistance, providing support, speaking at, an appropriate pitch level, disagreeing politely, paraphrasing, asking for repetition, listening attentatively, making suggestions, encouraging others to participate, checking others' understanding, asking about feelings, and praising linguistics errors.

Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Communicative Language Teaching works with communicative activities such as games, role plays, and problem- solving tasks.

According to Morrow (in Johnson and Morrow 1981), CLT has three features in common. For example one is able to find the information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not. In communication, the speaker has a choice of what he will say and how he will say it. True communication is purposeful. A speaker can thus evaluate whether or not his purpose has being achieved based upon the information she receives from his listener. Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is currently used. Finally, we noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." The author coined this term in order to contrast a communicative view of language and Chomsky´s theory of competence. On the other hand, Communicative Language Teaching is best considered an approach rather than a method and its principles include: learners learn a language through authentic and meaningful communication. The goal of all classroom activities is to focus on fluency, an important dimension of the target communication. Communication involves the interaction of different language skills.

Another important method to be mentioned here is Total Physical Response (TPR). Richards and Rogers (2001) mention James Asher as the author of (TPR). Asher affirms that TPR is supported by three influential principles: First, there is a determined bio-program for language learning which specifies the best step for first and second language improvement; second, brain lateralization specifies a diverse learning system in the left and right brain hemispheres; third, the stress influences the act of learning and what is to be learned, a decreased stress brings a higher learning. Asher (1977) developed the idea of building a method of language teaching on the base of psychomotor associations, and then it becomes TPR. Asher realized too that language classes were often the reason for a big anxiety, thus he emphasized to teach the language without stress as part of TPR. Therefore, students felt in a trustful atmosphere interacting with questions and answers between themselves, improving the learning process. However, TPR has some limitations with reading and writing activities.

This method differs from the Direct Method and the Communicative Language Teaching because it makes the beginner student a passive subject that just listens to commands and decodes information quietly until being called upon. For example, a child learns to listen and subsequently speaking; thus creating a stress free environment as language emerges. A major conceptual assumption of the Total Physical Response is that students will start producing language when they have already acquired enough listening comprehension.

Asher (1977) proposed this former approach where students are forced to code the language by means of inferences. According to Richards TPR is based on teaching oral proficiency. One notable issue of this method is that grammar is given too much attention when students start taking upper levels language courses.

Probably and most controversial method may be the Grammar-Translation Method. It has had different names, but it has been used by language teachers for many years. For example, it has been referred as the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek (Chastain 1988). Earlier in the XXI century, this method was commonly used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that through the study of the target language grammar, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Richards and Rogers (2001) have also described the Grammar Translation Method as the application of grammar rules in the tasks, through the translation of the text into and out of the target language.

The Grammar Translation Method that has been criticized by some contemporary experts is especially essential when learners are faced with idioms and dialects. At present, this method can be considered as a great teaching tool since a lot of the scientific and technical lexicon has showed up due to the globalization of technology. Although the Grammar-Translation Method and the Direct Method are not new, their principles have been applied by language teachers for many years. Most recently, the Grammar-Translation Method was revived as method when the goal of instruction became learning how to use a foreign language to communicate in writing. In contrast to the Grammar-Translation Method, the Direct Method has the rule that no translation is allowed. The Direct Method receives its name from the fact that meaning is to be conveyed *directly* in the target language through the use of demonstration and visual aids with no recourse to the students´ native language (Diller 1978).

Teachers who use the Direct Method believe that students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of pictures or pantomime and seldom translates it into the students´ native language. Grammar is taught inductively; that is, the students are guided with examples. The Direct Method is the one nearly every English teacher uses at present since communication is the main language objective of the learning-teaching process.

Another equally important method is the Audio- Lingual Method which resulted from the increased attention given to foreign language teaching in the United States towards the end of the 1950s. The need for a radical change and rethinking of foreign language teaching methodology was prompted by the launching of the first Russian satellite in 1957.

The U.S. government acknowledged the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming isolated from scientific advances made in other countries. Audiolingualists demanded a complete reorientation of the foreign language curriculum. Like the 19th century reformers, they advocated a return to speech-based instruction with the primary objective of oral proficiency and dismissed the study of grammar or literature as the goal of foreign language teaching and learning. The Audio-Lingual Method, like the Direct Method is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situation, the Audio- Lingual Method drills students in the use of grammatical sentence patterns. Unlike the Direct Method, the Audio-Lingual method has a strong theoretical base in linguistics and psychology. Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it

has sometimes been referred to as the "Michigan Method". New vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition. Drills are conducted based upon the patterns present in the dialog. Students´ successful responses are positively reinforced. Also grammar is induced from the examples given and explicit grammar rules are not fully provided. In addition the cultural information is contextualized in the dialogs or presented by the teacher. In this sense, the students´ reading and written work is based upon the oral work they produce.

This method was also adopted because of the vast demand of learning English by 1950. As most of the methods, it focuses teaching on communicative skills. Translation or use of the native language is discouraged. This type of method usually refuses large classes.

Having finished the review of some methods to teach English, it is necessary to go on the next topic.

Class Size

In this part large classes are discussed, Baker and Westrup (2003) mention that a large class can be considered any number which makes teaching difficult. In big classrooms we can find some features as disadvantages there is not enough space to move the chairs, the teacher or learners cannot move freely due to the reduced space being the reason for students to remain sat in rows permanently, too much noise can disturb other classes due to the thin walls, there are not enough textbooks for all students, students cannot hear the teacher, checking the students` list take long time. Other disadvantages added by Hess (2001) are proficiency and ability which have a big diversity in the mist of students, personal teacher-student attention is decreased, student`s probability to speak is minimum, teacher`s feedback on

students` written work or another activity is very short, control behavior is difficult, students speak in their mother tongue, the teacher cannot learn students` names. Similarly, Ur (2012) points other disadvantages in large classes such as discipline, correcting a load written assignments, students lose interest and get bored, and sometimes they start doing homework from other subjects, materials are not designed appropriately or with flexibility, individual awareness is not possible, and also apply the feedback.

On the contrary, Hess (2001) mentions advantages in large classes such as: the teachers will never get bored, there are enough students to get interaction going, and there is a big diversity of people. Referring to advantages, Ur (2002) mentions that big classrooms have a variety of students with different experiences and knowledge, more opinions and ideas that can be used in classroom interaction, the students develop tolerance and understanding with people with different origins and cultures, the atmosphere of cooperation increases because the students try to help each other. These classes become an interesting challenge for teachers because they provide the opportunity to increase creativity and professional development.

Managing Learning

Managing learning is considered another relevant aspect in the teaching-learning process that involves teachers, students, classroom instructions, feedback, student´s behavior, and time distribution, which contribute to the global development of learners.

According to Lee (2010), it is essential that teachers make sure that children understand the instructions to develop the required activities in a correct way; therefore, teachers must not leave their students alone because they need to be monitored continuously. Moreover, students must be conscious that the constant

control of their behavior and the accomplishments of the teacher´s instructions is part of the teaching–learning process.

Additionally, Gower, Phillips, and Walters (1995) suggest no to give the material to the students before giving the instructions because it may cause distractions. Likewise, the language used in class must not be rhetorical; it must be comprehensible and simple.

Regarding feedback, Gower, Phillips, and Walters (1995) claim that only teachers have the responsibility of giving feedback, and students have to receive the feedback at the appropriate time. Feedback can be given by means of stimulus, compliments, support, discussions, individual lessons or even when assessing regular tests. Teachers can decide how and where to give the feedback in their lesson plans.

Regardin to discipline, Lee (2010) mentions that teachers must be able to stop mild disciplinary problems like talking or running in the hallways in order to avoid serious ones such as defiance fighting or bullying, which let teachers show control and authority inside the classroom. Besides, Gower Phillips, and Walters (1995) mention that it is necessary to take into account the class size which influence in the discipline.

Lee (2010) affirms that the time is another important aspect in a class because it helps teachers and students to achieve purposes. Gower, Phillips, and Walters (1995) agree with Lee (2010) they point out that the time is not standard, it may change according to the age of children, and it is determined by the school syllabus.

Managing Large Classes

Students endure different problems when they are in a large English class, they can hardly move in a crowded classroom. If there are more than twenty-five students, introverted students feel inhibited to make comments or ask questions in a

big group. This affect the learners` improvement and their self-confidence, and comprehension of the subject is very low. Teachers in large classrooms face problems such as the inability to help each one of their students when they require individual assistance (Leahy, 2005).

Hammer (2007) also suggests that when working with big groups it is important to be organized, establish routines, use distinct process for each activity, optimize personal work as soon as possible, give responsibilities to students in rounds, use pair and group work according to the necessity. Meanwhile, Ur (2012) proposes that varying activities and materials can help control boredom and discipline in the classroom. Another exercise that students can develop is to self-correct their writing assignments.

Woodward (2001) has identified many problems when teaching very large classes. For instance, the noise level may present a problem, as too many people in a reduced space may increase distractions. Also, resources may not be enough for all of the learners, organization becomes difficult, students are easily distracted and it is difficult to monitor their work. As a consequence, large classes differ from small classes in specific ways. For example, the small classes have been associated with better achievement, better behavior and increased student´s participation.

Activities for working with large classes

Agreeing with Briggs, Gustafson and Tillman (1991) the instructional events that involve a lesson have to be related to the specific objectives to be accomplished and to learners who are to accomplish them. In consequence, Woodward (2001) gives a rationale to develop lesson plans which in some way instruct, persuade and inspire students.

The following are some suggested strategies in order to solve problems in large classes in the English language teaching-learning process: if the problem is discipline management, a suggested solution may be to establish routines and issue a social contract. When there are problems to organize activities, it is advisable to choose student leaders, run role-plays, use story-telling, have work teams and organize classroom projects. When affective factors are involved and these cause an intimidating atmosphere, it is suggested to play soft-background music. Another issue in large classes may be the lack of interaction. In order to solve this issue, teachers may choose to have students work in pairs or in groups. Feedback and evaluation also become problems so it is necessary to apply self-assessment, and portfolios. In case of unspecified problems, it is very effective to create a blog and keep in touch with students through email.

According to Nolasco and Arthur (1995) the students learn best through activities in which the can interact. The authors suggest some activities such as *Guess what?*, it permits students to ask questions to determine what is the picture that the teacher has selected previously. It is important to limit the number of questions and increase the details on the picture to make the activity more challenging.

Next activity is *ask and draw*, it consists in drawing and hide objects. Then, they have to ask questions to draw the same picture in their notebooks. Finally, the students show their pictures to compare them with the one of the teacher.

Spot the difference is another important activity where the teacher shows one picture and hides the other. Next, the class is divided into two so that one half can see ome picture and the other half the other. Then, students ask questions to discover the differences. The last activity is *jigsaw pieces,* that consists in putting the texts on

opposite walls and giving students a few minutes to process the text, after they should complete the task with their partners.

Hess (2001) offers other activities that permit students to express their ideas and opinions both in speaking and in writing, which are important in large classes.

Guess Who is an activity in which studentes write letters and practice information questions, then they mingle the answers and when they find a person, they should ask for that person's signature next to the statement that identifies to the student. Likewise, an activity as *mutual interviews* is useful because the students can know what an interview is. Also, students can work in pairs and take turns to interviewing each other, for example, each pair joins another pair and introduces his/her partner to the foursome. In addition, the *quick-write* consists in dictating the sentence and the students cannot stop. When they cannot think, they may continue writing loops or write I do not know what to write, until the teacher stops them. Finally, in the groups, students choose and read the most interesting piece of writing. The last activity is names and adjectives in which the students form rows and they think of an adjective that describe them and that begins with the same letter of their names. After that, students say their names preceded by the adjective and all students will do the same in each row, repeating the first student's name and adjectives.

Classroom space and seating arrangement

The distribution of desks in the classroom is one of the other concerns for Woolfolk (2010). She ponders the advantage of horizontal rows and column arrangements; however, for students' interaction and debates circle or cluster arrangements are more advisable. In order to focus attention and to create a feeling of group cohesion, the fishbowl may provide an appropriate solution although it can cause disciplinary problems; that is why it can be used for short length sessions.

According to Gower, Philips and Walters (1983), the way that teachers organize the positions of the students in their class is of great importance because the place where the learners sit in a classroom can determine their attitude toward each other and how they may interact. Similary, it is said that classroom furniture also affects the learning atmosphere to some extent but the choice will almost certainly be outside the teacher´s control. However, if the teacher counts with moveable desks, tables or seminar chais of probably no more that sixteen studentes, a horseshoe arrangement will allow easy,   face-to-face contact between the students and the teacher. This arrangement ensures that, with minor adjustments, students are in a position to change to work in groups whenever possible.

On the other hand, for some activities, where it is important that the students do not see what the other student is doing, it may be worth asking the students to work back to back. Gower, Philips and Walters (1983) point out that the seat arrangement depends on the size of the class, the size of the groups, the types of activity students are doing and the style of the furniture for many activities; however, with four students per group, the best option is probably to have the students sit round desk café style, and if there is a lot of leading in writing involved, or when you set a test, it may be worth considering turning students away from each other to give them the freedom to concentrate and prevent cheating during the test.

In addition to this topic, Gordon (1974) says that as learners spend a great amount of time in school, the design of a well-structured seating arrangement has an important impact on them. However, the management of this physical environment is often disregarded by both teachers and the school administrations; and unfortunately, most classrooms are designed in ways that make it difficult for students to be motivated and work efficiently. This small but important detail should be taken into

account as one of the top priorities of classroom management and needs to be handled at the start of the school year.

Likewise, Ming-Tak and Wai-Shing (2008), manifest that even though teachers have very little control over the size of their classroom, they should be able to decide how to utilize the limited space within it, given that a creative use of physical space has a significant effect on student´s learning. Going further, according to Charles and Senter (2002), there are some facets of the physical environment of a classroom which teachers have to consider when providing a placement space for learning. The first one is floor space, which includes organizing seats in horizontal rows, vertical rows, circles or long tables; all of them will serve for different purposes. Leaving enough space or a passage, would give teachers easy and efficient access to work with different groups of students.

Additionaly, the space for daily routine should be easy and free from congestion to avoid generation disruptive behavior. Then, wall space is another factor to be considered as important and needs special attention given that it is often utilized merely for decorative purposes and should not be like this; more effort could be put into improving this situation. A good idea might be placing shelves or a wide range of items such as worksheets teaching aids supplies of paper of references materials for the class in order to enhance learning in students. Next, general ambience is also important; this aspect has to do with the teacher´s performance. They should try to create a safe, pleasant and stimulating atmosphere so learning can take place in an enjoyable and effective way.

Different levels of proficiency

Baker and Westrup (2003) point out some disadvantages of working with diferentes levels of proficiency such as some students who are weaker learners will

stop learning because they do not understand. Strong students keep the teacher`s attention and they say answers first, also they can get bored because questions could be easy for them, it is difficult for the teacher to help weaker learners, and maintain stronger students motivated.

Ur (2012) states disadvantages in large classes with different proficiency levels such as, the ability for learning the language, the knowledge and the experience with the language, the students have a variety of interests and attitudes regarding the language, and the motivation for learning the language.

On the other hand, Ur (2012) remarks some advantages in different levels of proficiency; students with a better proficiency level can help weaker students in the process of learning the language; the teacher gets collaboration from stronger students because he/she cannot give individual attention to weaker students due to the big number in the classroom; the class becomes more interesting because the cooperation and relationship increases among the students.

Hess (2001) supports the idea that one of the most important advantages of having classes with different levels of proficiency is being able to form different kinds of partnership groups where the participants will be able to obtain mutual benefits.

Students with a higher level of proficiency in the subject or perhaps only in the topic of the class can become monitors of students that might show difficulties with the same topic. Proper planning should show activities in which the students mingle with the student who will lead the development of the task.

When students can ask their classmates questions, it can also diminish their reluctance to ask the teacher whether because of the teacher´s lack of time or because

of the embarrassment they may feel. The teacher should always keep control over these students using directed activities.

Activities focused on the development of fluency can also be highly beneficial. It is not difficult to encourage lower proficiency level students to practice with more proficient students. This can help them because their classmates can assist them in a friendly way.

Classes with different proficiency levels can create big challenges, when the teacher is aware of this. Special activities seeking to exploit this fact are good aids, instead of trying to help only the students who come a little behind to catch up with the rest of the class.

Next, five studies will be presented which will contribute with more content for the research. The information will provide suggestions that should be taken into consideration as they provide a wider view of the statement of the problem.

Azhar (2004) conducted a study with the purpose of identifying the difficult that teachers have teaching English in large classrooms. The study aims to find appropriate methods with useful techniques to control large classes. The researcher prepared different surveys for students, teachers, and high school principals. The results showed that teachers face many problems such as checking home assignments, maintaining discipline, student's lack of motivation. Teachers realize that students feel anonymous in the back of large classrooms. The researcher concluded that it is very difficult to work with up to date technology, limited space in the classrooms, and the number of learners increase each year.

The educator Bamba (2012) focused his research with the purpose to know how large classes impact on teachers` instruction and on students` learning outcomes.

This was an exploratory qualitative study developed through personal semi-structured interviews with five experienced teacher participants from the Ivory Coast. The teacher interviews were picked and supported by teachers with 6 years of experience with crowded classes. The interviews were recorded and transcribed with the target of being reviewed.

The researcher concludes that teachers must try to overcome negative feelings about large classes. Furthermore, the teaching process employed by Ivorian teachers is the same used in different parts of the world with the equal intention to improve students' learning process. Regarding limitations, Bamba mentioned that the number of teachers in the research were not enough to generalize the research findings in Ivory because there are other teachers who have a different way of teaching in large classroom that the study did not involve. Furthermore, working with a correct way of teaching in big classroom is a big issue to be dealt with a single study.

Another interesting study developed by Adeyemi (2007) was conducted to research the influence of class-size on the quality of output in secondary school located in Ekiti State in Nigeria. The objective of this study was to establish the relationship between class size and the quality of output from secondary schools in Ekiti State. Another objective was to identify the difference between the quality of output of students in small classes and the quality of output of students in large classes in the tested State.

The instrument used to gather the information for the research was an inventory composed by items on register figures, number of classes in each school, number of teachers and students` grades in five important subjects, among them English language.

The results suggest that when the class size expands the students` level of achievement starts to decrease. The statistical findings show that learning improved in small classes and learners in these classes obtained better achievement than students in large classes.

As a conclusion, the author observes that class-size is a crucial requirement in the quality of output from high schools in Ekity Nigeria.

Nadeem, Iqbal, and Rahman (2012) provide an interesting study on seating arrangement and its effect on different class size in public and private institutions.

The participants were English teachers from twenty public and private secondary schools. The study was aimed to observe the seating arrangement and different activities at secondary schools.

The method focused on observations in public institutions when the students were sat in traditional rows. Learners cannot seat in pairs or develop any kind of grouping due small place, the teacher stands in front of class on a kind of stage. The observations developed in private institutions indicated that the teacher can move around the class attending the students, can tackle the class size by making pairs and groups, encourages learners to practice discussions, holds different language skills` activities, and uses the latest technology to practice different exercises.

The results of the study showed that teachers in public institutions were susceptible to teach monotonously using traditional rows, the large classroom did not allow students to work in groups or pairs, there were not interaction among students in class, and they lack the use of technology.

In contrast, private schools have defeated pedagogical difficulties improving the requirement of learning English language, the teachers practice techniques and use technological devices to get all students practice the four skills, and the students

can use different seating arrangements motivating them to participate in front of their classmates.

The authors` conclusions were that the public schools continue working with the conventional system of rows, and lack of resources and space. In contrast with the private education, the teachers can change the seating arrangement in enough space and use the latest technology for education.

The educator Harfitt (2012) developed a research on how the reduction of class size helps to hear the student`s voice and improves the learning of language in schools of Hong Kong. The purpose of this study was to know how students perceive the differences between teaching and learning in a large class and teaching and learning in a reduced-size class and how these differences influence on the cultural and social aspects in learning.

 The method for this study was based on interview transcriptions, daily field notes, and highlighted themes gotten from verified data. There were 48 lessons observed, they were video recorded and transcribed. The results showed that there were distinct groups in the classroom, it is compulsory for a student to be part of a group; otherwise he/she will not have anybody to talk to or find help. The problem becomes crucial because the best students have their own group, but they will not teach each other. There were closed groups in big classes and to mix them is very hard for teachers.

The educator concluded that measuring student`s achievements was not possible due to time inconvenient. It was possible to develop a longitudinal research on teachers working with different class size as it gave the opportunity to evaluate the academic benefits and to compare academic abilities. This study helped to understand the effect of class size on the students´ psychological and social situation.

Description, Analysis and Interpretation of Results

This segment contains an interpretation of the results of the results obtained from data collected, which has been sustained by the information included in the survey applied to the students from a public high school.

Three factors have been studied: instructional implications, social implications, and psychological implications.

Instructional implications refer to the activities developed in class, the type of activities selected according to the students skills, variety of activities, and so forth. Social implications are intended to analize the interaction of the students with the teacher and their classmates, whether the teacher has problem remembering the student´s names, whether the students feel less stressed in large classes, and wheter they can use cell phones.

Finally, psychological implications refer to the students´participation during class and how they may feel when working in classes with a large number of students.

Quantitative Analysis

What instructional implications do large classes have on the teaching-learning

process?

CHART 1

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
1.	The activities done in class help to apply what students learn in class.	130	58.82%	79	35.75%	12	5.43%	0	0%	221	100%
2.	The activities done allow listening, speaking, reading and writing skills.	114	51.58%	60	27.15%	38	17.19	9	4.07%	221	100%
3.	The students are attentive participate in class activities, including those sitting at the back of the classroom.	39	17.65%	72	32.58%	91	41.18	19	8.60%	221	100%
4.	Varied class activities are used such as group, individual, pair work activities, etc.	98	44.34%	81	36.65%	33	14.93	9	4.07%	221	100%
5.	Activities such as plays competitions, debates, games, etc Are used in class.	64	28.96%	62	28.05%	59	26.7%	36	16.29	221	100%
6.	Students can cheat during the test.	16	7.24%	24	10.86%	29	13.12	152	68.78	221	100%
7.	Students get distracted by doing assignments from other subjects.	18	8.14%	28	12.67%	41	18.55	134	60.63	221	100%
8.	The seating arrangement facilitate the tasks that are carried in class.	83	37.56%	83	37.56%	39	17.65	16	7.24%	221	100%
9.	Students cannot receive regular feedback from the teacher due to the large number of students.	32	14.48%	74	33.48%	61	27.60	54	24.43	221	100%

Author: Jorge Fernando Albán Grados.
Source: Student´s Questionaire.

According to statement numer one, it is noticed that a notable percentage (58.82%) of the students have answered totally agree; while a 35.75% have marked agree. This means that most of the students think that it is possible to perform activities that allow them to reinforce the four language skills. In contrast, 5.43% of students have chosen partially agree, and no students answered the option disagree. It means that there is a small group that does not think that large classes provide opportunities for putting into practice what they learn.

The results show that the activities are attractive for students and they are motivated to work and practice what they have learned. Therefore, we can infer or see that teacher´s techniques get hooked with the activities and work as a whole obtaining good results.

According to the results in the second item, 78.73 % of the interviewed students express their satisfaction when activities developed in class that let them use the four fundamental skills when acquiring a foreign language. Teachers are planning the class with appropriate exercises for each skill. The other group of students 17.19% and 4.07% chose partially agrees and disagree respectively. They think that the activities held in class are inefficient to develop the four skills.

Baker and Westrup (2003) suggest some activities to be used by teachers for practicing the four skills. After the grammar explanations, teachers can ask around the class. Teachers may write some exercises on the board. Another activity could be finding the differences between two pictures, the class can be divided into two groups and have some team competition until the last difference is found. After that, students can write an essay and read it in front of the class afterwards. Finally, they can start asking questions among the groups.

The results show in the third statement, that 17.65% selected totally agree, and 32.58% have marked agree. The first two groups feel that participation in class is possible, whereas, 41.18% marked partially agree, which represents the majority of the students and only 8.60% selected disagree.

Nonetheless, most students learn easily, there is some percentage that indicates that several students are not attentive and even worse interact with others. Hence, it is very important to say that not all people learn at the same rate and that many have different levels of proficiency. Thus, the English language learning process becomes more difficult for some or takes more time than for others who learn faster.

Woolfolk and Brooks (1983) argument is that seat location seems to increase participation for students who are predisposed to participate in class. A seat in the back of the room will make it more difficult to share, but easier to daydream.

The same authors suggest that teachers move around the room whenever possible, establish eye contact with the students, ask questions the students seated far away, and change frequently the seating so the same students are not always consigned to the back.

With respect to the item fourth, the survey shows that 81% of students express their satisfaction with varied individual or group activities developed in class. This fact demonstrates that group activities are a very effective strategy in large classes since students have the opportunity to understand instructions very clearly and avoid misunderstandings. They also have as many opportunities to participate as they want. In contrast, 14.93% marked partially agree and 4.07% marked disagree. These results show that this rank of students do not like different groups because they prefer to be close to their friends or they feel controlled by the

teacher. In large class, it is possible to carry out assorted class activities such as role plays, pair-work activities, and so on. Harmer (2007) points out that to improve the student's participation and language use, it is important that they work in different type of groups which also can allow them to perform a huge variety of activities like practicing their reading, writing or speaking tasks.

In the item fifth, we can see that a 28.96% and a 28.05% of learners have selected totally agree and agree respectively. The results reveal that students in large class can develop plays, debates, games, and competitions. It is possible that the combination of variety plus frequency is what makes the class dynamic, that is, the students feel comfortable and less likely to get bored, and 26.7% of students have chosen partially agree and 16.29 % selected disagree. These results demonstrate that a smaller percentage of students feel that they are not able to participate due to the number of students in class or they feel uncomfortable doing any activity in front of their classmates. Baker and Westrup (2003) point out those activities held collectively such as discussion, games, and competitions give the students the opportunity to practice speaking, enlarge their vocabulary, and practice correct grammar structures.

According to statement number six, 7.24 % of students marked totally agree and 10.86% chose agree. It shows that there is a small number of students that believe it is possible to cheat in a large class because they feel safe among the big group and the teacher is not too demanding. Additionally, 13.12% of students marked partially agree and 68.78% chose disagree.

Most of the students think it is not possible to cheat in large classes because some of them are honest, others are afraid of the teacher`s penalty, and others are afraid of being betrayed by their classmates. According to Ur (2012), one of the

disadvantages of large classroom is controlling the students during a personal assessment.

On analyzing the result in this item, we can observe that a big number of students answered that is not possible to cheat during the test and just few students replied that they can cheat. In conclusion, it can be stated that teachers must have to design different tests or change some details in order to avoid the cheating habit.

The results in the statement numer seven show that most of students, 60.63 % disagree with this statement and 18.55 % of them partially agree. These results clearly indicate that students do not get distracted by doing other assignments during English class. In contrast with these results, 8.14% of the students totally agree and 12.67% of students agree. It demonstrates that there is a small group of students who consider that it is possible to do other subjects during English class. Ur (2012) points out that in large classes, there is a significant number of students who do assignments of other subjects because they may be bored or they may feel that they do not have the teacher´s attention due to the big number of the students.

As we can see in the statement number eight, 37.56 % marked totally agree and 37.56% marked agree. The results show that most of the students find a constant rearrangement of the seats and their assigned places useful to deal with the tasks carried out in class because it helps to break the routine. The students are highly motivated to engage in activities that teachers do. Regarding to this topic Harmer (2007) says that in many classrooms around the world students sit in fixed rows leaving aside many ways to organize the classrooms such as separate table, circle, whole class, group work and pair, which are very handy because they give the teachers the chance to stay closely in touch with things and events going on and to get involved with the students and their learning process.

In contrast, 17.65% marked partially agree, and 7.24% marked disagree. These results let us to know that there is a small group of students who find the seating arrangement is uncomfortable because they get separated from their friends or they simply want to avoid the teacher´s control in class. Another group of students, 24.89%, believe that in large classes the seating arrangement does little or nothing to help them to fulfill the activities in class and that it is the reason why language skills are limited or reduced.

Statement 9. Students cannot receive regular feedback from the teacher due to the large number of students.

Statement nine shows that 14.48% of students marked totally agree and 33.48% selected agree. The results show that students do not receive feedback from teachers due to the large size of the group. On the other hand, 27.60% selected partially agree and 24.43% selected disagree. These results demonstrate that these groups of students think that the feedback received is not enough although it is important for them in order to improve their English level.

Regarding to feedback Gower, Phillips, and Walters (1995), point out that a very important task of the teachers is to give feedback to students because it helps them to improve and progress in their learning process. Brown (2007) emphasizes that feedback is one of the keys factors to learn a language.

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

Chart 2

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
10	There is a proper balance of student – student and Teacher – student interaction.	78	35.29%	87	39.37%	45	20.36%	11	4.98%	221	100%
11	Student have the opportunity to build relationships with their classmates	77	34.84%	91	41.18%	41	18.55%	12	5.43%	221	100%
12	The teacher has problems remembering all the students 's names	36	16.29%	55	24.89%	92	41.63%	38	17.19%	221	100%
13	The atmosphere is less stressful since the teacher does not ask several questions to the same student.	55	24.89%	83	37.56%	56	25.34%	27	12.22%	221	100%
14	It is easier for students to use their cellphone or any other mobile device without being seen by the teacher.	25	11.31%	20	9.05%	33	14.93%	143	64.71%	221	100%

Author: Jorge Fernando Albán Grados.
Source: Student´s Questionaire.

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According to the statement numer ten, 35.29% of the students have chosen totally agree and 39.37% selected agree, this means that they recognized that in large classes there is a proper balance between student-student and teacher-student interaction. Therefore, we could infer that the more balanced the interaction is, the more the students will enjoy the activities and their learning will be enhanced. In contrast, 20.36% selected partially agree and 4.98% marked disagree letting us see that there is a sector of the universe studied which has not been able to participate of that interaction effectively meaning that their communicative skills may be under the average.

Harmer (2007) argues that the teacher needs to involve the student´s attention to maintain the control of the class, also it is important to establish a good teacher–students interaction.

The results show in the item 11, that 34.84% of the students marked totally agree and 41.18% selected agree. One of the advantages in large classes pointed out by Hess (2001) is that there is a large diversity of students in big groups which permit the development of partnerships and peer cooperation. In contrast, 18.55% marked partially agree and 5.43% chose disagree. In this statement 76.02% of the students perceive that they have the opportunity to build relationships with their classmates whereas a 23, 98% have not build positive relations or simply disagree with the statement and a reason could be that some of them may have suffered from some hind of bullying from their classmates. Woodward (2001) states that the possibility of conducting group and pair work is one of the benefits of a large class and it is evident that having the possibility of interacting will help the children to build relationships.

From the 221 students who answered the item 12, 16.29 % of students selected totally agree and 24.89% marked agree. In contrast 41.63% have marked partially agree and 17.19% disagree. The results show that 41.18% of the students think that teachers

have problems remembering all the students 'names and 58.82% of the students think that the teacher knows their names. Having these results in mind, it can be stated that if the teachers do not remember all the student's names, it could cause discomfort and students may resent it with a negative result of falling or just not feeling identified with the group.

Hess (2001) points that it is difficult to remember all the student´s names and this is a real disadvantage in large classes. It is worth indicating that when teachers are capable of remembering the name of every learner, they establish a positive rapport with their students to create a teaching-learning environment full of support and confidence.

In the statement thirteen, we found that 24.89% of the students selected totally agree, and a 37.56% agree. These results show that in large classes the atmosphere is less stressful because the teacher does not ask several questions to the same student. In contrast, 25.34 % selected partially agree and 12.22% of students chose disagree. These results also indicate that large classes are not always an obstacle in the teaching-learning process; even though some students did not agree with the fact of feeling distressed the majority of students 62.45%, felt less stressed by not being asked during a class.

According to the statement number fourteen, 11.31% of the students totally agree and a 9.05% agree. This result shows that there is a 20.36% of the students who can use their cellphones or any other electronic devices during class without being caught by the teacher. In contrast, 14.93% of student marked partially agree and 64.71% selected disagree. According to Dudley – Evans, and St John (2007) one of the consequences of large classrooms is that students get bored, and it could be a reason for some students to start looking for distractions like electronic and mobile devices.

What psychological implications do large classes have on the teaching-learning

process? Chart 3

N°	In classes with a large number of students:	Totally agree		Agree		Partially agree		Disagree		TOTAL	
		f	%	f	%	f	%	f	%	f	%
15	The atmosphere is stressful	52	23.53%	58	26.24%	55	24.89%	56	25.34%	221	100%
16	Students feel inhibited when speaking in front of the test	37	16.74%	60	27.15%	72	32.58%	52	23.53%	221	100%
17	Students do not have the opportunity to express their opinions	26	11.76%	64	28.96%	76	34.39%	55	24.89%	221	100%
18	Students do not like to participate because they feel afraid.	34	15.38%	52	23.53%	60	27.15%	75	33.94%	221	100%
19	The teacher does not pay equal attention to all his / her students	54	24.43%	40	18.10%	58	26.24%	69	31.22%	221	100%
20	Students feel they can act competitively with other students	94	42.53%	76	34.39%	36	16.29%	15	6.79%	221	100%
21	Students feel relaxed because they can go unnoticed.	42	19%	52	23.53%	72	32.58%	55	24.89%	221	100%

Author: Jorge Fernando Albán Grados.
Source: Student´s Questionaire.

In the statement number fifteen, the result shows that 23.53% chose totally agree,

and 26.24% agree. According to the results, a big number of students (49.77%) think

that in large classes the atmosphere is stressful. This problem could be due to some

reason such as the space which is not enough for a large number of the students, or their peers make noise because they talk with their classmates and they cannot listen to the teacher. In addition, the teacher cannot personalize the class due to the amount of students.

In contrast, 24.89% selected partially agree and 25.34% marked disagree. These results demonstrate that 50.23% of the students mentioned that in large classes the environment is not stressful, they feel comfortable and they have the opportunity to develop their tasks in a relaxed way.

The survey shows in the item sixteen, that 16.74% selected totally agree, and a 27.15% chose agree. It means that there is a large group of the students that feel inhibited when they are speaking in front of the class due to their fear of speaking in public or making a mistake which their classmates would start laughing at. In contrast to this result, 32.58% of students marked partially agree and 23.53% disagree. This statement shows that 56.11% of the students in large classes do not have any problem when they speak in front of their classmates, it could be because the atmosphere in class is not stressful and the teacher has the control of the discipline. Leahy (2005) points out that a big number of students are reluctant to participate in any activity in front of their classmates. The students feel afraid of their classmates 'opinion. Therefore, they avoid speaking or doing any activity in front of the class.

It is crucial that teachers promote an environment of trust and mutual help from the very beginning of a course. In this atmosphere, students are more likely to feel safe and encouraged to actively participate in class, and also this environment promotes a sense of personal connection between students and teachers through group and pair activities that help learners to get more familiar.

According to the statement numer seventeen, 11.76% selected totally agree, 28.96% marked agree. While a 34.39% of the students opted for partially agree and 24.89% chose disagree. According to these results, 40.72% of the students feel frustration due to the lack of opportunities to express their opinion. One of the disadvantages in large groups is that the students cannot participate as often as they would wish. Besides, time is not enough. Hess (2001) points out that the students 'probability to speak in large class is minimum. On the other hand, 59.28% of the students think that it is possible to participate in large class in spite of the big number of classmates.

Regarding to the statement eighteen, 15.38% of the students selected totally agree, it means that they do not like participating in large classes because of some sort of shyness or insecurity. In addition, 23.53% of the surveyed students indicated that in large classes their interest in participating to communicate their knowledge in the target language is reduced due to their shyness, which might result in students with low self steem or not feeling able to fit in their group.

According with the results, 27.15% of students marked partially agree, and 33.94% selected disagree. It means that a bigger group of the students do not feel afraid of participating in class. Teachers could have had created an adequate environment to teach in large classes.

The survey shows in the item nineteen, that 24.43% of the students marked totally agree and 18.10% selected partially agree. These results show that 42.53% of students think that they do not receive equal attention from their teacher; they get this impression from their teacher not being able to remember their names or because he/she cannot help them with their necessities because of the number of the students. In contrast, 26.24% chose partially agree and 31.22% selected disagree. It means that

a big number of students think that the teacher pays attention to them, organizes the time and teacher makes an effort to learn the student´s names. According to Byram (2002) the difficulties in large classes consist in the classroom control and management of students´ problems, and they can solve by getting to know student´s name as fast as possible, by reducing disturbance levels, by maintaining clear tasks, by making sure that students know what to do and finally by reducing changes from one process to another.

In the statement number twenty, the survey shows that 42.53% of the students opted for totally agree, and 34.39% selected agree. In contrast, 16.29% selected partially agree, and 6.79% marked disagree. It is evident from these results that the majority of the students feel that they can act competitively with other students. A study by Feng (1999) concludes that competition between the students is one of the driving forces behind student achievement.

In the statement twenty-one, the results show that 19% of the students affirmed that in large classes they feel relaxed because they can go unnoticed, 23.53% also affirmed that it is possible for them to feel relaxed and go unnoticed due to the class size and because the space does not permit the teacher move freely and control them. On the other hand, 32.58% of the students said that they have very little opportunity to feel relaxed and go unnoticed in the class. In addition 24.89% of the students affirmed that they do not feel relaxed because they cannot go unnoticed because the teacher can move in all the classroom controlling misbehavior, and monitoring the activities developed in class.

These results mean that having a large number of students, the most important for a teacher to be successful at dealing with large groups is to prepare his/her teaching.. The more communicative the learning process becomes (of course, a

communication with respect and confidence) at all the levels of interactions and skill development, he more motivated the students will feel to get engaged with the class.

As an illustration of this idea, Afshari, Bakar and Su Luan (2009) said that the professional background and development of a teacher is the core of any educational program.

Conclusions

➢ Large classes have too many students in reduced spaces. This causes distraction and disorganization.

➢ The number of the students in large classes makes one-to-one feedback almost impossible.

➢ Despite of the classes being overcrowed some teachers promote a good environment for both student-student and student-teacher interaction and there is a good relation among them.

➢ Students seldom have the opportunity to express their own opinions in large classes.

➢ Group work is used by most of the teachers since it is one of the best activities to apply in large classes.

➢ When teachers use a great deal of activities such as competitions, debates, games, and so forth in order to develop the four language skills, their classes become more interesting.

Recommendations

➢ It is necessary to build bigger spaces and obtain better resources to teach English in order to make the students feel more motivated.

➢ A suitable arrangement and assignment of seats will always be fundamental if everyone´s participation is desired in large classes.

➢ It is fundamental for large class teachers to build caring relationships by waiting for his/her students by the door to make feel welcome, calling the students by their first names, and organizing several activities.

➢ A teacher should be impartial, fair, principled, and definitely upright to every student in a large class.

➢ Collaborative work, feedback, and open-ended assessments should be mandatory even though teachers manage large classes.

➢ Role-plays, discussions, debates and other communicative activities need to be performed to help students who usually feel inhibited in large classes.

➢ The number of students in large class must be reduced the least possible per class.

➢ Schools and teachers should start to reconsider the way they see this language and above all the way they assume the challenge of teaching English.

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ANNEXES 1

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

Name of institution: **COLEGIO TÉCNICO SUCRE**

Type of institution: Public (X)   Private ( )

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

                                 1st senior high 2nd senior high 3rd. senior high

                                 school. ( )   school. ( )   school. ( )

City: QUITO

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

A. **Academic issues**

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

B. **Social issues**

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

C. **Psychological issues:**

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

Thank you for your collaboration!

ANNEXES 2

PHOTOGRAPHS EIGHT GRADE "A"

PHOTOGRAPHS NINTH GRADE "A"

PHOTOGRAPHS TENTH GRADE "A"

PHOTOGRAPHS TENTH GRADE "B"

ANNEXES 3

ENGLISH TEACHERS DATA
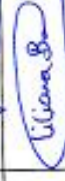
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

ENCUESTA

INSTITUCION: COLEGIO SUCRE

EVALUADOR: FERNANDO ALBAN G.

FECHA: 06 – 07 NOVIEMBRE 2013

LUGAR: QUITO

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56